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ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE PEDAGOGY: BENEFITS, CHALLENGES, AND PEDAGOGICAL IMPLICATIONS

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ABSTRACT

The integration of Artificial Intelligence (AI) into English language teaching has opened up exciting opportunities such as personalised learning, automated grading and 24/7 access. However, these advances offer promise of better learning outcomes, but also come with significant hurdles. This study uses a ***mixed-methods approach*** *the merits and demerits of using artificial intelligence in English language learning, through surveys, interviews and review of existing AI tools. This research explores learner perceptions, pedagogical adaptability and the efficacy of AI-driven instructional approaches. It seeks to offer actionable insights to educators and learners to harness the potential of AI responsibly and efficiently*

Keywords: *Artificial Intelligence, English Language Teaching, Challenges, Opportunities, Technology Integration.*

INTRODUCTION

Artificial intelligence (AI) has emerged as one of the most transformative technological trends of the 21st century, impacting almost every area of human activity, including education. In recent years, instructional systems worldwide have seen an increasing number of adopted AI-powered technologies to enhance practice effectiveness, student engagement, and pedagogical impact. Within this broader educational landscape, English language education has witnessed significant changes due to the combination of AI-powered tools that include intelligent teaching systems, automated writing assessors, speech recognition software, and adaptive recognition platforms (Chen & Ramzan, 2024).

English, as a global lingua franca, has a relevant position in academic, professional and social conversations. Thus, the demand for effective English language teaching methods continues to increase especially in non-local contexts including Pakistan. Traditional language teaching approaches, although pedagogically sound, often struggle to cope with learners' diverse needs, proficiency levels, and acquisition of knowledge at pace. AI provides innovative solutions to those challenges by allowing personalized learning pathways, real-time annotation, and continuous monitoring of overall performance (Javaid et al., 2025a).

However, no matter how enthusiasm for AI integration in language education develops, implementation is not always without challenges. Issues consisting of limited technological infrastructure, lack of instructor training, moral

concerns, fact privacy, and reduced human interaction raise important questions about the sustainability and effectiveness of AI-pushed pedagogy. Furthermore, there is ongoing debate about whether AI should complement or ideally replace human instructors, especially in skill-based subjects, such as grammar, which are closely dependent on social interaction and cultural context (Javaid et al., 2025b).

Against this background, the present look explores the challenges and opportunities of artificial intelligence in English education via a combined-methods technique. By analyzing the views of each student and trainer, the examination seeks to offer a balanced and context-based knowledge of the state of AI in English language practice. Research is essentially sparse in the Pakistani higher education context, where empirical evidence on AI integration in language education remains limited.

1.1 Rationale of the Study

The present era is marked by AI's pervasive influence, extending to schooling, healthcare, and various industries. AI has revolutionized language training and mastery, providing modern approaches to research goals. AI refers to computer structures that mimic human intelligence, allowing machines to exhibit intelligent behavior. The idea of AI dates back to the twentieth century, with tremendous advances in gadget mastering and neural networks. Today, AI is driving developments in image recognition, natural language processing, and autonomous systems, transforming industries and raising important ethical questions.

AI is transforming education, especially language education, with its capabilities in personalized recognition and automated assessment. This have a look at examines the role of AI in English language training, examining the blessings and demanding situations to say powerful and responsible AI integration. AI is revamping English language training, providing blessings like personalized access to knowledge, instant comments, and 24/7 availability. But demanding situations come with those opportunities. This look at examines the impact of AI on English pedagogy, focusing on the advantages and disadvantages.

1.2 Statement of the Problem

This paper examines the challenges and opportunities arising from advances in artificial intelligence (AI) in English language teaching. As AI integrates into the language classroom, problems and opportunities arise that require examination. Key areas of interest include adapting AI tools to grammatical complexities, the impact of AI on educators' roles, and the effectiveness of AI-driven strategies. Further research on compelling access to AI-based topics and their ethical implications is desired.

The observation aims to contribute to the discourse on AI and English language schooling, presenting insights into the functioning of time in green language practice. It examines viable implications of AI integration that include student engagement, motivation, and customized knowledge. The research will even examine capacity bias in AI algorithms and advise for transparent practices.

1.3 Objective of the Study

The main objectives of this research are to:

a) Identify challenges in integrating AI into English education.

b) Explore learners/students' perceptions of AI-pushed vs. Human-guided coaching.

c) Assessing the benefits and potential of AI for English pedagogy.

d) Suggest responses to address AI integration problems.

1.4 Research Questions

The study will address the following research questions:

a) What are the challenges of integrating AI into English education?

b) How do beginners understand AI-driven language acquisition compared to human-guided practice?

c) What opportunities does AI hold for English pedagogy?

d) What solutions can address AI integration challenges?

1.5 Delimitations

The study is limited to Faisalabad, Punjab, and includes universities within the metropolis (each private and government).

1.6 Significance of the Study

This study contributes to education and technology, and provides insights for policymakers, curriculum developers, and educators. Findings can guide AI-pushed language mastery tool development and state recommendations for powerful AI integration. The study could also encourage innovation during academic time, leading to greater adaptive AI responses in language novices.

2. Literature Review

2.1 Conceptualizing Artificial Intelligence in Education

Artificial intelligence (AI) refers to notebook structures designed to perform duties that generally require human intelligence, which includes learning, reasoning, problem solving, and language processing. In the educational context, AI has gained importance due to its ability to analyze large data sets, adapt training to student preferences, and automate administrative and pedagogical responsibilities (Luckin et al., 2016; Holmes et al., 2023). The rapid development of systems engineering algorithms and neural networks has enabled AI systems to guide personalized and information-packed knowing environments, thus transforming traditional educational practices (Pedro et al., 2019).

