

## **Integrating AI in English Language Teaching: Challenges and Opportunities**

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### **Abstract**

Artificial Intelligence (AI) is now popularly turning the trends in English Language Teaching (ELT) to approaches and methods which will make learning personal and teaching easy and effective. This study addresses the involvement of AI in ELT and some of the many opportunities and challenges that it opens up for teachers and learners. In this study, a qualitative research approach has been adopted to explore the lived experiences and perceptions of university-level English teachers regarding AI integration in ELT. The data were analyzed thematically to discover challenges and opportunities related to AI incorporation in ELT using semi-structured interview procedures with six teachers from different campuses of the Sunsari district. AI-powered tools, such as chatbots, virtual tutors, and automated grading systems, increase personalized learning experiences; help restructure administrative work, while giving real-time feedback; and build dynamic learning environments with diversified linguistic needs for learners. Besides, AI integration suffers some constraints, including inadequate technological infrastructure, improper teacher training, ethical dilemmas, and digital inequity in terms of under-resourced; but otherwise, privileged communities. AI in the ELT scene is still immature in Nepal; it is largely limited in urban areas. Research requires such AI involvement to nourish educational gaps, offer worldwide resources, and endorse content-specific and individualized learning experiences. Finally, this article advocates the balanced co-usage of human intelligence with the aid of AI advancements to revolutionize ELT within ethical,

infrastructural, and cultural challenges in creating an effective and inclusive learning ecosystem.

*Keywords:* artificial intelligence, english language teaching, ai integration, challenges, opportunities

### Introduction

The rapid development of Artificial Intelligence (AI) is transforming many aspects of life, including education. In English Language Teaching (ELT), AI has the potential to address linguistic diversity, improve learning outcomes, and support teachers in delivering quality education. Advancements in technology have led to increased use of AI in education, affecting language instruction significantly (Sahem, 2024).

But all these technological shifts raise questions about the role of teachers, ethical considerations, and digital divide issues. AI has emerged as a viable aid in education, including language acquisition, as technology advances (Rusmiyanto et al., 2023). AI in language education can enhance learner autonomy by providing on-demand access to resources and feedback from anywhere. AI customizes learning by taking into account several relevant factors, which include the problem of unavailability of native speakers, delayed responses, and personalized support by utilizing progress, preferences, and styles. In the field of ELT, AI is basically a sub-domain of computer science that solves such cognitive tasks as perception, reasoning, and understanding language, which would then allow the elderly to have more personalized instruction, comprehension, and richly interactive and adaptive learning experiences.

Regarding the definition of AI, Rich (1985) states that "AI includes such activities as problem solving, natural language understanding, perception, and doing science" (p. 117). For Russell and Norvig (2016), it is the simulation of human intelligence in machines, enabling them to perform tasks that typically require human cognitive abilities. This encompasses a broad spectrum of technologies, including machine learning, deep learning, natural language processing, and computer vision, that allow computers to learn, reason, problem-solve, perceive, and interact with the world in ways that mimic human intelligence.

AI has far-reaching applications across various domains, e.g., healthcare for assisting in disease diagnosis, drug discovery, personalized medicine, and robotic surgery (Topol, 2019), finance for fraud detection, risk management, and algorithmic trading optimization are being revolutionized by AI in financial services (Patil, 2024), transportation for Self-driving cars, traffic optimization, and logistics and supply chain management are driven by AI advancements (Khlie et al., 2024), and entertainment for game development, movie recommendations, music generation, and personalized entertainment experiences (Mei, 2023).

Apart from these applications in various fields, AI is applied significantly in ELT. In the framework of ELT, AI is a sub-domain in computer science that deals with solving

cognitive problems usually kept for human intelligence, such as perception, reasoning, learning, and understanding natural language. These capabilities enable AI systems and tools to support language teaching and learning by facilitating personalized instruction, enhancing language comprehension, and fostering interactive and adaptive learning experiences. These capabilities enable AI systems and tools to support language teaching and learning by facilitating personalized instruction, enhancing language comprehension, and fostering interactive and adaptive learning experiences.

