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"Use of AI Tools in Teaching Languages"

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Abstract:

This study investigates the integration of Artificial Intelligence (AI) tools in language education, focusing on their effectiveness in enhancing language acquisition and personalizing learning experiences. Drawing on secondary data from various academic sources, the research explores the potential of AI to address traditional challenges in language teaching, such as providing individualized instruction and immediate feedback. The findings indicate that AI tools, such as adaptive learning platforms and AI-driven language tutors, significantly contribute to improving language proficiency, particularly in speaking and writing skills. Moreover, AI facilitates personalized learning paths tailored to individual learner needs, which aligns with contemporary educational theories that emphasize the importance of individualized instruction. Despite the promising outcomes, the study also highlights several challenges, including the need for adequate teacher training and the potential for AI tools to diminish the human elements of language learning. These findings suggest that while AI tools offer substantial benefits, their successful integration into language curricula requires careful consideration of both technological and pedagogical factors. The study provides valuable insights for educators and policymakers on best practices for implementing AI in language education, offering a foundation for further research in this evolving field.

Keywords: Artificial Intelligence, Language Education, AI Tools, Language Acquisition & Learning,

Introduction

Language education has long been a cornerstone of global education systems, playing a critical role in fostering communication, cultural understanding, and cognitive development. Traditionally, language teaching methods have relied heavily on teacher-centered instruction, where educators guide students through structured lessons on grammar, vocabulary, and syntax. Methods such as the Grammar-Translation Method, Direct Method, and Audio-Lingual Method have dominated the field for decades, each offering unique approaches to language acquisition. However, these traditional methods often face significant challenges in meeting the diverse needs of contemporary learners. One of the primary challenges in traditional language teaching is the lack of individualized instruction. In classrooms with a high student-to-teacher ratio, it becomes difficult to cater to the varying proficiency levels and learning paces of students. This often leads to a one-size-fits-all approach, where slower learners may struggle to keep up, while more advanced students may not be sufficiently challenged. Additionally, traditional methods frequently emphasize rote memorization and repetitive drills, which may not effectively engage students or promote long-term retention of language skills. The absence of immediate feedback is another critical issue, as students may continue to practice errors without correction, hindering their language development.

Like this, traditional language teaching methods often fail to fully immerse students in authentic language use, limiting their exposure to real-life communication scenarios. This can result in a disconnect between classroom learning and practical language application, particularly in developing speaking and listening skills. The rigid structure of traditional curricula also leaves little room for creativity and critical thinking, which are essential for mastering a new language in a dynamic, globalized world.

Introduction to Artificial Intelligence (AI) and its Potential Applications in Education

Artificial Intelligence (AI) is revolutionizing various sectors, including education, by offering innovative solutions to longstanding challenges. In the context of language education, AI presents transformative potential by enabling personalized learning experiences, adaptive content delivery, and real-time feedback mechanisms. AI-powered tools such as intelligent tutoring systems, language learning apps, and speech recognition software can analyze individual learner data to tailor instruction based on their unique needs, providing a more customized and effective learning experience. For instance, AI-driven language platforms can adapt to a learner's proficiency level, offering targeted exercises that address specific weaknesses while progressing at a pace suited

to the learner. These platforms can also simulate real-life conversations through natural language processing, allowing students to practice speaking in a low-pressure environment. Furthermore, AI facilitates immediate feedback, enabling learners to correct mistakes as they occur, thus accelerating the learning process.

Importance and Objective

The integration of Artificial Intelligence (AI) tools in language education represents a crucial advancement in addressing longstanding challenges faced by traditional teaching methods. This study aims to evaluate the effectiveness of AI tools in enhancing language acquisition and personalizing learning experiences. By focusing on how AI-driven technologies, such as adaptive learning platforms and AI language tutors, can address issues such as the need for individualized instruction and immediate feedback, this research seeks to demonstrate their potential to improve language proficiency, particularly in speaking and writing. The objective is to provide a comprehensive analysis of how AI tools can align with contemporary educational theories that advocate for personalized learning and to offer practical insights into their application in language teaching.

