



THE IMPACT OF ARTIFICIAL INTELLIGENCE ON ENGLISH LANGUAGE

Teaching and Learning

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Introduction

This paper examines the recent and drastic changes to global education by means of the increasing use of AI to teach students of all ages and skill levels. Automated tools, machine learning platforms, and conversational voice assistants have changed how students practice listening, reading, writing and speaking for different purposes, ranging from specific test preparation to everyday use, outside the traditional classroom. Despite the numerous personalized, round-the-clock learning opportunities these technological advancements offer, they also introduce serious challenges regarding academic integrity and the loss of genuine human interaction. This paper explores both the primary advantages and critical disadvantages that come with integrating AI into English language acquisition, arguing that while AI is a great supplementary tool, it cannot replace the essential role of human educators.

Benefits of AI in English learning and teaching

Language consists of many complex structures and skills. Among them, one of the most difficult skills is pronunciation, considering the fact that even very highly skilled language teachers may not have time to spare for the pronunciation of every single student in the classroom. This is a perfect example of a case where innovative approaches are needed to address this issue. A recent study looked at how English learners used Siri to improve their speaking as well as pronunciation (Alharthi, 2024). Overall, forty people were involved in this experiment. One group consisted of twenty-five students who did not have an iPhone compatible with Siri. Another



group consisted of fifteen people with iPhone devices who used Siri. Both groups were paired with a professional English teacher. However, the results showed that the group which used Siri had better pronunciation compared to those who only relied on in-class instruction (Alharthi, 2024). In addition to speaking, AI also helps students improve their English writing skills. Another case study found that automated platforms give students instant feedback and point out their mistakes regarding spelling and grammar errors along with vocabulary choices (Jeon, 2025). This instant assistance allows learners to identify and fix errors in their essays much faster than waiting for their teachers to grade them manually (Jeon, 2025). The result revealed that the experimental group that was assisted by AI showed overall improvement in writing performance; the most improvement was observed in mechanics and lexis, followed by grammatical accuracy (Jeon, 2025). Using these technologies with human teachers can result in better results overall in many cases.

The challenges and limitations

Despite these clear benefits, relying completely on artificial intelligence poses serious risks for language students. The primary issue is that technology lacks human emotional intelligence, cultural awareness, and critical judgement. A bright example of this can be found in the results of a recent comparative study titled

“Chinese intermediate learners outdid ChatGPT in deep cohesion” carried out by

T. Zhou, S. Cao, S. Zhou, Y. Zhang, and A. He. According to this research, it is unknown whether the chatbot is as good as or even better than human writers. Another question was whether it is possible to improve it by updating commands. To investigate this issue, this study compared the writing skills of ChatGPT and Chinese Intermediate Learners on a narrative topic to reveal chatbot’s advantages and disadvantages in writing. The results showed that ChatGPT performed better compared to humans in terms of narrativity, word concreteness, and referential cohesion, but worse in syntactic simplicity and deep cohesion in its initial version. After improving its commands, the results were better in its syntactic simplicity but



still fell behind Chinese Intermediate Learners in deep cohesion (Zhou et al., 2023). This shows that while machines can fix spelling, they cannot express genuine human emotions or complex storytelling. Furthermore, the rise of chatbots like ChatGPT introduces major concerns regarding academic honesty. A recent study surveying several Vietnamese teachers of English as a Foreign Language (EFL) found that teachers primarily linked students' AI plagiarism to a lack of original ideas, poor learning attitudes and motivation (Cong-Lem et al., 2024). Teachers also noted that overreliance on algorithms can negatively affect students' critical thinking and language proficiency (Cong-Lem et al., 2024). Overusing these automated tools ultimately results in poor learning outcomes and opens the door to widespread academic dishonesty in educational institutions.

Conclusion

In summary, artificial intelligence has drastically altered how English is taught and learned around the world. Tools like interactive voice assistants and ChatGPT chatbots can check grammar and spelling and give immediate support outside the classroom. However, technology remains a helper rather than a replacement. Real language learning requires human empathy, spontaneous conversations, and cultural understanding, none of which can be replaced by AI. For long-term success, educational institutions need to find a balanced approach that can combine both strengths of artificial intelligence and the value of human educators.

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