AI in Education makes a complete revolution in learning with tailored solutions for different learners in a more effective manner. It excels in learning personalization by developing individualized exercises based on learning styles together with modelling feedback and learning paths. They also facilitate an automatic assessment, which makes the grading easy and enables the teachers to concentrate more on vehicles of personalized instruction. Innovations like these can be further expanded by interactive language learning systems with AI chatbots and virtual tutors that improve spoken skills with real-time discussion and engagement practices. Not least, AI also promotes personalizing vocabulary and grammar instruction by analyzing one's performance and recommending specific exercises. Speech recognition and text-to-speech technology as an aid to learners in learning how to improve their pronunciation and fluency, AI creates resources such as context-relevant and learner-specific study materials (Liu et al., 2019). Predictive analytics help educators anticipate possible learning difficulties and intervene promptly to improve educational benefits for all learners.

However, these words would add up to an important part, so their complete use will be amazing. AI will change the face of English learning by making it possible for personal teaching, live feedback, pronunciation aids in coordination with speech recognition, and immersive experiences using virtual environments to access engaging and adaptive resources anytime and from anywhere. The potential of AI is immense in transforming English language learning into personalized instructions, instant feedback, speech recognition-based improvement of pronunciation, virtual experiences, and access to engaging adaptive resources anytime, everywhere, the ways with which personalized teaching can be made possible.

AI has the potential to significantly enhance the English language learning experience in personalized learning to adapt to individual learner needs and learning styles, providing customized exercises, feedback, and learning paths (Brusilovsky, 2001), on automated assessment to grade the assignments, quizzes, and tests, providing teachers with more time for personalized instruction and feedback (Messer, 2022), interactive language learning to engage learners in interactive conversations, providing opportunities for real-time language practice and feedback (Brusilovsky, 2001), in personalized vocabulary and grammar learning to analyze learner performance and recommend personalized vocabulary lists and grammar exercises (O'reilly, 2007), in speech recognition and text-to-speech to improve their pronunciation and

fluency through speech recognition and text-to-speech technologies, in content creation to generate personalized learning materials, such as stories, dialogues, and articles, based on learner interests and learning needs (Brusilovsky, 2001), and in predictive analysis to analyze learner data to predict potential learning difficulties and provide early intervention (Long & Siemens, 2014).

AI also brings educational processes into such a streamlined form. Automated grading systems can process and evaluate student work much faster than human graders, allowing teachers to spend more time on instructional activities (Nayak et al., 2022). In addition, AI improves the skills required for oral communication in this way, such as recognition of someone's speech and conversion of words to sound, and provides immediate feedback on pronunciation and fluency.

Education is one of the many facets of life that the AI has brought about quite a number of changes. AI in ELT has the potential to support teachers in providing quality instruction, responding to linguistic diversity, and better learning outcomes. AI now plays a more significant role in education with advancements in technology hence the need for its incorporation in classrooms. AI in language teaching can also enhance learner's autonomy through resources and feedback anytime, anywhere. Besides, AI may also create learning pathways that best meet the choices of the learner, learning styles, and progress. AI can also help solve some problems faced by learners of English, such as shortage of interlocutors, delay of feedback, and lack of individual support.

AI in ELT is going to change the prospects of ELT in Nepal. In a country with large classrooms, limited resources, and students with a range of language proficiencies are common features, personalized feedback, automation of repetitive tasks, and access to many resources can be possible with AI. In this aspect, the geographical features of a country, especially the far-off and rural areas in Nepal, could be catered to by using AI-powered tools that can help provide students with quality learning among very small resources and connectivity. Infrastructure gaps and the unpreparedness of teachers are certain areas that stand in the way of this promising technology's entry through the walls of ELT. A study (Bohara, 2024) explores the significance of AI applications, their role in education and the commonly practised AI approaches, including personalized learning, adaptive learning, teaching evaluation, virtual classroom, and intelligent teaching. Similarly, Tiwari (2024) investigated how university teachers perceive and use AI in language teaching, and concluded teachers are positive in AI's potential to enhance learning by offering personalized learning paths and instant feedback. They view AI as a complement to traditional teaching methods, especially for language practice, pronunciation, and vocabulary learning.

