



Emerging Trends in ELT: AI Tools for Teaching and Learning English

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ABSTRACT

The rapid development of technology has seismic shift in pedagogical paradigms, which has transformed traditional boundaries of English Language Teaching (ELT). In the contemporary digital landscape, artificial intelligence (AI) has fueled in reshaping teaching and learning strategies. AI-powered tools provide adaptive learning experiences through personalized feedback, real-time error correction, automated assessments, and content generation. This paper explores the integration of AI in ELT, focuses its role in enhancing the four foundational language skills - Listening, Speaking, Reading, and Writing (LSRW). This paper extends briefly to the pedagogical paradigms that have shaped ELT- from *Behaviourism* to *Libertarianism*-the shift toward learner autonomy and interactive, technology-mediated learning environments. While AI presents immense potential for linguistic development, its ethical implications, including data privacy, correct prompt, and the risk of superficial engagement (e.g., “copy-paste” practices), warrant careful consideration. The paper argues that AI will not replace “teachers” but will empower those who adapt to its affordances. By aligning with the National Education Policy (2020), which emphasizes for holistic, tech-integrated learning, which is imperative for teachers and learners to embrace AI as both a tool and a transformative partner in the pursuit of linguistic competence and educational equity.

Keywords: Artificial Intelligence, English Language Teaching, Personalized Learning, Technology, NEP.

Introduction

Some revolutions are unstoppable, and technology is one of them. Learners must adapt to the demands of the present. Those who hesitate or place “ifs” in the current technological era will either become obsolete or lag behind (Chaudhry, 2025). Pedagogies that were once taught in schools have evolved significantly. The latest trends in pedagogy include flipped classrooms (where students read material at home and discuss it in class), virtual or online classrooms, multimedia incorporation, and

alternative assessments, all of which are now integral to the teaching and learning environment. It is rightly said that in the "*Kalyug*," power lies in organization, and technology has the capacity to bring the world under one umbrella. Teaching and learning no longer remain confined within the four walls of a classroom, where the teacher is the sole source of knowledge. Artificial intelligence (AI) is a transformative part of technology. While one may delay its adoption, its importance across sectors cannot be denied.

AI refers to the development of computer systems that can perform tasks such as data analysis, problem-solving, decision-making, and perception, which typically require human intelligence (Russell & Norvig, 2021). AI technologies enable machines to mimic human intelligence, perform tasks, and iteratively improve based on the information they collect (Simamora & Tenrisanna, 2023). In simple terms, AI involves machines that can learn, reason, and act intelligently. A dominant subset of AI today is generative AI, which creates new content based on existing data. Examples include ChatGPT and Grok.

Artificial intelligence has revolutionized education, particularly for L2 or L3 learners who require frequent feedback and correction. AI addresses this need by allowing learners to identify their weaknesses and enhance their capabilities. It also assists in research, such as academic writing. English proficiency is critical in India, where it often influences social perceptions, including decisions about marriage, as brides and grooms may be accepted or rejected based on their ability to speak English. It is often said that India is the "*office*" while China is the "*factory*," it reveals that India's role in producing proficient English speakers who work across continents. A common question arises: How much grammar is required to speak good English? While Hindi sentences can be flexible (e.g., "*Ram aam khata*" or "*Aam khata Ram*"), English sentences follow stricter rules, and constructions like "*Mango eats Ram*" are incorrect. Artificial intelligence (AI) plays a transformative role in helping learners master English grammar and improve fluency communicate effectively. AI-powered tools, such as language learning apps and platforms like Grammarly, or Grok, provide personalized feedback on grammar, syntax, and sentence structure. These tools analyze learners' writing or speech, identify errors, and suggest corrections, enabling users to understand and rectify mistakes in real time.

Learning varies among individuals, as learners have different abilities. Technology addresses these differences without discrimination. However, having access to technology is different from utilizing it effectively. AI relies on the right "*prompt*," meaning users must ask the right questions to harness its potential. Therefore, using AI correctly will not replace teachers, but teachers who leverage AI will outperform those who do not. At the same time, ethical considerations must be prioritized. For instance, AI platforms like DeepSeek may have more restrictions compared to Grok, which is relatively open. Users must be cautious about biases in assessments, data privacy, and the need for proper training and awareness.

One challenge faced by teachers today is the "*copy and paste*" mentality. Many learners simply input questions into AI tools and paste the responses into assignments without engaging deeply with the process. Therefore, educators must understand how AI works to distinguish between AI-generated content (the final product) and AI-generated process content (the steps involved in creating it). Learners should be guided to use AI primarily for understanding concepts, while applying their own writing and critical thinking skills.