Methodology

This study employs a secondary data analysis methodology, focusing on a thorough review of existing literature related to AI tools in language education. By analyzing a diverse range of academic sources, including research articles and conference papers, the study aims to synthesize findings on the effectiveness and challenges associated with AI technologies in language teaching. Key references guiding this analysis include Tikhonova and Ilduganova's (2024) exploration of student perceptions of AI, Sysoyev's (2024) examination of methodological advancements, and Khasawneh et al.'s (2023) insights into AI-driven feedback tools. Additional contributions from Vacalopoulou et al. (2024), Mukhtorjonovna (2024), and other scholars are also integrated, providing a comprehensive view of AI's impact and limitations. This methodological approach ensures a detailed assessment of how AI tools can enhance language acquisition, personalize learning experiences, and address challenges inherent in traditional teaching methods.

Review of Literature

1. Tikhonova, N.V., & Ilduganova, G.M. (2024). "What Scares Me Is the Speed at Which Artificial Intelligence Is Developing": Students' Perceptions of Artificial Intelligence in Foreign Language Teaching.

In their study, Tikhonova and Ilduganova (2024) explore the rapidly advancing field of artificial intelligence (AI) and its perceived impact on foreign language teaching from the

perspective of students. The study is significant as it addresses the growing concerns among students about the role of AI in education, particularly in how quickly these technologies are evolving and being integrated into learning environments. The objective of the study is to understand student perceptions and concerns regarding the use of AI in language learning. Utilizing a qualitative methodology, the authors conducted in-depth interviews with a diverse group of students. The findings reveal that while students acknowledge the potential benefits of AI in personalized learning and immediate feedback, they are also apprehensive about the speed of AI development and its implications for the future of human-centered teaching. The study concludes by suggesting the need for a balanced approach in integrating AI into education, one that considers both technological advancements and the human elements of teaching.

2. Sysoyev, P.V. (2024). The Use of Artificial Intelligence Technologies in Foreign Language Teaching: The Subject of Methodological Works for 2023 and Prospects for Further Research.

Sysoyev (2024) examines the methodological approaches to incorporating AI technologies in foreign language teaching, highlighting the advancements made in 2023 and outlining potential avenues for future research. This study is crucial as it provides a comprehensive overview of how AI tools have been applied in language education and the challenges that remain unaddressed. The objective of the study is to review the existing literature on AI in language teaching and propose new directions for research. Through a systematic review of academic publications, Sysoyev identifies key trends and gaps in the current research landscape. The findings suggest that while AI has been effectively used for tasks such as automated grading and personalized instruction, there is still a need for more research on its long-term impact on learning outcomes. The study concludes by recommending that future research should focus on the development of more sophisticated AI models that can better mimic human teaching behaviors and provide richer, more contextualized feedback.

3. Vacalopoulou, A., Gardelli, V., Karafyllidis, T., Liwicki, F., & Mokayed, H. (2024). AI4EDU: An Innovative Conversational AI Assistant for Teaching and Learning.

The paper by Vacalopoulou et al. (2024) introduces AI4EDU, a conversational AI assistant designed to enhance teaching and learning processes. This study is significant due to its practical implications for integrating AI into educational settings, particularly in language instruction. The primary objective is to evaluate the effectiveness of AI4EDU in supporting language learning through real-time interactions and personalized guidance. The researchers employed a mixed-methods approach, combining quantitative data from usage statistics with qualitative feedback from both students and

educators. The findings demonstrate that AI4EDU significantly improves student engagement and learning outcomes by providing instant, tailored feedback and simulating real-world language use scenarios. The authors suggest that future developments should focus on expanding the AI's capabilities to cover more languages and cultural contexts, thereby enhancing its applicability in global education.

4. Khasawneh, M.A., Zaghlool, D., Ahmad, M., & Khasawneh, S. (2023). Incorporating the Impacts and Limitations of AI-Driven Feedback, Evaluation, and Real-Time Conversation Tools in Foreign Language Learning.

Khasawneh et al. (2023) investigate the impact and limitations of AI-driven tools in foreign language education, focusing on feedback, evaluation, and real-time conversation features. This study is important as it critically assesses the effectiveness of these AI tools, providing a balanced view of their advantages and drawbacks. The objective of the study is to understand how AI tools influence language learning outcomes and what limitations need to be addressed. Using a comparative analysis of various AI tools in different educational settings, the authors found that while AI tools are effective in providing immediate and accurate feedback, they often lack the nuance and contextual understanding that human instructors offer. The study concludes by recommending that AI tools should be used to complement, rather than replace, traditional teaching methods, ensuring that the human element remains central to language education.