AI is important in the sense that it can serve different learning needs and make teachers' tasks more efficient. AI technology creates very interactive and user-friendly interfaces for

learning English and promotes learners to learn out of motivation. Furthermore, it also enables urban-rural bridging by creating the same learning opportunities for wide access to advanced educational resources. For teachers, AI will enhance growth and development as it offers lesson planning and data-driven decision-making tools to ensure improvements in both teaching quality and student learning outcomes.

While research in AI within ELT in Nepal is emerging, there remains a limited platform for comprehensively understanding its effectiveness, challenges, opportunities, teachers' perceptions, and the ethical implications of AI in low-resource settings. Addressing these needs becomes very much relevant to the safety of adaptation of AI in such an original and unique educational and cultural background of Nepal. Likewise, higher education can use AI as an inevitable part of pedagogy, which brings changes in modernization in teaching practice, competitiveness and quality in preparing an individual who can compete on a global level and making space for wider inclusion. This study, hence, attempts to examine potentially the degree of challenges and opportunities offered through AI in higher education in the context of limited research works in ELT and AI in Nepal based on the following objectives.

- a. To examine the degree and methods of integrating AI in ELT
- b. To explore the challenges and opportunities of integrating AI into ELT in higher education.

### **Research Materials and Methods**

The present study is a qualitative research design to investigate the lived experiences and perceptions of university-level English language teachers regarding AI collaboration in ELT. Qualitative design is applied for in-depth exploration of teachers' attitudes, challenges, and insights about AI integration.

The participants selected for this particular study were six University-level English teachers from two campuses in the Sunsari district; one is a constituent campus, while the other is a community campus affiliated to Tribhuvan University. The process employed was purposive sampling for the selection of the participants who had experience using AI tools in ELT. The teachers have had a minimum of one year of experience in using AI tools for ELT in their classes.

The data were collected through semi-structured interviews, which allowed the participant to express his or her views in a flexible way and, at the same time, open-ended manner. The interviews were conducted in person or via video conferencing, depending on the preferences of the participants. Each interview lasted approximately 45-60 minutes with the consent of the participants. The interview questions revolve around their personal experiences with AI, the challenges they encounter, and the probable benefits of AI for their teaching practice. During data collection, ethical considerations were rigorously upheld, with particular attention given to ensuring informed consent and maintaining confidentiality.

The data were subjected to thematic analysis, which is a highly popular technique among qualitative researchers for analyzing qualitative data (Naeem et al., 2023). After transcribing interviews, the researchers applied inductive coding on such data and finally derived topics with the challenges and opportunities of AI in ELT. The themes derived are categorized and investigated to get a clear and deep understanding of the contexts of participants' experiences.

### **Results and Discussion**

This section analyzes and interprets the data collected from the selected participants' categorizing in three themes: the degree and methods of AI integration in ELT, challenges, and opportunities.

#### **The Degree and Methods of AI Integration in ELT**

AI integration in ELT in Nepal is, so to speak, in an infant state. This may not be such a keen fact, given that worldwide, most of these technologies are superiorly advanced, enabling language learning in various educational systems. However, its presence in Nepal is merely endemic to urban centers or semi-rural areas. Some private schools and institutions in cities, like Kathmandu, Dharan and Pokhara are playing around with AI tools such as language learning apps (Duolingo, Grammarly, ChatGPT, Gemini) or virtual teaching assistants. AI-powered technologies such as speech recognition systems, chatbots, virtual tutors, and language learning applications have emerged as innovative tools that can provide learners with interactive and immersive language learning experiences (Rusmiyanto et al., 2023). There is minimal integration in rural and under-resourced areas, largely because of a lack of technology access and internet connectivity and also because of poor teacher training. The level of integration of AI into the practice of university-level ELT teachers varies greatly, and much of it depends on how the teacher looks at the role of technology in education. While some fully welcome AI for its personalization and efficiency, others remain cautious or limited in their approach to more traditional methodologies. This underlines the need for tailored approaches to integrating technology into teaching. Relating the responses of six Teachers (T1, T2, ..., T6), there are three major degrees or levels of AI integration in ELT. They are minimal integration, moderate integration, and high integration.

