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Artificial Intelligence in English Language Teaching: Bridging Traditional Methods with Modern Technology

Jasiya Rafique¹, Anu Dhawan², Sara Narjis³, Ahlem Saleh Debbabi⁴, Zeinab Aslam⁵

Abstract

This paper investigates the integration of Artificial Intelligence (AI) in English Language Teaching (ELT), with the aim of bridging traditional teaching methods and modern technological innovations. Over the past decade, conventional ELT approaches — such as the Grammar Translation Method, Direct Method, and Communicative Approach — have laid the foundation for language teaching. However, the emergence of AI tools offers novel opportunities to augment these approaches via personalized, adaptive, data-driven, and feedback-oriented learning environments. Through a comprehensive analysis of recent literature (2021–2025), including systematic reviews, meta-analyses, and empirical studies, this research identifies how AI technologies — such as intelligent tutoring systems, chatbots, speech recognition software, writing assistants, and generative AI tools — are being employed to enhance learners' skills in reading, writing, listening, and speaking. The review highlights various studies that demonstrate the positive impact of AI in promoting learner engagement, creating individualized learning paths, providing immediate feedback, and fostering autonomous learning. However, the integration of AI in ELT is not without its challenges. These include limited teacher preparedness, ethical and privacy concerns, possible reduction in human interaction, over-reliance on technology, and sociolinguistic limitations (e.g., the tension between standard and global English varieties). This paper, therefore, proposes a balanced theoretical framework for AI-supported ELT. The framework aims to preserve the centrality of the teacher while strategically integrating AI tools into the learning process. Furthermore, it emphasizes the need for ethical data practices, professional training for educators, and a careful consideration of the pedagogical implications of AI in ELT. This hybrid model seeks to harness the strengths of both traditional pedagogy and modern AI technologies to optimize language learning.

Keywords: Artificial Intelligence, English Language Teaching, Traditional Methods, Smart Education, Personalized Learning, Classroom Interaction, Technology in Education, Educational Enhancement, Intelligent Learning Tools, Teacher Facilitation, Pedagogical Shifts, Ethical Data Practices.

Introduction

The field of English Language Teaching (ELT) has experienced significant transformations in recent decades. Traditional methods, such as the Grammar Translation Method, the Direct Method, and the Communicative Approach, have long served as the foundation for language teaching (Daud, Aulia & Harfal, 2025). However, as educational demands evolve, these methods are increasingly viewed as insufficient for addressing the diverse needs of contemporary learners,

¹ Department of English Language Deanship of Preparatory Year and Supporting Studies, Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia, Email: Jmarafiq@iau.edu.sa

² Department of English Language Deanship of Preparatory Year and Supporting Studies, Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia.

³ Department of English Language Deanship of Preparatory Year and Supporting Studies, Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia.

⁴ Department of English Language Deanship of Preparatory Year and Supporting Studies, Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia.

⁵ Department of English Language Deanship of Preparatory Year and Supporting Studies, Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia.



particularly in large classes or settings with limited resources. The rapid advancement of Artificial Intelligence (AI) technologies offers a potential solution to many of the challenges that traditional methods face. AI-based tools can provide personalized, adaptive, and data-driven learning experiences, thereby addressing key limitations such as the lack of individualized feedback, the challenge of accommodating diverse learning styles, and the constraints of classroom size (Guzmán Alvarado & Naranjo Andrade, 2025).

AI technologies, such as intelligent tutoring systems, chatbots, speech recognition software, writing assistants, and generative AI platforms, present novel dimensions for language education. These tools can adapt to learners' progress, offering immediate feedback and personalized learning pathways that support both learners' autonomy and their performance (Crompton, Edmett, Ichaporia & Burke, 2024). In this context, AI can serve as a complement to traditional pedagogy, creating a hybrid model that integrates human expertise with technological advancements. This integrated approach promises to enhance the language learning experience by offering real-time feedback, increasing student engagement, and fostering more flexible learning environments (Toscu, 2025).

However, the integration of AI in ELT also raises important concerns. Potential over-reliance on technology, the reduction of face-to-face human interaction, issues surrounding fairness and access, data privacy, and the pedagogical validity of AI-driven feedback are critical points of debate (Kyaw & Deng, 2025). These challenges underscore the need for a balanced approach that carefully considers the pedagogical, ethical, and technical implications of AI in education. A systematic and theory-based examination is required to understand the full impact of AI on ELT, the benefits it offers, and the risks it may pose. This paper presents a theoretical review of recent research (2021–2025) on the use of AI in ELT to address these concerns and propose a balanced framework for integrating AI technologies effectively.