However, students have emphasized that the expansion of AI in schooling additionally raises moral and social concerns, especially regarding record privacy, algorithmic bias, and transparency (Helbing et al., 2019; Mao et al., 2024). These issues are particularly relevant in the social sciences, where human order, justice, and ethical commitment are key concerns.

2.2 Artificial Intelligence in Language Learning and Pedagogy

Language learning is a complex social and cognitive practice that involves interaction, meaning-making, and cultural negotiation. The integration of AI into language training has brought new educational opportunities with the help of incorporating natural language processing (NLP), speech recognition, and automated feedback structures (Chun et al., 2016; Kannan & Munday, 2018). AI-primarily based language mastery equipment is designed to analyze learners in, identify errors, and provide immediate corrective feedback, thus simulating factors of 1-to-one instruction (Farmer & Gruba, 2006).

Research shows that AI can enhance grammar effectiveness by assisting with individualized practice and adaptive path recognition. Garzón et al. (2025), in their systematic review, document that AI-powered educational equipment improves student engagement and academic overall performance by tailoring content to personal preferences. Similarly, Liang et al. (2023) discover adaptive knowledge acquisition, automatic assessment, and intelligent annotation as key roles of AI in language acquisition. These findings indicate that AI has the ability to assist with differentiated practice in English education (Ramzan et al., 2024).

2.3 Benefits of AI in English Language Education

Several studies highlight the educational blessings of AI integration in English language training. Personal recognition is often identified as one of the most comprehensive blessings, as AI structures can regulate instructional materials based on novices' skill levels and learning pace (Xu, 2024; Ray et al., 2022). AI-powered equipment also provides immediate feedback on writing, grammar, pronunciation, and vocabulary, allowing novices to interact in self-regulated mastery past lecture halls (Wang, 2019).

Accessibility is some other fundamental benefit of AI-powered language learning tools. AI allows novices to access master materials anytime and from various locations, thereby aiding flexible and self-sufficient study (Tai, 2020). Huang and Qiao (2024) further argue that AI packages can embellish language description through multimodal resources, interactive simulations, and gamified learning environments that contribute to accelerated student motivation and engagement.

2.4 Challenges and Ethical Concerns in AI-Mediated Language Learning

Despite its advantages, the integration of AI into English pedagogy offers many demanding situations. One of the most regularly mentioned issues is the discounting of meaningful human interaction, it is a critical issue of knowledge acquisition (Díaz & Nussbaum, 2024). Language acquisition is based closely on social linguistic exchange, cultural context, and instructor-learner interaction, factors that AI structures may not fully mirror.

Ethical issues related to data privacy, surveillance, and algorithmic bias have also been widely discussed in the literature. Mao et al. (2024) warn that the collection and analysis of student records using AI structures may jeopardize privacy and academic integrity if now not managed using pure moral recommendations. Similarly, Manheim and Kaplan (2019) warn that AI systems can also improve existing inequalities if access to time and digital literacy is choppy across educational contexts (Nawaz et al., 2021).

Teacher readiness represents any other huge challenge. Studies show that many educators lack sufficient training to effectively integrate AI equipment into their educational practices (Ray et al., 2022; MacKenzie et al., 2022). Resistance to AI use can also be due to limited technological capability, concerns about activity transfer, or uncertainty regarding educational costs (Tai, 2020).

2.5 The Role of Teachers and Pedagogical Implications

A common theme in the literature is the consensus that AI should complement as opposed to augment human teachers. Díaz and Nussbaum (2024) emphasize the concept of "pedagogical intelligence," arguing that AI systems should be designed to support teachers' instructional choices as opposed to alternative human judgment. Similarly, Holmes et al. (2023) assert that powerful AI integration depends on maintaining instructor agency and pedagogically manipulate.

From a social science perspective, the role of teachers remains critical in mediating time-improved mastery environments, fostering meaningful questioning, and addressing students' emotional and social desires. Yambal and Waykar (2025) advise that destiny AI-powered education systems should prioritize ethical frameworks and inclusive pedagogical fashions to ensure equitable learning opportunities.

2.6 Research Gap

While current studies acknowledge both the blessings and challenges of AI in language teaching, there is limited empirical research analyzing students' and trainers' perceptions of AI-mediated English pedagogy within evolving educational contexts, particularly in higher education institutions in Pakistan. Moreover, few studies integrate quantitative and qualitative methods to discover educational implications from a social science perspective. This study seeks to deal with these gaps by examining the benefits, demanding situations, and pedagogical implications of AI integration in English education.

3.Methodology

3.1 Introduction

This study investigated the challenges and prospects of implementing Artificial Intelligence (AI) in English language pedagogy, employing a mixed-methods approach to explore obstacles and opportunities. The studies aimed to assess the impact of AI on English language education, and to identify key gaps and prospects.

3.2 Research Design

The study comprised three phases: assessment of current English language teaching practices and AI integration requiring situations. Comprehensive survey and group discussion on AI integration in language education. Recommendations for correcting English pedagogy to include AI technologies.

3.3 Population

The population included English language educators and learners from Punjab universities. The total population consisted of 26,553 teachers and 604,662 students (Punjab Education Statistics, 2019-20).

3.3.1 Population Size
Universities: 60 (non-public and authorities)
Faculty: 26,553 (Lecturers, assistant professors, and professors)
Students: 604,662 (male and female)

3.3.2 Sampling Technique
Convenience sampling was used due to the huge size of the population.

3.3.3 Sample Size
Students: 400 (0.6% of 604,662)
Teachers: 100 (0.37% of 26,553)

3.4 Research Tools
The study used:
1. Questionnaires (Likert scale) for educators and novices.
2. Group interviews with PhD students with a focus on English pedagogy.