Minimal or limited use of AI relates mainly to supplementary or administrative tasks or occasional use of AI, focusing on its limitations rather than strengths. Being related the same, T2 stated:

I use traditional methods of teaching such as chalk-and-talk, printed materials, and classroom discussions. I occasionally use AI tools like Google Translate or any other language apps available for offline use. Without substantial investment in technology and training, AI remains motivated rather than practical in my teaching.

The main reason for the minimal usage of AI in ELT is inadequate technological infrastructure. Most educational institutions face inconsistent internet connectivity, limited access to high-speed broadband, and a lack of modern computer labs. These infrastructural deficiencies will badly affect the feasibility of educators and students accessing the AI-powered tools that require an accessible and smooth flow of the internet and high-end devices. Adhikari (2021) also supports the idea stating that "A poor bandwidth of internet, limited technological skill of teachers and students and insufficient infrastructures of technology hinder the use ICT in ELT". Aligning with the T2' statement, T3 stated:

AI has not been an integral part of my teaching. I have sometimes used it in demonstrating how machine translation tools- Google Translate for instance- can help students learn about the limitations that come with their use. I know there is potential with AI; however, I prefer old-fashioned methods to promote deeper critical thinking and communication skills.

With the help of AI tools, language teachers help students translate and use the English language in their activities, which makes language teaching interesting for both students and teachers. Some teachers use AI tools like ChatGPT to teach writing, for example, T6 said, "Sometimes, I recommend AI tools like ChatGPT to students for ideation or to assist them while writing, but I personally feel direct teacher-student interaction is the backbone of learning, and so I use AI in support roles only".

Here, T3 is very limited in integrating AI into teaching; he prefers traditional ways of developing critical thinking and the ability to communicate. Admitting the potential of AI, T3 shows its limitations on the example of machine translation tool (Google Translate). Showing the work of such tools helps students be aware of their weaknesses, but deeper learning, according to T3, is better without relying too much on AI. T6, on the other hand, assumes a supportive role for AI in education. While suggesting tools such as ChatGPT, among others, to handle ideation and support in writing, T6 emphasizes an assistive role. However, T6 emphasizes the main role of direct teacher-student interaction that is viewed as critical to genuine learning experiences but sees AI as supporting rather than a core component.

Moderate degree is introduced as integrating AI-powered platforms, adaptive learning systems, chatbots, or virtual assistants that will help instructors to personalize learning experiences and make learners more engaged under their guidance. Concerning this, T1 expressed, "I integrate AI-driven pronunciation tools like Speak Tutor, ELSA Speak, YouGlish, etc., to improve students' spoken English, and I basically use Lingvist, an AI-based translation app to teach vocabulary, grammar, and sentence structures along with comparative linguistic analysis". Nguyen (2024) affirmed that technology like chatbots, speech recognition systems, and mobile apps that can give instant feedback on pronunciation and speaking skills has revolutionized learning a language. Similarly, Zhao (2021) as cited in Dennis (2024) concluded

in their meta-analysis that AI-assisted tools boost pronunciation precision and fluency and reduce anxiety in individuals learning a second language. T4 had also expressed his view in this way:

I integrate AI in a balanced way to help with traditional teaching methods. For example, I make use of the pronunciation-supporting ELSA Speak, and Speechify supporting listening practice for speaking and listening, respectively. The automatic essay evaluation tools also assist in giving quicker responses to writing assignments. I, however, keep all crucial class activities relating to discussions and critical thinking exercises in the forefront and human engagement-oriented.

T4 says this because he believes that AI will only supplement various aspects of learning, such as pronunciation or listening and assignment feedback, without necessarily displacing traditional approaches to learning. Kristiawan et al. (2024) synthesized a similar view that AI tools enhance learner engagement, provide personalized learning experiences, and improve language proficiency, particularly in speaking and writing. T4 would like to use those AI tool as supplements for streamlining processes toward much easier or more efficient outcomes.