5. Mukhtorjonovna, A.M. (2024). AI Tools in Foreign Language Teaching.

In her article, Mukhtorjonovna (2024) delves into the application of AI tools in foreign language teaching, emphasizing the potential these technologies have to transform traditional educational practices. The importance of this study lies in its detailed examination of the specific AI tools that are currently being integrated into language education and their impact on both teaching and learning. The objective of the study is to identify the most effective AI tools and assess their contributions to improving language acquisition. The methodology involved a case study approach, analyzing the use of AI tools in various educational institutions. The findings indicate that AI tools, particularly those focused on adaptive learning and speech recognition, have significantly enhanced students' language proficiency, especially in speaking and listening skills. The study suggests that educators should be trained in the use of these tools to maximize their potential and ensure their effective integration into the curriculum.

6. Al-Awawdeh, N., Al-shaboul, I.A., & Khasawneh, M.A. (2023). Advancing Foreign Language Teaching with AI-Assisted Models: Insights from Lecturers and University Administrators.

The study by Al-Awawdeh, Al-shaboul, and Khasawneh (2023) provides insights into the use of AI-assisted models in foreign language teaching from the perspectives of lecturers and university administrators. The study is significant as it bridges the gap between theoretical AI applications and their practical implementation in higher education. The objective is to explore the perceptions of educators and administrators regarding the benefits and challenges of integrating AI into language teaching. Using a mixed-methods approach, the study gathered data through surveys and interviews with university staff. The findings reveal that while AI-assisted models are viewed positively for their ability to personalize learning and reduce administrative burdens, there are concerns about the potential over-reliance on technology and the loss of interpersonal communication skills. The study concludes with recommendations for balanced integration of AI, ensuring that human judgment and interaction remain integral to the educational process.

7. Kolay, C.A., & Gölbaşı, B. (2024). A Review of Generative Artificial Intelligence (GENAI) Tools in Second/Foreign Language Teaching.

Kolay and Gölbaşı (2024) review the emerging use of generative AI tools in second and foreign language teaching, highlighting the innovative ways these tools are being used to enhance language acquisition. The importance of this study lies in its focus on generative AI, a relatively new area in language education that holds significant promise for creating immersive learning experiences. The objective of the review is to assess the current state of generative AI tools in language education and identify areas for further research. The authors conducted a comprehensive literature review, analyzing recent studies and applications of generative AI in language learning. The findings suggest that generative AI tools, such as AI-driven language models and interactive simulations, offer unique opportunities for students to practice language in realistic contexts. However, the study also points out the need for more research on the ethical implications and potential biases in AI-generated content. The authors recommend that future research should focus on developing more inclusive and culturally sensitive AI tools.

8. Mohideen, H.L.M. (2024). Exploring the Opportunities of Implementing Artificial Intelligence (AI) Technology for Teaching Arabic to Non-Native Speakers: A Theoretical Approach.

In her theoretical exploration, Mohideen (2024) discusses the potential of AI technology in teaching Arabic to non-native speakers. The study is significant as it focuses on a

less commonly taught language, highlighting the broader applicability of AI tools in diverse linguistic contexts. The objective of the study is to identify the opportunities AI presents for teaching Arabic and to propose a framework for its implementation. Through a theoretical approach, the author reviews existing AI technologies and their potential applications in language education. The findings suggest that AI can play a crucial role in overcoming the challenges of teaching Arabic, such as complex grammar and script, by offering personalized learning paths and real-time feedback. The study concludes by recommending further research on the development of AI tools specifically designed for Arabic language learning, considering the linguistic and cultural nuances of the language.

9. Sysoyev, P.V., & Filatov, E.M. (2024). Method of Teaching Students' Foreign Language Creative Writing Based on Evaluative Feedback from Artificial Intelligence.

Sysoyev and Filatov (2024) explore a novel method of teaching foreign language creative writing through the use of AI-driven evaluative feedback. This study is important as it addresses a specific aspect of language learning—creative writing—that has traditionally been difficult to teach and assess. The objective of the study is to develop and test a method for improving students' creative writing skills using AI feedback. The authors conducted an experimental study with students who used an AI tool designed to provide evaluative feedback on their creative writing assignments. The findings indicate that students who received AI feedback showed significant improvements in their writing quality, particularly in areas such as coherence, vocabulary use, and originality. The study suggests that AI can be a valuable tool in enhancing creative writing instruction, provided that it is used in conjunction with human feedback to ensure a balanced and comprehensive learning experience.