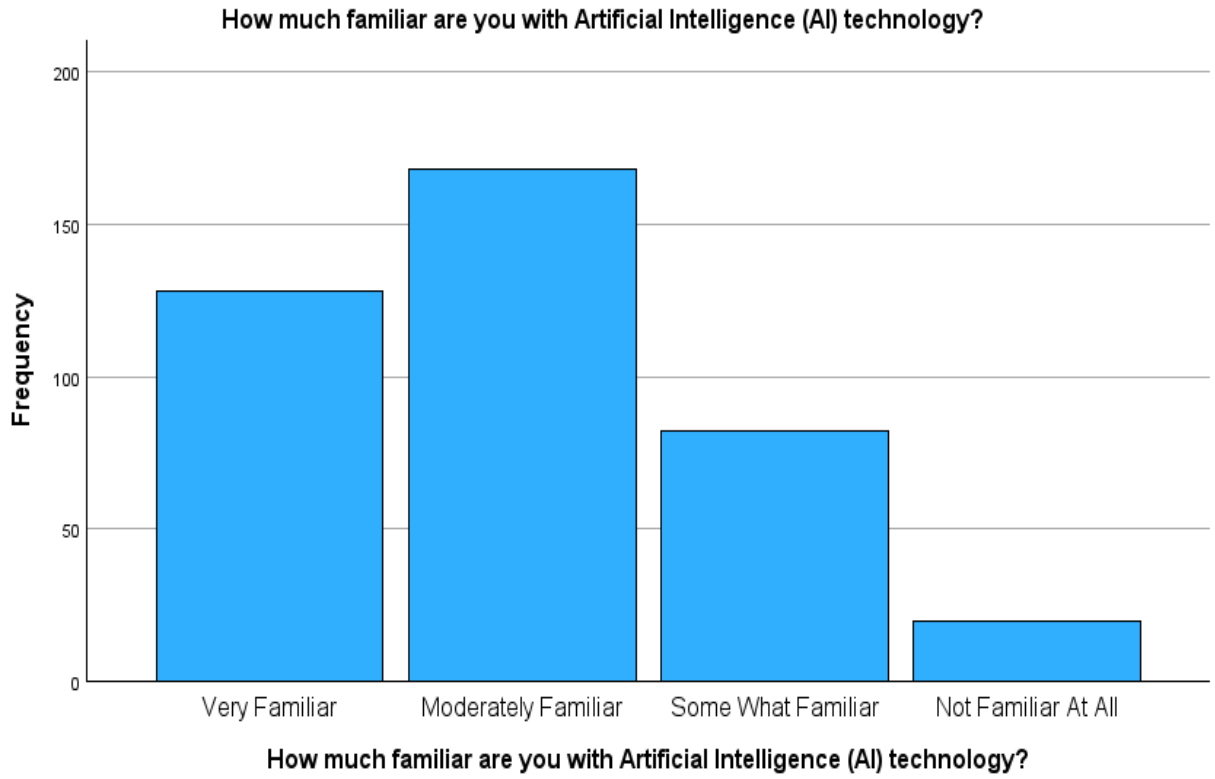
3.4.1Data analysis:
Quantitative Facts: Statistical Package for Social Sciences (SPSS). Qualitative data: Thematic analysis.

Questionnaires
Questionnaires gathered opinions on AI integration challenges and prospects from educators and learners.

3.4.2 Group Discussion
A group discussion with PhD students explored the state of AI in English pedagogy, focusing on: Personal mastery goals Goal assessment Language proficiency improvement Inclusivity and technological barriers
The discussion highlighted demanding situations and opportunities for AI integration, and informed guidelines for English educational change.
The discussion additionally addressed objective assessment, highlighting how AI can help instructors and students reveal the learning process more effectively. AI-powered tools can examine overall performance facts, pick out strengths and weaknesses, and generate specific reports that facilitate the assessment of whether or not survey objectives have been met. Such tools can help with accurate and continuous assessment compared to traditional methods .

4.Data analysis
Table 1: Familiarity with Artificial Intelligence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Familiar	128	32.2	32.2	32.2
	Moderately Familiar	168	42.2	42.2	74.4
	Some What Familiar	82	20.6	20.6	95.0
	Not Familiar At All	20	5.0	5.0	100.0
	Total	398	100.0	100.0	



The results suggest that a majority of respondents (seventy-four.Four%) reported being either very familiar or fairly familiar with AI technology. However, about a region of participants (25.6%) was found to have limited or no knowledge, suggesting the need for additional focus and practice tasks.

Table:2 Rating of overall experience with AI language learning tools

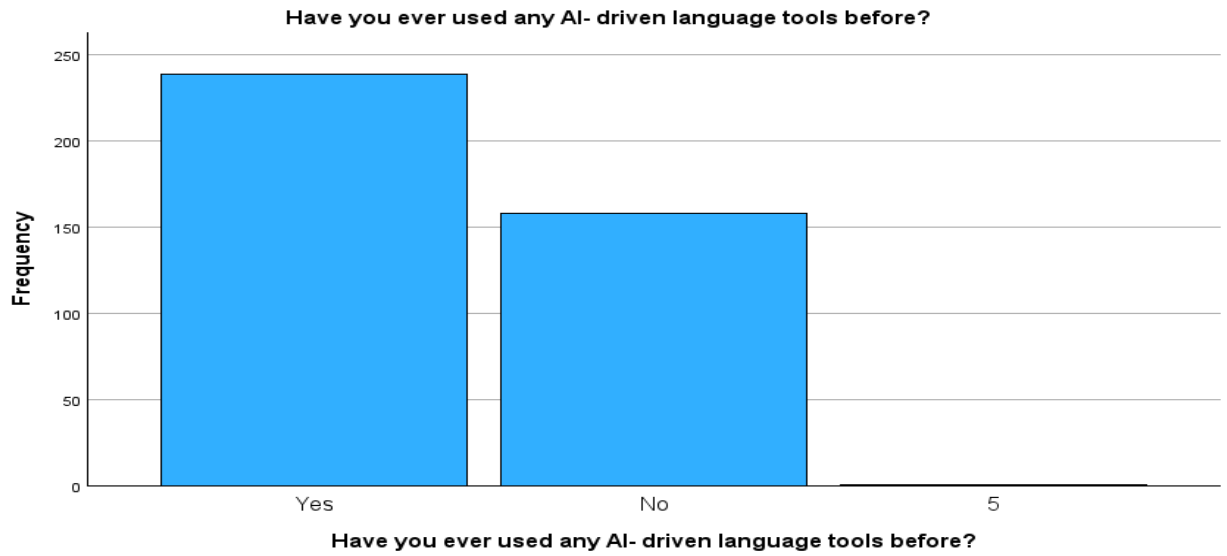
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Positive	100	25.1	25.1	25.1
	Positive	206	51.8	51.8	76.9
	Neutral	66	16.6	16.6	93.5
	Negative	15	3.8	3.8	97.2
	Very Negative	11	2.8	2.8	100.0
	Total	398	100.0	100.0	