Reading as well as listening, speaking and writing skills, either combined or in separate settings, can best be completed with highly integrated use of language technology in ELT. These may involve immersive tools with AI-driven virtual reality (VR) environments for simulating real-world scenarios and practising communication skills with the students in dynamic contexts. AlTwijri and Alghizzi (2024) clarify the high integration of AI in language teaching tasks as AI makes educational materials more accessible by converting text to speech and speech to text and recognizing visual materials. This integration will make the teacher a facilitator-innovator of learning rather than an instructor. The High integration of artificial intelligence AI tools into ELT denotes the seamless incorporation of AI technology to enhance various needs of language learning and teaching. AI is being widely used to improve language instruction through interactive simulations, adaptive learning, and individualized feedback is evidence of this (Mananay, 2024). High integration includes personalized learning, where AI tools have potential for the adaptation in respect to individualized needs of the learner by providing unique content, feedback, and pacing. Binhammad et al. (2024) discuss how generative AI can create personalized learning materials tailored to individual student needs. Relating AI tools for personalization and learning language skills, T5 stated:

AI plays an important part in my teaching philosophy. It is used to give students a unique educational experience that meets their different learning styles and preferences. AI platforms, such as Duolingo, adjust content dynamically; I use Coursera to help deliver lectures; and tools such as Turnitin to keep academic integrity of the content.



The philosophy of teaching is reinforced by making learning personalized to the various learning styles and preferences with AI. Now, platforms like Duolingo are dynamic and individually tailored by means of AI in creating content for students. These tools are coupled with the infusion of another unique, efficient, and, most importantly, ethical educational process that subscribes to modern pedagogy. Xu (2024) added that AI-powered personalized learning experiences cater to students' unique learning needs, styles, and paces. Adopting similar high integrity of AI, the same participant added:

I have joined the application of AI in virtually almost every aspect of my teaching practice. I encourage my students to make use of Grammarly and Quillbot for their writing tasks and utilize Duolingo and Grammarly to practice vocabulary and grammar. I also get involved with students using AI chatbots such as Monika and Gemini. Simulation of real conversations in this exciting professional atmosphere seems to engage him or her highly in the learning process. AI, therefore, personalizes and keeps my class energized.

Education is greatly improved by AI altering the methods of individualization of study for different types of students. Encouraged for use in writing assignments, vocabulary and grammar-practice work, and, for simulating real-life embedded conversation, tools capture students into learning. AI turned into education to be used by all kinds of students through personalization. Then the teacher encourages the students to use it in their writing assignments, vocabulary and grammar practice, and even for simulating real-life embedded conversations. Darwin et al. (2024) also add to the idea, as AI can tailor educational content to suit the specific needs and learning styles of each student. This personalization means that students can learn at their own pace and in ways that are most effective for them, making education more engaging and efficient.

Different ways of teaching the English language through AI at higher learning institutions in Nepal are dependent mainly on available resources and the level of technological capacity. For instance, some of the campuses and teachers have been using AI-driven apps for the purpose of vocabulary building, grammar correction, and pronunciation. For example, some of them were dependent on Google Translate and Speech Recognition Software for making their learners practice speaking conversational English. With the advancement of interactive online platforms, inclusive of artificial intelligence-enabled chatbots, mentoring is becoming more advanced. The AI-based assessment tool helps emerging teachers create an effective evaluation process for students too.

Adoption of AI in higher education English language education in Nepal could open up infinite opportunities for student interaction through personalized learning experiences and enhancing proficiency in the languages. Such methods will also enable the realization of an all-encompassing adaptive education mode, not only benefiting the effort of the educator in

developing an effective teaching environment but also going full steam ahead so as to reach many. AI has so many different forms or methods through which it can be built into ELT for higher learning institutions in Nepal. Bohara (2024) stated three different themes such as integrating AI in ELT classrooms, personalized learning and collaborative learning and AI in the context of Nepal. In such context, the possible integrations of AI in ELT are through adaptive learning platforms for courses, language assessment for immediate use AI-based tools in language testing, and chatbots for conversational practice with students. Peer connection through collaborative online platforms will enrich the methodologies, whereas individual support will be provided by virtual tutors to ensure better engagement and an effective learning environment.

