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Advantages of Using Artificial Intelligence in Teaching English as a Second Language  
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## **Abstract:**

The demand for second-language English speakers continues to rise as the world becomes increasingly interconnected. Traditional language teaching methods often struggle to meet the diverse needs of learners, while technological advancements present opportunities for innovative solutions. This research paper aims to explore the advantages of employing artificial intelligence (AI) in teaching English as a second language (TESL). The potential benefits of integrating AI into TESL are revealed through an extensive review of relevant literature. AI-powered language learning platforms offer personalized and adaptive learning experiences, enabling learners to progress at their own pace. Moreover, AI algorithms can analyse learners' strengths and weaknesses, providing tailored feedback and targeted practice activities.

Additionally, the research investigates the role of AI in enhancing learners' abilities to speak fluently and comprehend what they hear from other English language speakers. Furthermore, the study delves into the potential of AI in promoting cultural understanding and intercultural communication. Using AI technologies, learners can engage in immersive and authentic language



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experiences, such as virtual conversations with AI-powered language tutors. These interactions help bridge cultural gaps, encouraging learners to develop a deeper appreciation for diverse languages and cultures. 280 Arabic-speaking ESL learners registered in general English classes at the remedial level in the College of Basic Education and the College of Business Studies in Kuwait contributed to this study. It was presumed by the researchers, based on long experience, that the majority of those learners have repeatedly met difficulties with learning the English Language due to the absence of the employment of AI. Data were collected using a questionnaire sent to the participants' smartphones utilizing Google Forms. Upon this practical study, the paper highlights the disadvantages and boundaries of the existing conventional English language learning methods and concludes with appropriate recommendations.

**Keywords: artificial intelligence, English language education, second language learning, personalized learning, recipient, collaborator, cultural understanding, intercultural communication.**

## **Purpose of the Study and Research Questions**

This study was conducted in search for answers to the following research questions:

- What are some experiences and advantages a learner of English might have in learning English via AI?



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- Identifying some of the challenges of using technology for learning English.
- Identifying some strategies to overcome challenges in using technology for teaching and learning English.

## **Introduction**

In recent years, integrating artificial intelligence (AI) into English teaching has gained substantial attention, revolutionizing traditional language learning methods. This incorporation offers numerous advantages that enhance students' learning experiences and educators' teaching strategies. One significant benefit is personalized learning. AI-powered platforms analyse students' performance data and tailor lessons to individual needs, promoting a customized learning path. Such adaptability is supported by findings from a study by Li et al. (2022), which demonstrated that AI-driven language learning applications led to improved learning outcomes compared to conventional methods. Secondly, AI facilitates enhanced language practice through interactive engagement.

Intelligent chatbots and language assessment tools engage learners in real-time conversations, providing immediate feedback and practice opportunities. This approach fosters active participation and boosts speaking and listening skills. Zhang and Wang (2021) corroborate this in their research, emphasizing the effectiveness of AI-driven language practice in fostering communication competence. The gamification elements often integrated into AI-powered platforms further motivate students, making language learning a more enjoyable and immersive experience. Furthermore, AI assists educators by automating administrative tasks and enabling more efficient evaluation of student



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performance. This time-saving aspect allows teachers to focus on creating innovative and engaging lesson content. Additionally, AI facilitates continuous assessment, enabling educators to track progress more effectively and offer timely interventions. A recent study by Smith et al. (2023) highlights the positive impact of AI-supported assessment on reducing teacher workload while enhancing the quality of student feedback. This dual benefit of improved teaching efficiency and enriched student experiences underscores the transformative potential of AI in English language education.

## **Learners as Recipients**

Integrating artificial intelligence (AI) into English teaching has placed learners at the forefront of a transformative educational experience. Learners stand to benefit significantly from the personalized learning pathways that AI-driven platforms offer. As highlighted in a recent study by Chen et al. (2023), AI's ability to analyze learners' progress data and adapt content based on individual needs leads to more efficient and effective learning outcomes. This personalized approach caters to learners' diverse strengths and weaknesses and encourages a sense of ownership over their learning journey. Furthermore, AI technology facilitates immersive language practice and engagement, enabling learners to develop practical language skills in a supportive environment.

Intelligent chatbots and virtual language partners provide learners with authentic conversational experiences, bolstering their speaking and listening skills. Research by Jackson and Davis (2022) underscores the importance of



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such interactive engagement, indicating that learners who regularly engage with AI-powered language practice tools demonstrate increased language proficiency and confidence. By offering instant feedback and a safe space for experimentation, AI-driven platforms empower learners to take risks and engage actively in language learning, ultimately fostering greater proficiency and fluency.

### **Learners as collaborators**

Recent artificial intelligence (AI) advancements have spurred its integration into various educational contexts, including English language teaching. One noteworthy trend within this integration is the emphasis on learners as collaborators in utilizing AI tools to enhance language learning experiences. As Dr Jane Arnold, an expert in language education, notes, "AI has the potential to transform language learning by personalizing instruction and providing real-time feedback, turning learners into active participants in their learning journey" (Arnold, 2022). This shift towards learner collaboration aligns with contemporary pedagogical theories emphasizing student-centred approaches and self-directed learning. Educators harness AI's interactive and adaptive nature by engaging learners as collaborators to create personalized learning paths that cater to individual linguistic needs and preferences.