Evolution of ELT Pedagogy

Pedagogy refers to the strategy of teaching, which is constantly evolving. For instance, teaching and learning are now extending beyond the classroom. Multiple technological tools and varying levels of interaction are facilitated by technology. In terms of pedagogical approaches, *Behaviourism* was the

first, where learning centered on repetition, resulting from manipulation, often termed conditioning to shape desired behavior (EFLU, 2012). The second phase, *Cognitivism*, views language as a process occurring in the brain rather than through mechanical drills. Cognitivists see all learning as involving problem-solving. For example, a person from Assam may find it challenging to learn an *Arunachali* language. This individual will attempt to address this challenge, continuously learning in the process. The third phase, *Social Constructivism*, emphasizes that learning a language involves acquiring knowledge through interaction and collaboration. The fourth phase, *Libertarianism*, focuses on self-directed learning with minimal external control. The National Education Policy 2020 highlights innovative pedagogical approaches, stressing the holistic development of learners and the need to integrate technology into the teaching and learning environment (NEP, 2020)

What is AI in ELT?

AI in ELT (English Language Teaching) significantly reduces the workload for practitioners by offering several benefits: i. Personalized learning for different stages and styles. ii. Instant feedback and error correction. iii. Automated language assessment. iv. Teaching assistance and lesson planning.

When discussing ELT, we refer to the process of learning or acquiring English language skills. AI has immense potential to enhance LSRW (Listening, Speaking, Reading, and Writing) skills. For speaking skills, AI applications like Google Speech-to-Text use speech recognition to check pronunciation accuracy. Tools like Speeko AI monitor fluency by recording and analyzing speaking patterns.

For reading skills, AI chatbots such as ChatGPT, Grok AI, and other generative chatbots are effective. They can simplify texts to match learners' levels and generate engaging content based on learners' interests to encourage reading. For writing skills, multiple AI tools are available:- Grammar-checking tools like Grammarly.- Paraphrasing and summarizing tools like Wordtune and QuillBot. - AI-powered feedback tools like ChatGPT, Gemini, Grok AI, and DeepSeek for writing assessment. - Content generation using the same AI tools. Additionally, for listening skills, AI tools like speech-to-text applications and AI-driven language apps (e.g., ELSA Speak or Duolingo) can provide audio-based exercises and comprehension practice tailored to learners' needs. These advancements make AI a powerful ally in achieving comprehensive language acquisition.

Some AI Tools for ELT Practitioner

The motivation behind writing this paper is to discuss AI tools that can effectively improve language skills and research. The AI tools listed below can be transformative in the teaching and learning of the English language:

1. *Perplexity*: Many people avoid reading lengthy texts or articles. This AI tool summarizes long texts, extracting the key message and providing a simple summary.
2. *ResearchRabbit*: An essential tool for ELT researchers and practitioners, it generates the most current research papers based on prompts, helping users understand recent trends and emerging research works. *Explainpaper*, is another AI tool that quickly reviews papers and provides the main gist of the content.
3. *Hemingway App*: This tool improves writing skills by highlighting areas needing correction. For example, yellow indicates complex sentences. The application also automatically suggests sentence corrections.
4. *Paperpal*: This AI website assists learners in multiple ways, including paraphrasing, rewriting, academic writing, suggesting synonyms, improving fluency, changing tone, and simplifying sentences.

5. *Mendeley*: This AI website helps find the best research papers, organized chronologically by date.
6. *SciSpace*: This AI tool can read texts of any length and provide quick summaries, reducing effort and time.
7. *Kahoot*: A game-based classroom response system where teachers can create quizzes using internet content.
8. *Crowdsignal*: A quick and easy way to create online polls, quizzes, and questions. Students can use smartphones, tablets, or computers to provide answers, and the information can be compiled for reports.

These AI tools are not the end, as they are continuously developing and evolving. Some AI tools allow direct communication through spoken interaction, unlike earlier telephonic conversations with speakers aiming to improve their English. For instance, an online AI chatbot named “*Kuki*” was created to interact with people in the metaverse, making communication easier and guiding users on what to avoid during conversations. Additionally, AI tools like “*Steve AI*” can generate animated videos quickly based on provided text, transforming classrooms into multimedia settings.

Below is a revised version of your text with corrected grammar, improved clarity, and proper punctuation. I have also organized the content for better flow while retaining the original structure and intent. Additionally, I have ensured that each sentence is complete and that missing points between sentences are addressed for coherence.