Most respondents (76.9%) reported excellent or very excellent explanations with AI-pushed grammar tools. This finding reflects a generally favorable perception of AI in English language acquisition knowledge, although a small proportion of newcomers expressed dissatisfaction.

Table: 3 Use of AI- driven language tools

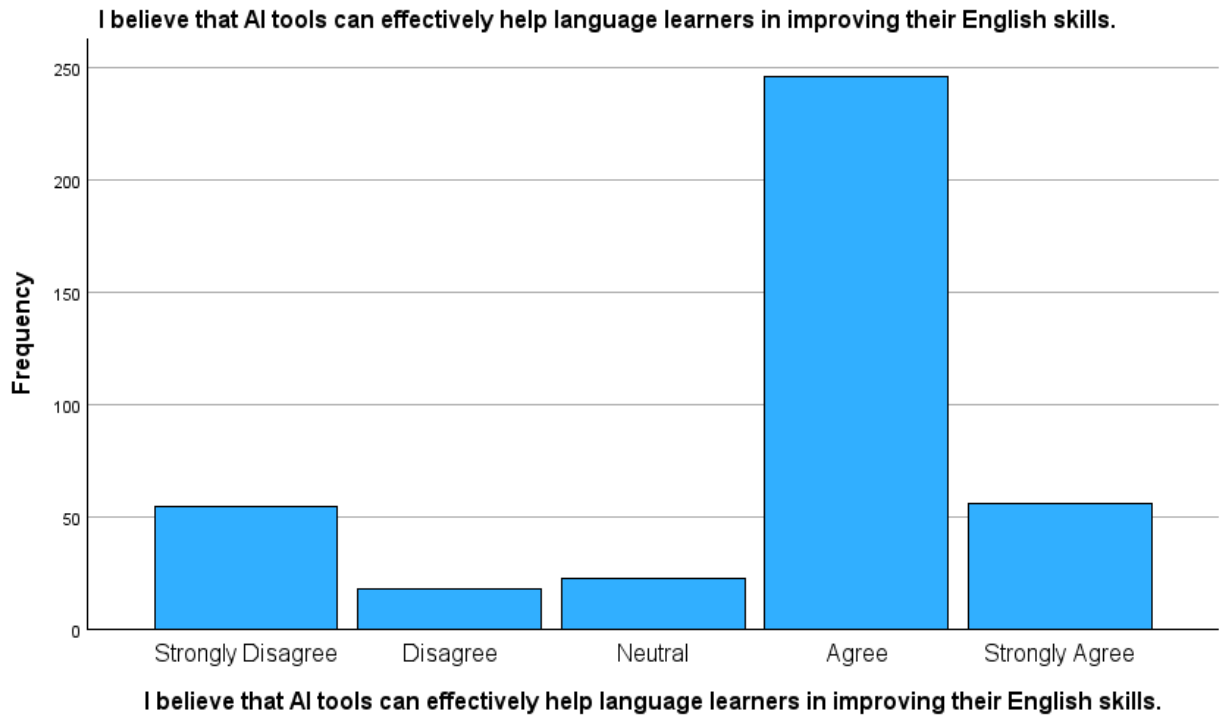
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	239	60.1	60.1	60.1
	No	158	39.7	39.7	99.7
	5	1	.3	.3	100.0
	Total	398	100.0	100.0	



The findings show that 60.1% of members actively use AI-primarily based language reading tools, while a large minority (39.7%) no longer do so. This shows uneven get uptake to or use of AI technology among novices.