10. Wang, L. (2024). Artificial Intelligence's Role in the Realm of Endangered Languages: Documentation and Teaching.

Wang (2024) investigates the role of AI in the documentation and teaching of endangered languages, a critical area of study given the rapid decline of many languages worldwide. The importance of this study lies in its focus on preserving linguistic diversity through the use of advanced technologies. The objective is to explore how AI can assist in the documentation and revitalization of endangered languages, ensuring their survival for future generations. Using a case study approach, the author examines various AI tools that have been employed in documenting and teaching endangered languages. The findings reveal that AI can significantly aid in language preservation by automating the documentation process and providing accessible teaching resources for both learners

and educators. The study concludes by recommending the development of AI tools that are specifically tailored to the needs of endangered language communities, emphasizing the importance of collaboration between technologists and linguists in these efforts.

Discussion

The integration of Artificial Intelligence (AI) tools in language teaching presents a transformative approach to addressing the traditional challenges in language education. AI-driven technologies, such as personalized learning platforms, real-time feedback systems, and adaptive learning environments, offer innovative solutions that can significantly enhance the effectiveness of language instruction. For instance, the use of AI tools like AI4EDU, as discussed by Vacalopoulou et al. (2024), has shown to improve student engagement and learning outcomes by providing instant, tailored feedback and simulating real-world language use scenarios. These tools bridge the gap between classroom learning and practical application, addressing the common issue of limited practice and delayed feedback that plagues traditional methods. Additionally, AI's ability to offer personalized learning experiences, as highlighted by Mukhtorjonovna (2024), ensures that each student receives instruction that matches their individual proficiency level and learning pace, leading to more effective language acquisition. The findings from these studies underscore the potential of AI to revolutionize language education by making it more student-centered, efficient, and responsive to the diverse needs of learners.

Like this, while the benefits of AI in language teaching are evident, it is crucial to acknowledge and address the challenges and limitations associated with its integration. As noted by Tikhonova and Ilduganova (2024), students express concerns about the rapid development of AI technologies and their potential to overshadow the human elements of teaching, which are essential for fostering interpersonal communication skills and cultural understanding. Furthermore, Khasawneh et al. (2023) caution against the over-reliance on AI-driven tools, emphasizing that these technologies should complement rather than replace traditional teaching methods. The nuanced understanding of AI's role in education, as suggested by Sysoyev and Filatov (2024), points to the need for a balanced approach that leverages the strengths of AI while maintaining the critical human touch in language instruction. This approach is particularly important in the context of preserving linguistic diversity, where, as Wang (2024) argues, AI can play a pivotal role in documenting and teaching endangered languages but must do so in a way that respects and preserves the cultural and linguistic nuances of these languages. Thus, the successful integration of AI in language

teaching requires careful consideration of both its potential and its limitations, ensuring that it enhances rather than detracts from the overall educational experience.

Conclusion

In conclusion, the application of Artificial Intelligence (AI) tools in language teaching represents a significant advancement in addressing the limitations of traditional educational methods. AI technologies, such as adaptive learning platforms and real-time feedback systems, have demonstrated substantial potential in enhancing language acquisition by providing personalized, immediate, and contextually relevant support to learners. Studies such as those by Vacalopoulou et al. (2024) and Mukhtorjonovna (2024) highlight how AI tools can significantly improve student engagement and proficiency by offering tailored instruction and feedback, thus bridging the gap between theoretical knowledge and practical application. The ability of AI to create customized learning paths and facilitate immersive language practice addresses key challenges in traditional language education, such as the one-size-fits-all approach and the limited opportunity for individualized feedback.

Nevertheless, the integration of AI in language teaching must be approached with caution to address the associated challenges and concerns. As identified by Tikhonova and Ilduganova (2024), there is apprehension about the rapid pace of AI development potentially overshadowing the essential human elements of teaching. The work of Khasawneh et al. (2023) and Wang (2024) further emphasizes that while AI tools offer innovative solutions, they should complement rather than replace traditional pedagogical methods to ensure a balanced and holistic educational experience. This balanced approach is crucial for maintaining the human touch in language instruction and ensuring that AI contributes positively to the preservation of linguistic and cultural diversity. Thus, future efforts should focus on developing AI tools that enhance rather than disrupt the educational process, integrating them in ways that support and enrich traditional teaching practices.

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