Literature Review

The integration of Artificial Intelligence (AI) into language learning, specifically English Language Teaching (ELT), has garnered significant attention in recent years. Researchers have widely acknowledged the transformative potential of AI tools in enhancing both the efficiency and the effectiveness of language learning. According to Guzmán Alvarado & Naranjo Andrade (2025), AI technologies are reshaping ELT by providing adaptive, personalized, and interactive learning experiences that are highly beneficial for addressing the diverse learning needs of students. These tools complement traditional teaching methods, offering individualized feedback, fostering learner autonomy, and enhancing engagement, which are often challenging to achieve with conventional pedagogies (Crompton, Edmett, Ichaporia & Burke, 2024).

One of the key advantages of AI in ELT is its capacity to deliver personalized learning experiences tailored to each learner's pace and needs. AI-powered tools, such as Intelligent Tutoring Systems (ITS), allow for individualized instruction that adapts to a student's progress, providing real-time feedback that is customized to their learning trajectory (Daud, Aulia & Harfal, 2025). This personalized approach helps fill the gap in traditional methods where teachers often struggle to offer such tailored guidance, especially in large classrooms or resource-constrained environments. By allowing learners to progress at their own pace, ITS fosters a sense of control and self-regulation, which can significantly enhance motivation and retention (Kristiawan, Bashar & Pradana, 2024).

Furthermore, AI chatbots are playing an increasingly pivotal role in ELT. These conversational agents are designed to simulate real-life interactions, offering learners a platform to practice speaking and writing skills in an engaging, low-pressure environment (Sapuan, Chandra, &

Kumar, 2024). Chatbots enable students to engage in continuous practice, even outside the classroom, which is critical for language acquisition. Studies have shown that the interactive nature of chatbots boosts learner engagement and provides opportunities for immediate practice and correction, making them highly effective in remote or online learning settings (Kyaw & Deng, 2025).

In addition to chatbots and ITS, AI-powered writing assistants have revolutionized how learners approach writing tasks. Tools like Grammarly and Turnitin, as well as generative AI platforms, offer automated grammar and style suggestions, detect plagiarism, and provide feedback on coherence and structure. These writing assistants enable students to improve their writing skills autonomously by offering instant corrections and explanations for mistakes (Gonzalez & Garcia, 2024). By automating the feedback process, these tools allow for more frequent and immediate assessment, which is often difficult to achieve in traditional classroom settings where teachers can only offer limited feedback due to time constraints.

Despite the promising applications of AI in ELT, its integration is not without significant challenges. One major concern highlighted in the literature is teacher readiness and the need for professional development (Kyaw & Deng, 2025). Many teachers, especially in less technologically advanced regions, lack the training and familiarity with AI tools. This gap in teacher preparedness can hinder the effective integration of AI into language classrooms. As AI tools become more prevalent, it is essential that educators receive ongoing professional development to fully understand and harness the capabilities of AI in their teaching practice. Moreover, teacher training programs must emphasize the pedagogical implications of AI, ensuring that educators are equipped to use these tools in a way that complements, rather than replaces, traditional teaching practices.

Ethical concerns also play a critical role in the integration of AI into ELT. AI-driven tools, particularly those that collect learner data, raise significant privacy issues. As AI platforms often require access to sensitive data, such as students' personal information and learning progress, the protection of this data becomes paramount (Gonzalez & Garcia, 2024). There is also the issue of algorithmic biases in AI tools, where the algorithms may inadvertently reflect or perpetuate stereotypes in the content they generate. Such biases can negatively impact the learning experience and perpetuate inequality, especially for learners from diverse cultural or linguistic backgrounds. Researchers like Toscu (2025) emphasize the importance of ensuring that AI systems are designed with fairness, transparency, and inclusivity in mind, so that all students can benefit equally from these tools.

Another significant challenge is the potential for AI to reduce human interaction in the learning process. While AI tools provide valuable individualized feedback, they cannot replace the social and communicative aspects of language learning that occur through human interaction. According to Toscu (2025), over-reliance on AI could diminish the opportunities for face-to-face communication and collaborative learning that are essential for language acquisition. These social interactions not only improve language fluency but also help learners develop cultural and contextual understanding, which is critical when learning a new language. Therefore, AI should be integrated into the learning environment in a way that supports, rather than replaces, human interaction.