### **Challenges**

The findings revealed various challenges English language teachers face in employing AI in their classrooms. Among them, insufficient training is a crucial issue raised by the respondents. Many teachers feel dissatisfied with the lack of professional development in understanding AI tools and their implementation in language teaching. It has deprived the desired opportunity to use technology effectively and also affected their teaching practices and learners' learning experiences. For example, T6 noted:

Our lack of AI and ICT-related technical knowledge is the main challenge for us. Most of us have no formal training on how to effectively implement AI tools. Hence, complete training is vital for understanding how AI can be helpful in teaching and learning a language. Without that, it is very difficult for us to get technologically integrated into our teaching practices.

T6 focused AI based Training for teachers is important because it creates the capacity to resist emergent technologies and use them to enhance teaching and learning. Trained teachers will be able to introduce students to AI and conceptually refine important skills for the AI-driven future. Cooper (2023) clarifies AI training empowers educators to effectively integrate AI tools into their teaching methodologies. By understanding AI, educators can use these tools to enhance student engagement and personalized learning experiences; and Training in AI equips educators with the necessary skills to use AI tools effectively. Along with training, technology-based infrastructure is also important to integrate AI in language teaching. For example, T2 said:

The integration of AI in my teaching context is very minimal because huge infrastructure challenges hamper to apply them in my classroom. Most of our classrooms usually lack high-speed internet and ICT tools, and most students do not have reliable internet or devices to access AI-based tools.

As the teacher said, the key hindrance has been, and still is, the lack of reliable technology infrastructure on campuses. Classrooms are facilitated with very slow internet or no

internet, and students still have outdated devices, extremely impacting learning, and therefore making limited integration of modern technologies in the classroom. Michel-Villarreal et al. (2023) explained the infrastructure and technological barriers as challenges in Implementing ChatGPT or other AI tools. One of the teachers (T1) raised the ethical issue in integrating AI tools:

My worries about ethical issues on this part put brakes on me. I'm worrying about students not being protected with their data and that AI solutions may have biased responses. I think there's too much risk in using tools that do not include institutional guidelines. This will really go far in clearing issues and integrating better on the institutional policies.

It is a serious concern because platforms using AI seek to include personal information such as name, email address, and application use behavior that could be misused without proper safeguards. In the absence of robust data protection measures (for example, encryption and compliance with laws), sensitive information on students may become vulnerable to unauthorized access, breaches, or misuse by third parties. Akgun and Greenhow (2022) added a similar view as one of the biggest ethical issues surrounding the use of AI in education relates to the privacy concerns of students and teachers. A similar concept was echoed by Bu (2022) that 'The use of educational AI poses three key ethical risks: the risk of educational data security; the risk of deconstructing the teacher-student role structure and educational inequality; and the risk of alienation from educational goals'. Another teacher stated:

There is difficulty achieving coherence between AI tools and ELT aims. Matching general task with specificity of our curriculum is very difficult, I try to integrate personalized AI tools and tasks to align things in my class, but I don't know I can do it or not. (T5)

Along with the proper management of infrastructure, two other major challenges that teachers face include ethical concerns about the use of AI in education in terms of data privacy and whether AI tools align with curriculum goals. According to Akgun and Greenhow (2022) and Bu (2022), some of the risks of using AI for educational purposes are such as data security, role deconstruction, and educational inequality. These victory considerations must be carried out by teachers with the support of institutionalization, personalized tools, and a critical approach so as to ensure the ethical and effective integration of AI in ELT.

