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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON ENGLISH LANGUAGE LEARNING IN TESOL CONTEXTS

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Abstract.

Artificial Intelligence (AI) has become one of the most significant technological developments influencing contemporary education. In the field of Teaching English to Speakers of Other Languages (TESOL), AI-powered tools such as ChatGPT, Grammarly, and other intelligent language-learning applications are increasingly being incorporated into instructional practices. These technologies offer learners opportunities for personalized learning, immediate feedback, and autonomous language practice. The present study investigates the impact of AI on English language learning among English as a Foreign Language (EFL) students. A mixed-methods research design was employed to explore learners' perceptions and experiences with AI-assisted language learning. Data were collected through questionnaires and interviews conducted with university students and English language instructors. The findings indicate that AI contributes positively to learner motivation, writing development, vocabulary acquisition, and independent learning. At the same time, concerns related to academic integrity, excessive dependence on technology, and the accuracy of AI-generated content remain significant challenges. The study concludes that AI can serve as an effective supplementary tool in TESOL when implemented responsibly and under teacher supervision. The findings contribute to the growing body of literature examining the role of emerging technologies in language education and provide recommendations for future classroom integration.

Keywords: Artificial Intelligence, TESOL, English Language Learning, EFL, ChatGPT, Educational Technology

Introduction

The rapid advancement of digital technologies has transformed educational environments across the world. Among these innovations, Artificial Intelligence has emerged as one of the most influential developments shaping contemporary teaching and learning practices. Artificial Intelligence refers to computer systems capable of performing tasks that typically require human intelligence, including language processing, decision-making, problem-solving, and adaptive learning. As educational institutions continue to integrate technology into instructional processes, AI-based applications have become increasingly relevant in the field of Teaching English to Speakers of Other Languages (TESOL).

Language learning presents numerous challenges for students, including limited opportunities for practice, delayed feedback, and varying levels of learner proficiency. Traditional classroom settings often struggle to address these challenges due to time constraints and large class sizes. AI technologies offer potential solutions by providing learners with individualized support and immediate responses to their language production. Applications such as ChatGPT, Grammarly, and Duolingo allow students to practice language skills independently while receiving instant corrective feedback and personalized recommendations.

The growing popularity of AI in language education has generated considerable academic interest. Researchers have examined the effectiveness of AI in improving language proficiency, enhancing learner motivation, and promoting autonomous learning. However, concerns regarding

ethical implications, academic dishonesty, and learner dependency continue to spark debate among educators. Consequently, it is important to investigate both the benefits and limitations of AI within TESOL contexts. This study aims to explore the impact of AI-assisted language learning on English language development and to examine learner and teacher perceptions regarding the use of AI technologies in language classrooms.

Methodology. This study employed a mixed-methods research design to obtain a comprehensive understanding of the influence of Artificial Intelligence on English language learning. The participants consisted of undergraduate students enrolled in English language courses at a university and English language instructors with experience using technology-enhanced teaching approaches. The study was conducted over a twelve-week academic semester during which students regularly utilized AI-powered applications as supplementary learning tools.

Data collection involved the use of questionnaires and semi-structured interviews. The questionnaires were designed to gather quantitative information regarding students' experiences, attitudes, and perceptions of AI-assisted language learning. Participants responded to statements concerning motivation, language development, learning autonomy, and the usefulness of AI technologies. Semi-structured interviews were subsequently conducted to obtain deeper insights into participant experiences and perspectives. The interviews allowed students and instructors to discuss the perceived advantages and challenges associated with AI integration in TESOL environments.

The collected quantitative data were analyzed using descriptive statistical procedures to identify trends and patterns among participant responses. Qualitative data obtained from interviews were analyzed through thematic analysis. Emerging themes were categorized according to recurring ideas related to language improvement, learner engagement, technological dependence, and ethical concerns. Combining quantitative and qualitative approaches enabled the study to generate a more nuanced understanding of AI's educational impact.

Results. The findings of the study revealed generally positive attitudes toward the use of Artificial Intelligence in English language learning. Most participants reported that AI-assisted tools enhanced their learning experience by providing immediate feedback and opportunities for independent practice. Students indicated that AI applications were particularly beneficial for improving writing accuracy, vocabulary development, and grammatical competence. Many participants explained that instant feedback enabled them to identify and correct errors more efficiently than traditional learning methods.

In addition to language development, participants reported increased motivation and engagement when using AI technologies. Students appreciated the accessibility and convenience of AI-powered platforms, which allowed them to practice English outside classroom hours. The ability to interact with AI systems at any time contributed to greater learner autonomy and self-directed learning. Several participants stated that AI tools reduced anxiety during language practice because they could experiment with language use without fear of negative evaluation.

Despite these positive outcomes, participants also identified several challenges associated with AI integration. A common concern involved excessive reliance on AI-generated responses. Some instructors observed that students occasionally accepted AI suggestions without critically evaluating their accuracy or appropriateness. Concerns regarding academic integrity also emerged, particularly in relation to writing assignments. Teachers expressed uncertainty about distinguishing between original student work and AI-generated content. Furthermore, participants acknowledged

that AI systems occasionally produced inaccurate information or language recommendations, highlighting the need for human oversight during the learning process.

Discussion. The findings suggest that Artificial Intelligence has considerable potential to support English language learning in TESOL contexts. Consistent with previous research, the results indicate that AI technologies contribute positively to learner motivation, writing performance, and independent learning. The ability to provide immediate feedback represents one of the most significant advantages of AI-assisted learning. Unlike traditional classroom environments where feedback may be delayed, AI systems enable learners to receive corrective information instantly, facilitating more effective language acquisition.

The findings also highlight the role of AI in promoting learner autonomy. Modern educational theories emphasize the importance of self-regulated learning, and AI technologies appear to support this objective by encouraging students to take greater responsibility for their learning processes. Through personalized recommendations and adaptive learning opportunities, AI applications create environments that accommodate individual learner needs and preferences.

However, the study also demonstrates that AI should not be viewed as a replacement for teachers. Human instructors continue to play an essential role in developing critical thinking skills, fostering meaningful communication, and providing emotional support within learning environments. While AI can assist with language practice and feedback, it lacks the pedagogical judgment and interpersonal capabilities necessary for comprehensive language education. The concerns regarding academic integrity and learner dependency further emphasize the importance of maintaining a balanced approach to AI integration.

The successful implementation of AI in TESOL therefore requires careful planning and responsible usage. Educational institutions should establish clear guidelines regarding acceptable AI use and encourage students to critically evaluate AI-generated information. Teacher training programs should also prepare educators to integrate AI technologies effectively while preserving academic standards and learning objectives.

Conclusion. Artificial Intelligence is increasingly influencing language education and creating new opportunities for English language learners. The findings of this study indicate that AI-assisted learning can enhance student motivation, improve language proficiency, and promote autonomous learning. Through immediate feedback and personalized support, AI technologies provide valuable resources that complement traditional TESOL instruction. Nevertheless, challenges related to academic integrity, technological dependence, and content accuracy require careful consideration. The study concludes that AI is most effective when used as a supplementary educational tool rather than a substitute for human instruction. Future research should investigate the long-term effects of AI-assisted language learning and explore pedagogical strategies that maximize its benefits while minimizing potential risks.

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