Table :4 Effective in improving English language learning skills

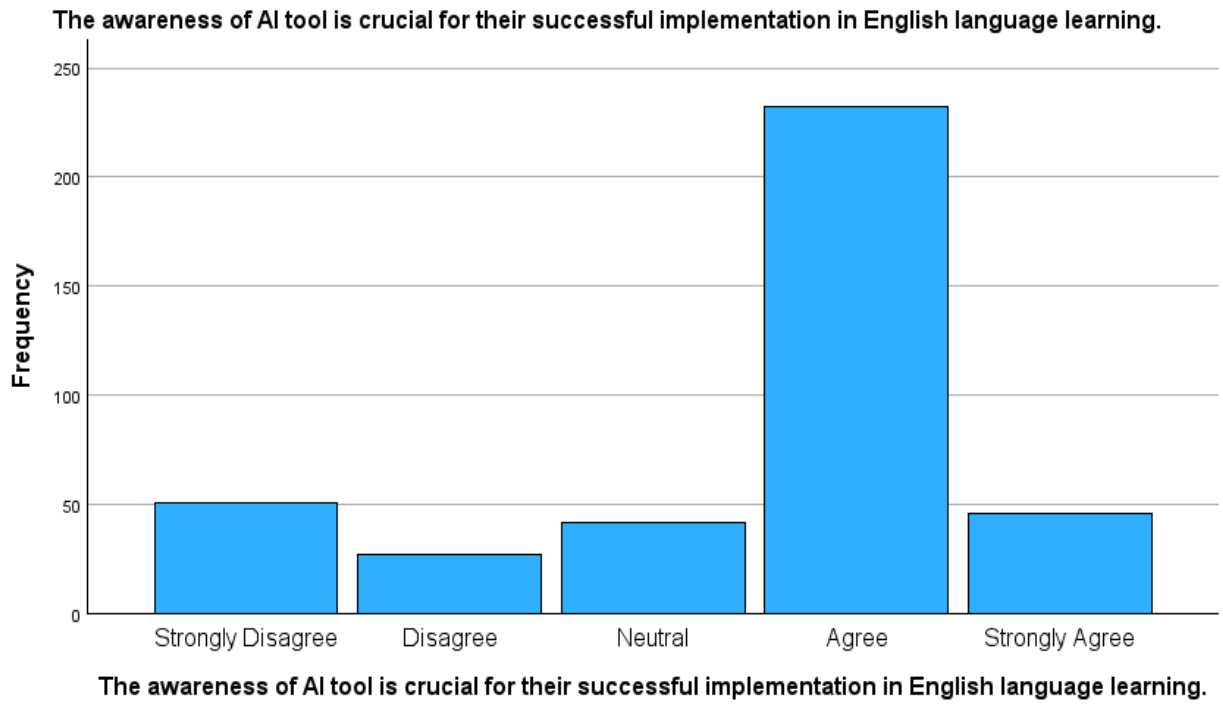
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	55	13.8	13.8	13.8
	Disagree	18	4.5	4.5	18.3
	Neutral	23	5.8	5.8	24.1
	Agree	246	61.8	61.8	85.9
	Strongly Agree	56	14.1	14.1	100.0
	Total	398	100.0	100.0	



A large majority (seventy six.Zero%) agreed or strongly agreed that AI tools improve English language skills. Nevertheless, nearly one-fifth of respondents expressed skepticism, highlighting the desire for advanced implementation and support.

Table :5 Awareness of AI tools for successful implementation

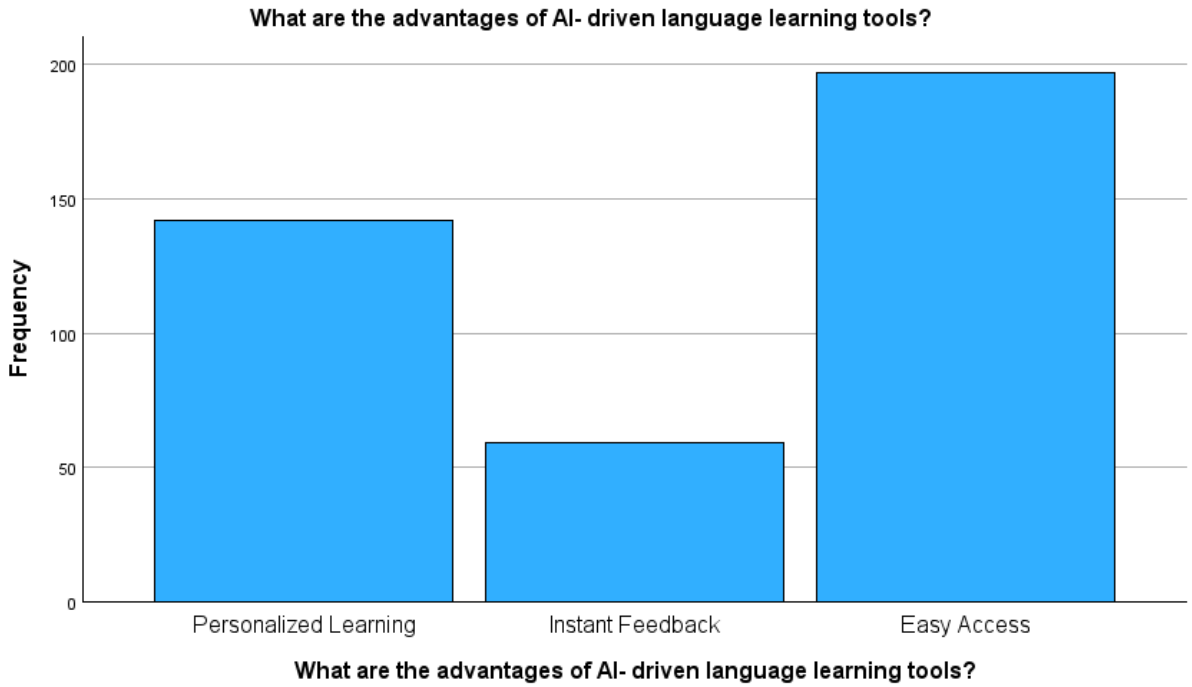
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	51	12.8	12.8	12.8
	Disagree	27	6.8	6.8	19.6
	Neutral	42	10.6	10.6	30.2
	Agree	232	58.3	58.3	88.4
	Strongly Agree	46	11.6	11.6	100.0
	Total	398	100.0	100.0	



Nearly 70% of respondents mentioned that awareness of AI tools is essential for a hit implementation. This underscores the importance of training and professional improvement in AI-mediated pedagogy.