The concern regarding the potential over-reliance on technology is further compounded by issues surrounding equity in access to AI tools. Not all students have equal access to the digital infrastructure required for AI-based learning, particularly in underdeveloped regions or socioeconomically disadvantaged communities. This disparity creates a digital divide, where

students with access to advanced technology benefit disproportionately from AI-powered education, while others are left behind (Hidayat, Aulia & Rachmawati, 2025). This challenge underscores the importance of ensuring that AI tools are designed to be accessible and equitable, offering solutions that can be implemented in diverse educational settings, regardless of students' socioeconomic status.

In light of these challenges, it is essential to adopt a balanced approach to the integration of AI in ELT. AI tools should complement traditional methods and preserve the crucial role of the teacher in guiding and supporting learners. Crompton et al. (2024) suggest a hybrid model that combines traditional face-to-face teaching with AI-powered tools, thereby creating a more flexible and personalized learning environment. This approach ensures that while AI can provide personalized feedback and adaptive learning paths, teachers remain central to the learning process, offering guidance, context, and human interaction that AI cannot replicate.

Problem

Despite the effectiveness of traditional methods in ELT, they often struggle to provide personalized feedback, cater to diverse learner needs, and facilitate adaptive learning experiences, especially in large classrooms or resource-limited settings (Guzmán Alvarado & Naranjo Andrade, 2025). AI technologies offer the potential to address these limitations by providing tailored learning experiences and enhancing the overall efficiency of language learning. However, there is a notable gap in the literature regarding the integration of AI in ELT. While studies have examined isolated tools or specific use cases of AI in language learning, there is a lack of comprehensive, up-to-date theoretical reviews that synthesize the landscape of AI-enabled ELT tools, their pedagogical impacts, and the challenges that arise from their integration (Kyaw & Deng, 2025).

Statement

Objectives of the Study

The primary objectives of this study are to:

Map out the current landscape of AI tools and technologies applied in English Language Teaching (ELT), based on literature published between 2021 and 2025. This will include a review of various AI tools such as intelligent tutoring systems, speech recognition software, and generative AI platforms, examining their applications, effectiveness, and impact on language learning (Toscu, 2025).

Analyze the pedagogical outcomes reported in recent studies, focusing on improvements in writing, speaking, listening, vocabulary acquisition, and learner engagement (Guzmán Alvarado & Naranjo Andrade, 2025).

Identify challenges, limitations, and risks associated with AI-assisted ELT, including issues such as technological constraints, ethical considerations, inequitable access to AI resources, and the impact on teacher-student interaction (Daud, Aulia & Harfal, 2025).

Propose a conceptual framework for integrating AI in ELT, combining traditional teaching methods with AI-supported tools to create a hybrid model that preserves the teacher's role while enhancing the learning experience (Crompton, Edmett, Ichaporria & Burke, 2024).

Highlight gaps in existing literature and suggest directions for future research, particularly recommending empirical or longitudinal studies where needed to better understand the long-term impacts of AI on ELT (Kristiawan, Bashar & Pradana, 2024).

Key Applications of AI in ELT

Intelligent Tutoring Systems (ITS):

These systems provide individualized instruction by adapting to the learner's pace and progress.

By offering personalized exercises and immediate feedback, ITS has proven effective in enhancing learner engagement and improving language skills such as grammar, vocabulary, and pronunciation (Daud et al., 2025; Crompton et al., 2024). ITS platforms typically monitor student performance and modify their content dynamically to suit individual learning needs, creating a personalized learning path that can significantly improve retention and mastery over time.

Speech Recognition Software:

AI-driven speech recognition software helps learners improve their speaking skills by providing real-time feedback on pronunciation, intonation, and fluency. This technology supports learners in practicing speaking outside the classroom environment, thus promoting learner autonomy (Kyaw & Deng, 2025). Moreover, speech recognition tools are particularly beneficial in remote or hybrid learning environments where learners may not have immediate access to language instructors. These systems can detect errors in pronunciation and offer corrective suggestions, helping learners refine their speaking abilities continuously. Some advanced systems even use natural language processing (NLP) to analyze sentence structure and grammar in addition to pronunciation.

Chatbots:

Conversational AI tools or chatbots simulate real-life interactions, offering learners an opportunity to practice speaking and writing in a conversational context (Sapuan, Chandra, & Kumar, 2024). These AI tools are available 24/7 and provide learners with the chance to practice language skills at their own convenience, without the pressure of real-time human interaction. Chatbots can help learners improve conversational fluency, grammar, and vocabulary by providing contextual feedback in real-time. They are also beneficial in helping learners with specific language functions, such as asking questions, offering opinions, and using polite forms of expression.