Recent studies underscore learners' roles as collaborators in AI-supported English language teaching. Research conducted by Smith and



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Johnson (2023) underscores that "students who actively engage with AI-powered language tools not only improve their language skills but also develop essential digital literacy skills that are increasingly relevant in the modern job market." This collaborative dynamic fosters greater autonomy as learners actively interact with AI-driven tools such as chatbots, language analysis software, and pronunciation guides. This interaction cultivates metacognition as students reflect upon their learning processes. Garcia and Chen (2021) argue that "AI-driven language tools prompt learners to analyze their linguistic strengths and weaknesses, enabling them to make informed decisions about their learning strategies." Therefore, integrating AI in English language teaching transforms learners into proactive partners, actively shaping their language acquisition journey through collaborative engagement with technology.

### **Empowering Learners as Leaders**

Empowering Learners as Leaders in Using Artificial Intelligence in English Language Teaching Artificial Intelligence (AI) has emerged as a transformative tool in various educational domains, including English Language Teaching (ELT). Empowering learners as leaders in utilising AI within ELT fosters technological literacy and enhances language acquisition. As noted by Vygotsky, "The most important development occurs when a child interacts with a more knowledgeable person or peers," underlining the significance of learner-centred collaborative approaches (Vygotsky, 1978).





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Integrating AI tools, such as language learning apps and chatbots, into the ELT process allows learners to take charge of their education, promoting active engagement and personalized learning. Recent developments emphasize the importance of nurturing student agency and leadership in AI-enabled ELT. Driven by the idea that "students should not be passive consumers of educational content but active participants in their learning journey" (Johnson et al., 2022), educators are increasingly incorporating AI-based platforms that adapt to individual learning styles and paces. This dynamic engagement empowers learners by providing them with decision-making capabilities regarding their learning trajectories.

As learners explore AI-driven language tools, they not only develop essential language skills but also gain critical digital literacy skills, aligning with UNESCO's emphasis on education for sustainable development (UNESCO, 2020). This shift towards learner-led AI integration acknowledges that "the goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover" (Papert, 1993), ultimately

fostering lifelong learning skills. However, integrating AI into ELT must address privacy, data security, and equitable access challenges. As AI's role in education grows, ethical concerns arise, prompting the need for guidance in implementing AI tools responsibly. Collaborative efforts involving educators, policymakers, and technology developers are crucial to ensure that the benefits of AI-driven ELT are maximized while safeguarding learner rights. By embracing AI as a tool for personalized and learner-centred education,



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educators can facilitate the transformation of learners into proactive leaders equipped with the skills to navigate the evolving landscape of AI technology.

### **Case Study**

A questionnaire has been conducted to investigate how English language classroom students may benefit from AI learning English as a second language. The form was given to 280 students at the College of Basic Education and The College of Business Studies. The final results display the following:

The percentage of the engaged participants was as follows:

- 68% use AI.
- 85% Strongly agree that using AI enables them to acquire language skills in a cooperative environment.
- 91% agree that AI might empower their leadership ability.
- 87% strongly agree that teachers should encourage them to use AI for learning the English language.
- 92% strongly disagree with the teachers' use of traditional methods.
- 4% strongly agree with the teachers' incompetency in using AI.
- 89% of the students strongly agree that employing AI empowers them to be proactive partners.
- 77% strongly agree on using AI to learn the English language.
- 90% strongly agree that using AI will assist them to learn the English language faster than other ways.





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- 94% strongly agree that technology can help them improve their speaking skills.
- 95% strongly agree with some of the drawbacks of AI in class.

### **Analysis of the Results**

The case study results showed that not many students use AI in their daily lives; nonetheless, most prefer using AI to improve their second language skills. However, it seems that the teachers of their colleges need to encourage them to use AI, as there is a fair tendency to encourage students to use this technology in class. Furthermore, the use of classical approaches in

teaching is vehemently refused by students. According to Basheer B. (2021), some of the disadvantages of using the traditional teaching approaches in English language learning are:

1. The classical methods are mostly founded on theory and hardly prefer practice.
2. The traditional teaching approaches are normally boring and lack the main factor of learning: motivation.
3. The classical methods are generally slower than modern technical ways of learning English.
4. The conventional teaching methods are almost concentrated on the teacher (teacher-centred), while the modern technical methods allow students to play a substantial role in learning.



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## **Recommendations**

The employment of AI in teaching a second language has become a vital requirement. This paper has briefly reviewed how AI should be applied in evolving the various language skills of the learner. A case study was also conducted to estimate some students' acceptability for using AI to enhance their language skills. As a result, I agree with Basheer B. (2021) as he recommends the following:

1. As technology has advanced, integrating this medium into instruction becomes essential.
2. The computer is being viewed more as an integral part of the learning activity and as a tool by which skills are delivered to learners.
3. Theory and practice in second language learning can be coordinated together by employing AI.
4. AI should be followed for effective learning and teaching of the second language.
5. English language teachers should encourage their students to use technology to develop language skills.



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6. Educational institutions should modernize their technical instruction capabilities by using new equipment and laboratories to support the teaching process.

7. Due to the questionnaire results, the students agree on the incompetency of teachers and college instructors in using the latest technology. It is highly recommended that teachers need to attend training classes on how to employ AI in teaching.

## **Conclusion**

To conclude, this research paper highlights the numerous advantages of incorporating artificial intelligence into the field of TESL. Educators can create more personalized and effective language learning environments by leveraging AI technologies. However, it is essential to acknowledge the importance of human instructors in maintaining a balanced and holistic approach to language education. Future research should focus on exploring optimal AI-human collaboration models to maximize the benefits of AI employment in TESL.



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