Table :6 Advantages of AI- driven language learning tools

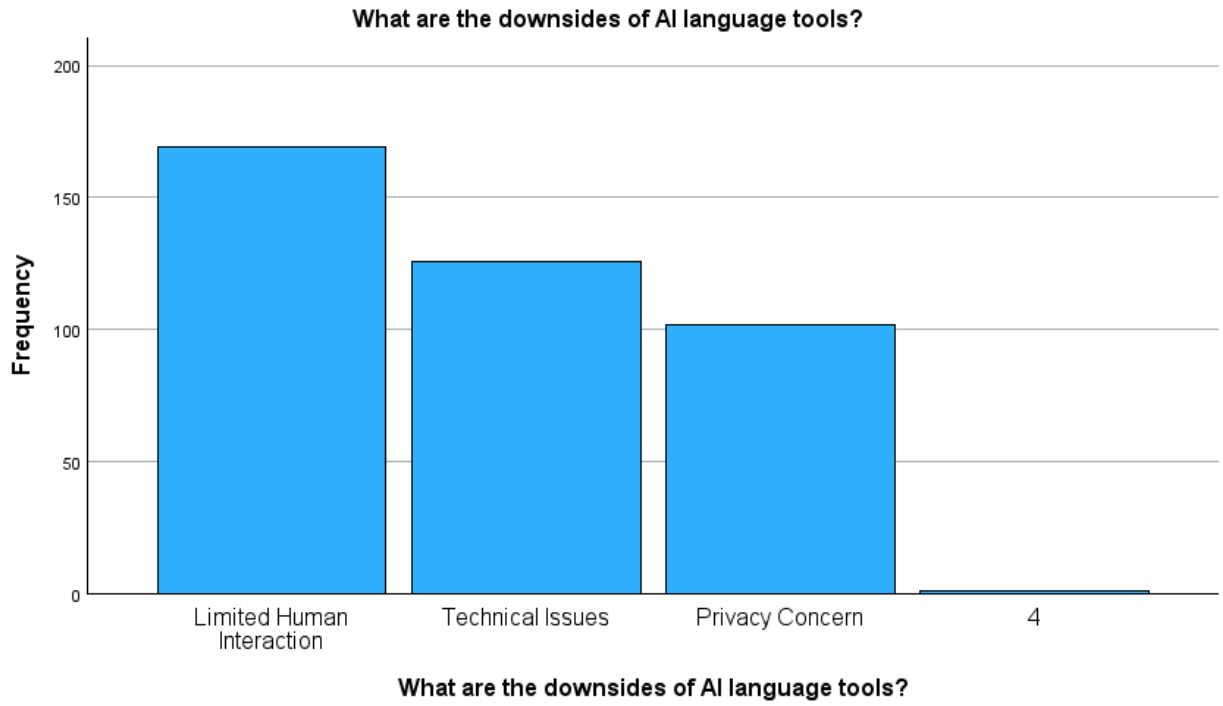
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Personalized Learning	142	35.7	35.7	35.7
	Instant Feedback	59	14.8	14.8	50.5
	Easy Access	197	49.5	49.5	100.0
	Total	398	100.0	100.0	



Easy access to emerged as the most valuable benefit of AI equipment, accompanied by tools for custom getting to know. These findings suggest that flexibility and individualized preparation are key to students' recognition of AI-based language learning .

Table:7 Downsides of AI- driven language learning

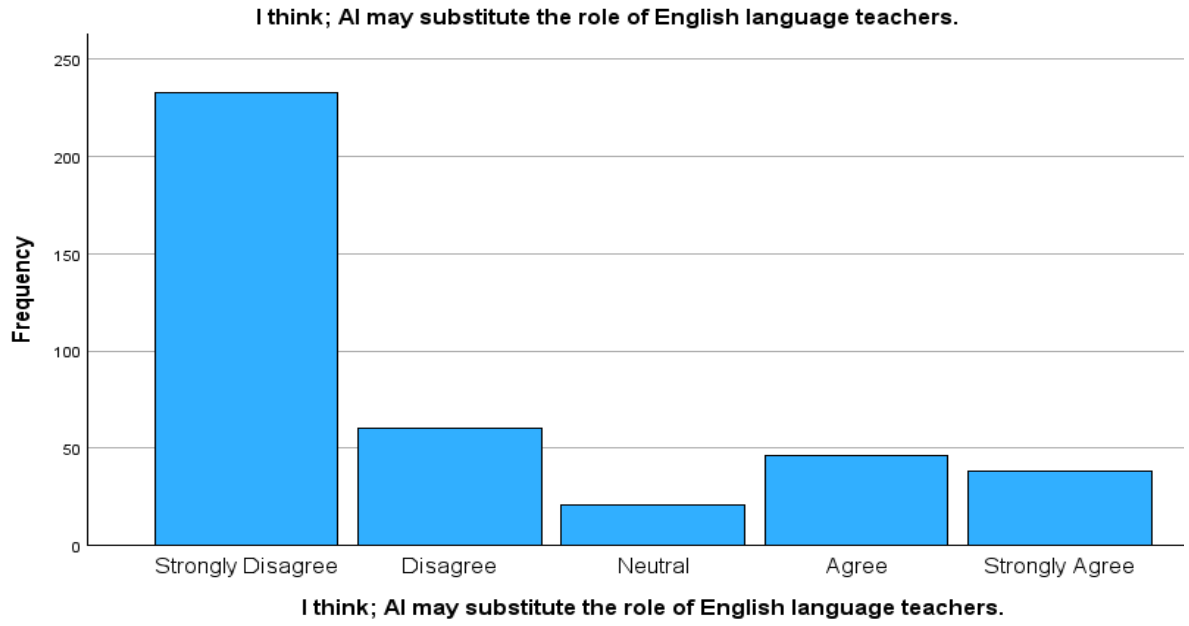
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Limited Human Interaction	169	42.5	42.5	42.5
	Technical Issues	126	31.7	31.7	74.1
	Privacy Concern	102	25.6	25.6	99.7
	4	1	.3	.3	100.0
	Total	398	100.0	100.0	



Limited human interaction was identified as the most significant drawback, reinforcing concerns that AI cannot fully replicate the social dimensions of language learning.