Writing Assistants:

Tools like Grammarly and AI-based writing assistants help learners improve their writing skills by offering suggestions on grammar, style, and coherence. These tools not only aid in error correction but also provide learning opportunities through explanations of mistakes (Gonzalez & Garcia, 2024). Writing assistants can suggest improvements in sentence structure, style, vocabulary usage, and even readability. Advanced writing assistants integrate machine learning algorithms that assess the context and tone of the writing, offering context-sensitive suggestions. These tools are ideal for both novice learners and more advanced students seeking to fine-tune their academic or professional writing skills.

Generative AI Tools:

These tools allow for the creation of diverse language materials, such as reading passages, exercises, and even conversation scenarios, based on the learner's proficiency level. This adaptability makes generative AI a powerful tool for personalized learning (Toscu, 2025). Generative AI tools use deep learning algorithms to generate language exercises that match the learner's specific needs, such as vocabulary drills, grammar exercises, or even interactive dialogues. These tools can also assist in creating quizzes, flashcards, and other learning materials that are customized to the learner's progress and difficulty level, ensuring that the learning content remains both challenging and appropriate.

AI-Enhanced Language Assessment Systems:

AI can revolutionize the way language assessments are designed and delivered. AI-enhanced assessment systems automatically grade essays, conduct spoken language assessments, and provide detailed feedback to learners on their strengths and areas for improvement (Zhang & Liu, 2025). These systems use NLP and machine learning algorithms to assess the quality of writing and speaking in a more nuanced manner than traditional assessment tools. They can evaluate elements like coherence, cohesion, argumentation, and linguistic accuracy. Additionally, AI-powered assessments can be designed to adapt to the learner's ability level, providing both diagnostic and summative evaluations.

Personalized Learning Pathways with AI:

AI-powered platforms can track individual learner progress and suggest tailored learning pathways that cater to the student's unique strengths and weaknesses. For example, AI tools can analyze patterns in learner performance and recommend specific content that is likely to improve skills in areas where the learner struggles the most. This personalized approach helps to optimize the learning experience by focusing on areas where intervention is needed most, rather than offering a one-size-fits-all approach (Kristiawan, Bashar & Pradana, 2024).

Gamified Learning Environments:

AI can be used to create gamified learning environments that encourage student engagement and retention. AI systems can design language games that adapt to the learner's level, offering challenges that keep the student motivated. These tools often integrate AI with aspects of virtual reality (VR) and augmented reality (AR) to create immersive language learning experiences, which help students to practice language in real-world contexts (Lee & Wang, 2025). Gamification elements such as points, leaderboards, and rewards can further increase learner engagement, making the process of learning a new language more enjoyable and less daunting.

Language Learning Communities Powered by AI:

AI technologies can be used to create online language learning communities that are personalized based on learners' progress, interests, and goals. These communities can incorporate AI-based content curation, recommend peer collaborations, and facilitate discussion groups focused on particular language skills (Johnson & Bennett, 2025). AI can suggest the most relevant discussion topics or collaborative projects based on individual learning needs, promoting engagement and peer-to-peer learning.

AI-Driven Language Translation Tools:

Language translation tools like Google Translate, powered by AI, help learners in understanding foreign language texts and enhancing vocabulary acquisition. AI-driven translation systems are improving in accuracy and fluency, offering real-time translations that incorporate context, idiomatic expressions, and regional dialects (Schwartz & Gupta, 2024). While these tools are not a substitute for learning a language, they are helpful for students trying to comprehend complex texts or overcome language barriers.

AI in Pronunciation Training with Accent Recognition:

AI tools equipped with accent recognition capabilities can provide detailed feedback on regional

accents, helping learners perfect their pronunciation (Singhal & Patel, 2024). These tools analyze the learner's speech and compare it to native speakers' accents, offering personalized feedback on how to improve. AI systems can even help learners distinguish between subtle differences in pronunciation that are crucial for mastering a language, especially in dialect-rich languages like English.

Adaptive Learning Platforms for Vocabulary and Grammar:

AI platforms can create adaptive learning systems that provide learners with exercises to target specific vocabulary and grammar rules based on their performance. These platforms monitor the learner's progress and adapt their content, ensuring that students are consistently challenged while learning at a pace that suits their abilities. Over time, this leads to a more comprehensive vocabulary and grammar mastery (Sapuan, Chandra, & Kumar, 2024).

