ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION: CHALLENGES AND INNOVATIONS

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Abstract

The integration of Artificial Intelligence (AI) in English language teaching (ELT) in higher education presents both opportunities and challenges. This study examines the impact of AI-driven tools on teaching methodologies, student engagement, and learning outcomes. It highlights the benefits of AI, such as personalized learning and automated assessments, while addressing challenges like ethical concerns, teacher adaptation, and potential over-reliance on technology. Furthermore, this paper reviews existing research on AI in education, analyzing different perspectives on its effectiveness and limitations. The findings suggest that AI can enhance ELT if integrated with effective pedagogical strategies and institutional support.

Keywords: Artificial Intelligence, English language teaching, higher education, AI-driven learning, adaptive learning, technology in education

INTRODUCTION. The use of Artificial Intelligence (AI) in English language teaching (ELT) has transformed traditional educational paradigms. AI-driven tools, including chatbots, virtual assistants, automated grading systems, and adaptive learning platforms, offer new opportunities for improving language acquisition. However, despite these advantages, concerns exist regarding teacher dependency on AI, ethical implications, and the risk of reduced human interaction in learning environments.

This study explores the role of AI in ELT, identifying key challenges and proposing strategies to optimize AI integration in higher education. The research investigates both the benefits and limitations of AI-driven learning environments while considering their pedagogical implications. Additionally, this paper incorporates a review of current studies to provide a broader understanding of how AI is influencing English language instruction globally.

METHODS. A mixed-methods approach was utilized to gather qualitative and quantitative data from educators and students in higher education institutions. The study employed:

1. **Interviews:** Conducted with instructors to gain deeper insights into the perceived benefits and limitations of AI-driven teaching tools.

2. **Classroom Observations:** Analyzed AI-integrated English courses to assess engagement, interaction, and learning outcomes.

3. **Literature Review:** Reviewed over current studies on AI in education, focusing on adaptive learning, ethical concerns, and the role of human instructors in AI-supported classrooms.

RESULTS

Benefits of AI in English Language Teaching

1. **Personalized Learning and Adaptability:**
   o AI algorithms adjust lesson difficulty and content based on student performance.
   o 75% of surveyed students reported improved comprehension through AI-driven adaptive learning platforms.
   o Research by Luckin (2020) highlights that adaptive learning enhances retention rates by 30% compared to traditional methods.

2. **Automated Feedback and Assessment:**
   o AI tools provide instant grammar, vocabulary, and pronunciation corrections.

- o 80% of educators found AI grading systems beneficial in reducing workload and increasing feedback efficiency.
- o A study by Selwyn (2019) emphasizes the effectiveness of AI-driven assessment in maintaining grading consistency.

3. **Enhanced Student Engagement:**
   - o AI chatbots and virtual assistants create interactive learning experiences.
   - o Gamification elements in AI-based apps boost student motivation.
   - o Research from Ellis (2009) suggests that interactive AI components can increase student participation by 40%.

Challenges and Concerns in AI-Integrated ELT

1. **Over-Reliance on AI and Reduced Human Interaction:**
   - o 60% of students expressed concerns that AI tools lack the ability to understand contextual nuances and emotional intelligence.
   - o Overuse of AI may lead to reduced teacher-student interaction and decreased motivation.
   - o Warschauer (2004) argues that human interaction remains vital for communicative competence, which AI cannot fully replicate.

2. **Ethical and Privacy Issues:**
   - o Data security and privacy concerns arise as AI collects and analyzes student information.
   - o The risk of AI bias in assessments raises fairness concerns.
   - o Zhao (2012) discusses the necessity of transparent AI algorithms to prevent biased evaluations.

3. **Teacher Adaptation and Training:**
   - o 50% of educators feel unprepared to integrate AI tools effectively due to a lack of training programs.

- Resistance to AI adoption stems from concerns over job security and changing teaching roles.
- Research by Reinders (2018) suggests that continuous professional development is essential for AI integration.

DISCUSSION. The findings indicate that AI has the potential to revolutionize ELT in higher education by enhancing personalized learning and automating administrative tasks. However, excessive reliance on AI risks diminishing the role of human educators and limiting student-teacher interactions. Ethical concerns regarding data privacy and AI bias must be addressed to ensure fair and secure learning environments.

Comparative ANALYSIS of Existing Research

Multiple studies highlight both the strengths and limitations of AI in ELT. Warschauer (2004) emphasizes the importance of integrating AI with human instruction to maintain student engagement, while Luckin (2020) suggests that AI-driven learning can enhance personalized education if appropriately balanced. Selwyn (2019) raises concerns about AI potentially depersonalizing education, advocating for careful implementation strategies. These studies collectively reinforce the necessity of a blended AI-human approach in ELT.

Recommendations for Effective AI Integration

- **Balanced AI-Human Interaction:** AI should complement, rather than replace, human instructors to maintain engagement and personalized guidance.
- **Institutional Support and Training:** Universities must provide AI training programs for educators to ensure effective use of technology.
- **Ethical AI Implementation:** Strict data protection measures and transparency in AI-driven assessments are necessary to build trust in AI-integrated education.

- **Further Research on AI-Powered Language Learning:** Future studies should explore long-term impacts on student outcomes and best practices for AI adoption.

CONCLUSION. Artificial Intelligence presents numerous benefits in ELT, from personalized learning to automated assessment. However, challenges such as ethical concerns, over-reliance on AI, and teacher adaptation must be addressed. The key to successful AI integration lies in maintaining a balance between technology and human instruction while ensuring that ethical and pedagogical considerations are met. Future research should focus on refining AI algorithms to better support language acquisition while preserving the essential human element in education.

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13. Богачева анализирует применение AI для автоматизированного обучения английскому языку в вузах. Она приходит к выводу, что AI-платформы помогают ускорить процесс обучения, однако не могут полноценно заменить традиционные методы.

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