Table: 8 AI my substitute the role of English language teachers

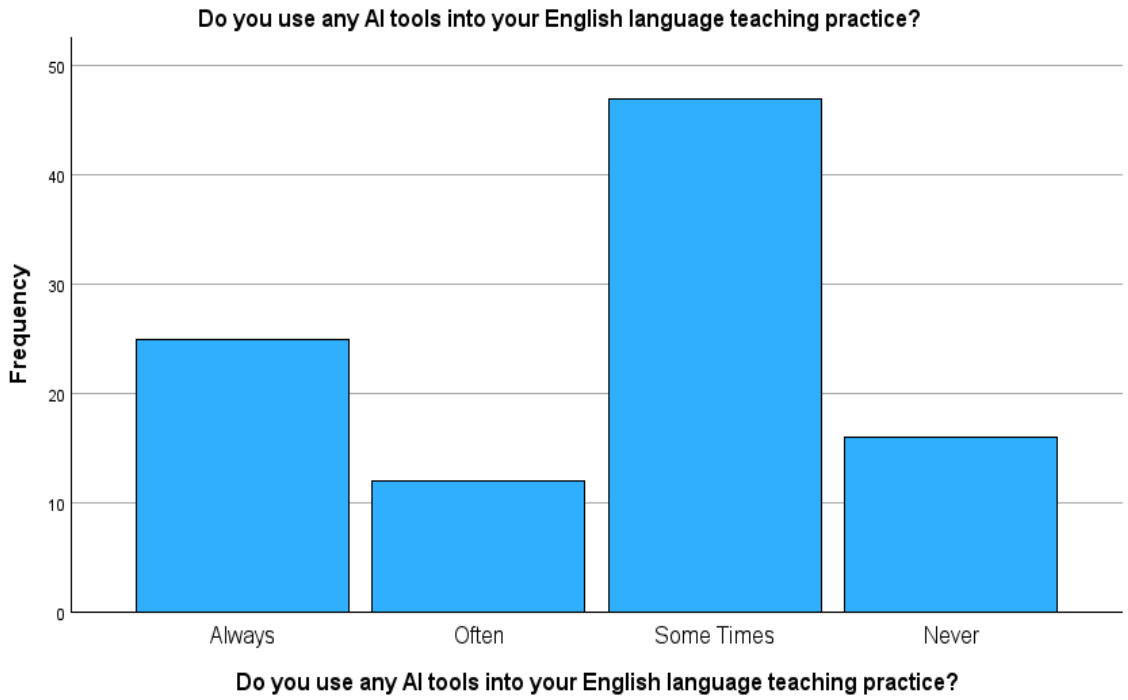
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	233	58.5	58.5	58.5
	Disagree	60	15.1	15.1	73.6
	Neutral	21	5.3	5.3	78.9
	Agree	46	11.6	11.6	90.5
	Strongly Agree	38	9.5	9.5	100.0
	Total	398	100.0	100.0	



A strong majority (seventy-three.6%) rejected the view that AI could replace English language teachers, emphasizing the continued importance of human educators in language education .

Table :9 Use of AI Tools in English Language Training

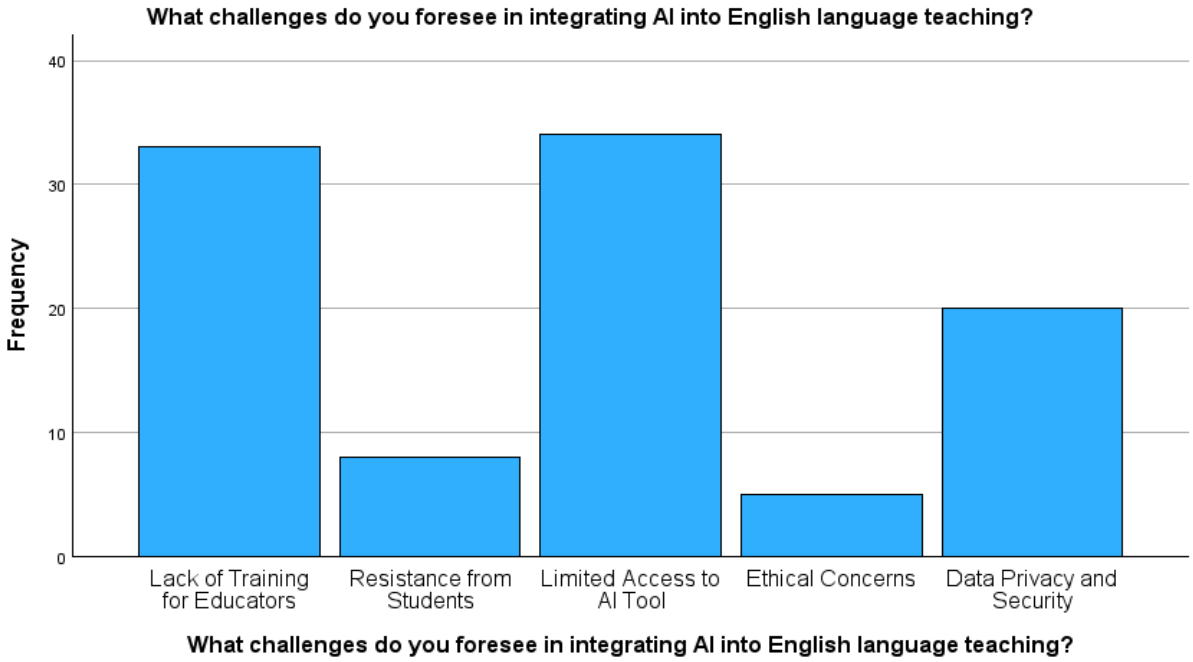
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	25	25.0	25.0	25.0
	Often	12	12.0	12.0	37.0
	Some Times	47	47.0	47.0	84.0
	Never	16	16.0	16.0	100.0
	Total	100	100.0	100.0	



Most teachers reported occasional or regular use of AI tools, indicating moderate integration of AI into instructional practices.