Conclusion

Artificial Intelligence (AI) technologies are transforming the field of English Language Teaching (ELT), offering a wide array of applications that enhance personalized learning experiences, improve learner engagement, and create adaptive learning environments. AI tools, such as intelligent tutoring systems, chatbots, speech recognition software, and writing assistants, provide students with immediate feedback, which is crucial for continuous improvement. These tools help learners build language skills independently, allowing them to progress at their own pace while receiving tailored content that meets their specific needs. By supporting learner autonomy, AI contributes to a more flexible and self-directed learning environment, which is especially valuable in diverse and large classrooms where personalized attention from teachers may be limited.

Moreover, AI tools cater to a variety of learning styles, ensuring that both auditory, visual, and kinesthetic learners are engaged in the process. For example, speech recognition software aids auditory learners by providing real-time pronunciation feedback, while generative AI tools and writing assistants help visual and textual learners improve their writing skills through automated corrections and suggestions. This broad adaptability enhances the inclusivity of AI technologies, ensuring that a wider range of learners can benefit from personalized learning experiences.

However, as AI tools become increasingly integrated into ELT, several challenges need to be addressed. First, there is the issue of teacher readiness. Many educators still lack the training and confidence to effectively incorporate AI tools into their teaching practices. Professional development programs that focus on both technological and pedagogical training will be essential to bridge this gap. Teachers must be equipped with the skills not only to use AI tools but also to integrate them into the classroom in a way that complements traditional teaching methods, ensuring that the role of the teacher remains central to the learning process.

Ethical concerns also pose significant challenges. The use of AI in education involves collecting and processing large amounts of data, raising concerns about data privacy and security. It is crucial that AI tools adhere to strict ethical standards, ensuring that learner data is protected and used responsibly. Furthermore, there is the risk of AI perpetuating biases in learning materials or feedback, which could disproportionately affect certain groups of students. Future AI systems must be designed with fairness and inclusivity in mind to avoid reinforcing existing inequalities. Another key concern is the potential for over-reliance on AI. While AI tools can significantly enhance learning, they should not replace human interaction in the classroom. Language acquisition is a social process, and face-to-face communication plays an essential role in

developing conversational fluency and cultural awareness. As AI tools become more prevalent, it is crucial to maintain a balance between technology and human interaction, ensuring that AI complements, rather than replaces, traditional methods of instruction.

To address these challenges and fully harness the potential of AI in ELT, several research directions can be pursued in future studies:

Longitudinal Studies on AI's Impact: While many studies have explored the short-term benefits of AI in language learning, there is a need for more longitudinal studies that assess the long-term effects of AI tools on learner proficiency, retention, and overall academic performance. These studies can provide valuable insights into how AI affects students over extended periods and whether its benefits are sustained.

Teacher Training and Professional Development: Research should focus on developing effective teacher training programs that empower educators to integrate AI tools into their classrooms. Investigating the best pedagogical strategies for combining AI with traditional teaching methods will be crucial in ensuring that teachers can effectively support their students' learning journeys.

Ethical and Privacy Concerns: As AI tools collect vast amounts of learner data, it is essential to explore the ethical implications of data privacy in AI-enabled ELT. Research should focus on developing guidelines and frameworks for ethical AI use in education, ensuring that learner data is handled securely and transparently.

AI and Social Interaction: Further research is needed to understand the impact of AI on face-to-face communication in ELT. While AI can provide personalized feedback and adaptive learning paths, human interaction remains essential for language acquisition. Research could explore how AI can complement human interaction without replacing it, focusing on strategies for integrating AI in a way that encourages collaborative learning.

Equity and Access to AI Tools: Another important area for future research is addressing the digital divide in education. AI tools are often inaccessible to students in low-resource settings, creating inequities in learning opportunities. Studies could examine ways to make AI-based ELT tools more affordable, accessible, and adaptable to diverse educational contexts, especially in developing countries.

AI for Culturally Relevant Content: Many AI tools are designed based on English language norms that may not always be applicable to non-native learners. Research into the development of AI tools that provide culturally relevant content and feedback, suited to different linguistic backgrounds and regional dialects, would make AI more inclusive and equitable in global ELT settings.

AI in Special Education: AI also has the potential to transform language learning for students with special needs. Future research could explore the applications of AI in personalized learning for learners with disabilities, including tools for learners with dyslexia, hearing impairments, and visual impairments, ensuring that AI can be used to support all students.

By addressing these research gaps, future studies can contribute to the development of more effective, ethical, and inclusive AI tools for ELT, ensuring that the integration of AI technology leads to better learning outcomes for all students. The potential of AI in language education is immense, and by tackling the challenges outlined above, educators and researchers can maximize its benefits while minimizing its risks

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