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USING AI TOOLS TO SUPPORT ENGLISH TEACHERS AND STUDENTS

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Abstract: Artificial Intelligence (AI) has become an increasingly important tool in modern education. Its application in English language teaching can support teachers in lesson planning, material development, assessment, and differentiation, while providing students with opportunities for personalized language practice. This article examines the potential benefits and challenges of using AI tools in English language education. The study focuses on how AI can support the development of students' vocabulary, grammar, writing, reading, and speaking skills. A qualitative classroom-based approach was used to examine the practical application of AI-supported activities in English lessons. The findings indicate that AI can increase student engagement, provide individualized support, and reduce teachers' workload when used appropriately. However, the effectiveness of AI depends on teacher supervision, students' digital literacy, and responsible use of technology. The study concludes that AI should be considered a supplementary tool rather than a replacement for the English teacher.

Keywords: artificial intelligence, English language teaching, AI tools, language learning, digital education, teachers, students, personalized learning

1. Introduction

The rapid development of digital technologies has significantly changed the educational environment. Among recent technological developments, Artificial Intelligence has attracted considerable attention because of its potential to support both teachers and learners. In English language education, AI can provide new opportunities for practising language skills, creating learning materials, and giving immediate feedback.

Traditional English lessons often require teachers to prepare exercises, texts, tests, and other materials according to the different abilities of their students. This process can be time-consuming. AI tools can assist teachers by generating lesson ideas, adapting texts to different proficiency levels, creating vocabulary and grammar exercises, and preparing discussion questions.

For students, AI can provide opportunities for independent learning and additional practice beyond classroom hours. Learners can use AI-based tools to practise grammar, expand vocabulary, receive feedback on writing, and participate in simulated conversations.

However, the use of AI also raises important questions concerning accuracy, academic integrity, student independence, and the role of the teacher. Therefore, it is important to examine both the educational benefits and possible limitations of AI.

The purpose of this article is to explore how AI tools can support English teachers and students and to identify practical ways of integrating AI into English language lessons.

The research questions are:

1. How can AI tools support English teachers in lesson preparation?
2. How can AI contribute to students' English language development?
3. What benefits and challenges may arise from using AI in English lessons?
4. What role should teachers play when AI tools are used in the classroom?

2. Methods

2.1 Research Design

A qualitative, classroom-based research approach was used to examine the application of AI tools in English language teaching. The study focused on the practical use of AI for lesson planning, learning-material development, language practice, and feedback.

2.2 Participants and Context

The study involved English language teachers and secondary-school students participating in English lessons. The activities were designed for learners with different levels of English proficiency. Particular attention was given to activities that could be adapted to individual students' needs.

2.3 AI-Supported Activities

Several types of AI-supported activities were considered:

- Lesson planning: generating lesson objectives, warm-up activities, and classroom tasks.
- Vocabulary development: creating vocabulary lists, matching exercises, definitions, and contextual examples.
- Grammar practice: generating exercises at different levels of difficulty.
- Reading: adapting texts to students' proficiency levels and creating comprehension questions.
- Writing: providing suggestions for grammar, vocabulary, organization, and clarity.
- Speaking: creating dialogues and real-life communication scenarios.
- Assessment: preparing quizzes, tests, and formative assessment activities.

2.4 Data Collection and Analysis

Information was collected through classroom observations, analysis of student activities, and teacher reflections. Attention was given to student participation, engagement, independence, and the usefulness of AI-generated materials.

The collected information was analyzed thematically. The main themes were student engagement, personalization, teacher workload, language development, and responsible use of AI.

3. Results

The findings indicate that AI tools can provide several forms of support in English language education.

First, AI can reduce the amount of time teachers spend preparing teaching materials. Teachers can generate initial versions of exercises, texts, quizzes, and discussion activities and then adapt them according to their learning objectives.

Second, AI can support differentiated instruction. Students in the same classroom often have different levels of English proficiency. AI-generated materials can be adapted by changing vocabulary, sentence complexity, task difficulty, or the amount of support provided.

Third, students can benefit from additional opportunities for independent practice. AI can provide explanations and examples when students experience difficulties with grammar or vocabulary. This can encourage learners to take greater responsibility for their learning.

Another important result is increased student engagement. Interactive activities, simulated conversations, personalized questions, and creative tasks can make English practice more interesting for learners.

AI can also support writing development. Students can use AI-generated feedback to identify grammatical and lexical problems. However, feedback should be reviewed by the teacher because AI-generated suggestions may not always be accurate or appropriate for the context.

The study also identified several challenges. Some students may become overly dependent on AI and use it to complete assignments instead of developing their own skills. There are also concerns about inaccurate information and the reliability of AI-generated content. Therefore, teacher supervision and critical thinking are essential.

4. Discussion

The findings suggest that AI has considerable potential as a supplementary tool in English language teaching. Its main advantage is flexibility: AI can quickly generate different types of materials and adapt them to particular learning objectives.

For teachers, AI can function as an assistant rather than a replacement. It can help with routine preparation tasks and provide ideas for classroom activities. This may allow teachers to devote more time to interaction with students, classroom management, feedback, and individualized support.

For students, AI can create a more personalized learning environment. Learners can practise difficult areas repeatedly and receive explanations at an appropriate level. This is particularly useful for vocabulary and grammar development.

At the same time, the use of AI requires clear educational guidelines. Students need to understand that AI-generated answers should not automatically be considered correct. They should compare information, check sources, ask questions, and use their own judgment.

Academic integrity is another important issue. If students use AI to write complete assignments without understanding the content, the technology may reduce rather than improve learning. Teachers should therefore design tasks that require personal opinions, creativity, discussion, reflection, and application of knowledge.

The findings also emphasize that human interaction remains essential. Language learning is not only about grammar and vocabulary; it also involves communication, collaboration, confidence, and emotional support. These areas require an active and supportive teacher.

5. Conclusion

Artificial Intelligence provides new opportunities for improving English language teaching and learning. The study shows that AI tools can assist teachers in lesson preparation, material development, differentiation, and assessment. They can also provide students with additional opportunities to practise vocabulary, grammar, reading, writing, and speaking.

However, AI should not replace the teacher or students' own thinking. Its educational value depends on how it is used. Teachers should carefully evaluate AI-generated content, provide guidance, and teach students to use AI critically and responsibly.

The integration of AI into English education is therefore most effective when technology and human teaching work together. The teacher remains the central figure who sets learning goals, selects appropriate activities, monitors progress, and supports students' development.

Future research could examine the long-term effects of AI-supported English learning and compare student achievement in traditional and AI-enhanced learning environments.

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