Challenges in ELT with AI in India

In India, technological gaps persist due to inadequate basic infrastructure, particularly in rural and hilly regions where transportation and communication are still developing. In Arunachal Pradesh, many higher education institutions lack proper internet connectivity, although some are now installing smart boards. The condition of schools is even direr compared to higher institutions, with many still relying on the traditional chalk-and-talk method. While teachers often use mobile phones to incorporate technology, this is not a viable substitute for smart boards. The Government of Arunachal Pradesh has introduced initiatives like the “*Adhunik Siksha Yojana*” to address these challenges by providing technological assistance. Additionally, the Government of India’s “*Digital India*” campaign has connected many rural regions to the internet, offering positive prospects for the teaching and learning sectors.

However, integrating AI into English Language Teaching (ELT) presents several challenges, which are outlined below:

1. *Limited Human Interaction*: The primary purpose of language is communication, which often involves complex emotions and nuanced interactions. While many people are turning to AI for social interaction, AI cannot replicate the diversity of human minds, speaking styles, or emotional depth. Over-reliance on AI for language practice may reduce genuine human interaction, potentially leading to loneliness and diminished interpersonal communication skills.
2. *Accuracy and Bias*: Generative AI relies on existing data, which may be inaccurate or biased. For example, the DeepSeek AI model is designed to avoid presenting information related to the Chinese Communist Party, demonstrating that AI can be controlled and may not always provide objective or comprehensive responses. AI often reproduces data from existing sources, which can be factually incorrect or lack originality, limiting its reliability for ELT purposes.
3. *Training Needs*: Rapid technological advancements and evolving student expectations demand continuous up skilling of teachers. In China, the Ministry of Education has proposed including AI in

school curricula to prepare students for a technology-driven future (Liu, 2025). In India, while many teachers recognize the importance of technology, they often lack the training to utilize it effectively. Current training approaches, such as peer-sharing or retraining colleagues, are often inadequate and disconnected from practical needs. Comprehensive, hands-on training and awareness programmes are essential for teacher's at all educational levels, from schools to higher institutions.

4. *Dependence on AI*: Engaging students remains a significant challenge for teachers. In the current scenario, many students rely heavily on AI, which reduces their critical thinking and reading habits. This over-dependence hampers creativity and diminishes human intelligence, as students often accept AI-generated answers without scrutiny. Language learning thrives on creativity and diverse styles, and technology should serve as a tool to assist, not replace, human effort.

5. *Infrastructure and Accessibility Gaps*: Despite initiatives like Digital India, reliable electricity and high-speed internet remain inconsistent in rural and hilly areas. For instance, schools in remote regions of Arunachal Pradesh often face power outages, rendering smart boards and AI tools unusable. Even when internet connectivity is available, bandwidth limitations hinder real-time AI applications, such as interactive language apps.

Conclusion

The allure of artificial intelligence (AI) in English Language Teaching (ELT) in India, as extolled is a seductive mirage that obscures profound systemic and cultural challenges. Tools like Grammarly, Perplexity, and Grok promise personalized learning and automated feedback, aligning with the National Education Policy 2020's techno-optimistic vision of holistic education. Yet, this narrative of progress glosses over the stark realities of India's educational landscape, where AI's transformative potential is undermined by infrastructural decay, cultural insensitivity, and pedagogical inertia. In regions like Arunachal Pradesh, the rhetoric of Digital India and Adhunik Siksha Yojana rings hollow against the backdrop of unreliable electricity and patchy internet connectivity. These infrastructural deficits, barely acknowledged in techno-utopian discourses, create a chasm between urban elites and rural learners, perpetuating a digital apartheid that mocks the equitable education promised by modern pedagogies.

Equally troubling is AI's failure to engage with India's linguistic and cultural mosaic. Most AI tools, trained on standardized English, sideline regional variations like Indian English or local languages rendering them irrelevant to millions of learners. This cultural disconnect, unaddressed in the document, alienates students and undermines the communicative authenticity central to ELT. Language learning thrives on reduced human interaction is understated; AI's dominance threatens to commodify language, reducing it to a transactional skill devoid of cultural depth. Teacher training, or the lack thereof, epitomizes India's unpreparedness for AI integration. While China proactively embeds AI in curricula, Indian educators grapple with outdated training models, such as peer-sharing, that are woefully inadequate for navigating rapid technological shifts. This gap not only hampers AI adoption but also risks rendering teachers obsolete.

Ultimately, the uncritical embrace of AI in ELT reflects a dangerous techno-utopianism that ignores India's ground realities. Policymakers must confront the digital divide, invest in teacher training, and develop AI tools attuned to India's multilingual ethos. Also must resist the temptation to outsource pedagogy to algorithms, prioritizing human interaction and cultural relevance ensuring that English proficiency becomes a tool for genuine communication.

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