Table :10 Challenges of AI into English language learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of Training for Educators	33	33.0	33.0	33.0
	Resistance from Students	8	8.0	8.0	41.0
	Limited Access to AI Tool	34	34.0	34.0	75.0
	Ethical Concerns	5	5.0	5.0	80.0
	Data Privacy and Security	20	20.0	20.0	100.0
	Total	100	100.0	100.0	



Limited access to AI tools and lack of teacher training were identified as the primary challenges, followed by concerns related to data privacy. These findings highlight infrastructure and expert development gaps that need to be addressed for effective AI integration.

Findings, Discussion, Conclusion, and Recommendations

This chapter presents the findings, discussion, conclusion, and recommendations based on the data analysis.

5.1 Findings

The study reveals several key findings A majority of students (74.4%) reported being very or moderately familiar with AI technology, however 67.Eight% have a mild to low level of familiarity, indicating a desire for additional schooling.76.9% of students register a nice pleasure in with AI language mastery tools, and 60.1% use AI-powered language equipment. The students accept as true with AI tools can decorate English language to learn skills to teach (76.0%) and that knowledge AI gear is crucial for a hit integration (69.Nine%). The main blessings with AI-pushed goals to get to know equipment are personalized getting knowledge of (35.7%) and smooth gaining entry to (49.Five%).

Concerns include limited human interaction (forty-two.7%), technical issues (31.7%), and privacy concerns (25.6%). 73.6% of students disagree that AI can fully replace English language teachers. Teachers document little to low familiarity with the AI era (65%).Forty-seven% of instructors use AI tools occasionally, and 25% use them always. Teachers become aware of restrained access to to AI equipment (34%) and lack of training (33%) as the most important challenges.

5.2 Discussion

The findings of the study show that both students and instructors usually understand AI-powered language mastery equipment definitively, especially in terms of accessibility, personalization, and effectiveness. These findings align with existing literature that emphasizes the potential of AI to enhance student autonomy and motivation. However, the tolerance of concerns related to limited human interaction and technical difficulties highlights the need for careful and knowledgeable management.

The rejection of AI alternatively for instructors underscores the unlimited role of human educators in language education. Teachers provide

emotional guidance, cultural context, and interactive communication opportunities that AI cannot fully reflect. Therefore, AI should be considered as an educational assistant instead of a self-sufficient instructor.

Furthermore, the identified demanding situations—combined with loss of education and limited gain access—suggest systemic boundaries that need to be addressed at the institutional and coverage levels. Without expert development and infrastructure assistance, the capability gains of AI may be unrealized.

5.3 Conclusion

In conclusion, this study affirms that Artificial Intelligence holds significant promise for enhancing English language pedagogy by using provide customized get knowledge of experiences, on the spot comments, and flexible get recording to to instructional assets. However, the effectiveness of AI integration largely depends on contextual factors that include teacher readiness, technological infrastructure, and ethical safeguards.

The findings emphasize the importance of adopting a balanced technology that integrates AI into current educational frameworks without undermining the human factors of language teaching. AI should be strategically hired to guide instructors and students, instead of updating standard educational practices. Addressing demanding situations related to schooling, access to, and privacy is essential for sustainable and equitable AI use in the English language.

5.4 Recommendations

Based on the findings of this look at, the incorporation of artificial intelligence into English pedagogy as a supportive pedagogical tool rather than an alternative choice to human instructors is far acceptable. AI-powered applications need to be used to beautify personalized mastery, provide immediate feedback, and facilitate independent practice, just as secondary practice duties involving classroom interaction, contextual rationalization, and communication activities must continue to be under the direction of educators. This balanced integration can help maximize the educational blessings of AI while maintaining the human-focused nature of getting to know language.

Furthermore, it is recommended that educational institutions prioritize dependent educational applications to improve instructors' competence and self-confidence in the use of AI-based equipment. Effective integration of AI requires not only technical knowledge, but also academic expertise on how to align those equipment with the goal of obtaining knowledge about purpose. Ongoing expert efforts can enable teachers to select, adapt, and implement AI technologies in ways that promote student engagement and instructional effectiveness.

At the institutional and policy levels, clear frameworks should be established to adjust the moral and responsible use of AI in language education. This framework should address issues related to statistical privacy, academic integrity, and transparency in computerized assessment and commenting systems. Ensuring ethical safeguards will help create a stable and compelling learning environment for every teacher and student.

Furthermore, institutions need to invest in adequate technological infrastructure to assist in the sustainable use of AI in English language training. Reliable internet access, availability of virtual smartphones, and technological assistance systems are crucial for a hit implementation of AI-assisted pedagogy. Addressing infrastructural barriers will reduce inequalities in access and promote greater equality of opportunity.

Finally, curriculum designers are advised to align AI-assisted activities with existing language learning effects and assessment practices. Integrating AI within the curriculum framework can make certain correlation between technological equipment and pedagogical aspirations, thereby improving the overall effectiveness of English language education.

5.5 Recommendations for Future Researchers

Following recommendation are given for Future study

a) Examine the impact of AI on language acquisition knowledge outcomes and student engagement.

b) Explore the role of AI in case processing to gain knowledge about gaps.

c) Three. Develop AI-pushed goals and gain knowledge of equipment that addresses concerns of human interaction and technical glitches.

d) Explore the effectiveness of AI-powered language detection tools in different contexts and populations.

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