### **Opportunities**

AI brings about transformational possibilities in ELT; personalization of lessons to cater to individual student needs, engaging interactive chatbots and simulations, streamlining grading and other such bureaucratic tasks through AI tools so that time can be freed up for Creativity and Engagement in teaching practice at all levels. AI tools can lead to new ways of generating, developing, and evaluating creative ideas (O'Toole & Horvát, 2024). ICT-based

materials provide students access to much global resource material so that they can listen to and learn diverse accents, cultures, and authentic uses of English and foster collaboration through a common platform that motivates teamwork and critical thinking, where AI can also play a significant role. Using different scenarios from real-life situations, AI gives immediate feedback that would enable students to practice in meaningfully defined contexts, supplementing traditional methods of teaching wherein learning becomes dynamic rather than static. University-level teachers can apply AI for different opportunities; for example, T4 replied:

AI tools can offer specific and also personalized feedback on writing and speaking to students. It centres on personal weaknesses, and thus, learning can be more directed treatment and absent examples in using the same and suggesting corrections for students so that they can improve their independent learning at their own pace.

Integrated AI tools in ELT fosters to personalize feedback in practicing language skills, and they can also be used to correct grammatical errors and make suggestions for individual learners. It is a very convenient and time economy for English language teachers. AI tools like chatbots engage our students and make them interactive. As T1 stated:

With features from chatbots and interactive simulations that employ AI, these ed-tech tools help students learn in pretty creative ways. Real-life conversations are simulated, leading students into actual contexts for practicing English. Such tools ensure that classroom learning is more enriching and fosters communication skills in students, especially for shy learners.

Being engaged in learning English via AI may be great exposure for language learners. AI tools help shy learners to come out with other learners in learning a language. Integrating AI in ELT also provides the opportunity to save time for language teachers. Weegar and Idestam-Almquist (2024) outline that AI can be used to reduce the manual workload in exam grading, making it possible for teachers to spend more time on other tasks. T5 also stated:

AI helps to lessen the burden of administrative work like generating and grading quizzes and assessments, in a way, automating these tasks. In fact, I get to spend most of my time in interactive teaching and student mentorship. For instance, through AI, we could save hours of grading by adding tools like automated essay scoring.

AI creates opportunities for English Teaching by customizing lessons, engaging students, and simplifying tasks like grading. AI tools like chatbots and simulations create interactive environments where students can practice the language in realistic settings. This could be especially good for shy learners because it helps develop their communication skills. Providing personalized feedback with respect to writing and speaking-individual weaknesses helps develop independent learning at the student's pace. Personalized feedback based on an individual's weaknesses manifests as self-directed learning by the student pace. The AI-enabled

error correction and grammar suggestions are saving valuable time for teachers. The other thing teachers can do is transfer their skills for more creative and interactive teaching while AI carries out work such as grading (Weegar & Idestam-Almqvist, 2024). Apart from this, AI opens up another opportunity to practice listening to various accents from around the world, different cultures, and authentic uses of language, therefore improving analytical skills and teamwork and creating stimulating learning environments in ELT classrooms.

### Conclusion

It is now a reality that the incorporation of AI in ELT has aligned with the transformation for practitioners and learners alike. The traditional ways are reshaped and transformed, with the enhancement of efficiency plus personalization. AI-powered tools help deliver coaching and provide personalized feedback so that everyone learns independently, according to the requirements of each individual student. This, along with chatbots and interactive simulation elements, will create immersive environments that especially aid shy learners in developing their practical communicative skills. Automating such things as grading to concentrating on creative and interactive teaching practices increases the quality of the education process. The AI, which all creates analysis, team-building, and critical thinking by allowing access, in a way, to most of the world's accents, cultural contexts, and realistic language use. This technology overcomes disjunctions like late feedback and generalized feedback. AI becomes one major hope to address infrastructural and geographical barriers in resource-strapped countries like Nepal. Adaptive learning platforms, virtual tutors, and collaborative online tools can ensure equitable access to quality education.

However, such a success in AI integration into ELT would require resolution on a number of very important issues, including lack of training for teachers, ethical issues surrounding the use of AI in learning, and infrastructural unpreparedness. Data safety and effective curriculum mapping of AI tools will also form part of sustainability in general. In general, AI has the potential to make ELT vibrant and to put that in an inclusive school, which is very exciting for certain considerations if dealt with within time. However, through the potential of AI, ELT can adopt new and more student-centered ideas and practices.

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