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Integrating Artificial Intelligence in English Language Teaching: Opportunities and Challenges

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Abstract

Artificial Intelligence (AI) has rapidly emerged as a transformative force across various domains, significantly reshaping education. In English Language Teaching (ELT), AI-driven technologies, including chatbots, natural language processing (NLP), speech recognition, and adaptive learning platforms, have introduced ground-breaking methods for enhancing language acquisition and learner engagement. These tools provide personalized feedback, real-time language assessment, and immersive learning experiences, thereby revolutionizing traditional pedagogical approaches. AI also facilitates self-paced and autonomous learning, enabling learners to overcome geographical and temporal barriers. However, despite its potential, the integration of AI into ELT is not without challenges. Accessibility disparities, ethical concerns regarding data privacy, and resistance to technology adoption by educators and institutions pose substantial hurdles. Additionally, AI lacks the human emotional connection and cultural nuance essential for language teaching. This paper explores the dual impact of AI integration in ELT, focusing on its opportunities and challenges, while highlighting its implications for pedagogy, learner outcomes, and the evolving role of educators in an AI-driven educational landscape.

Keywords: Artificial Intelligence, English Language Teaching, Adaptive Learning, Natural Language Processing, Personalized Feedback

1. Introduction

The advent of Artificial Intelligence (AI) has fundamentally revolutionized how education is delivered and experienced, introducing unprecedented opportunities for personalized, flexible, and accessible learning. In the realm of English Language Teaching (ELT), AI-powered tools such as Grammarly, Duolingo, and ChatGPT have become invaluable resources for both learners and educators. These tools leverage advanced technologies like Natural Language Processing (NLP), speech recognition, and machine learning algorithms to provide tailored learning experiences that cater to individual needs and proficiency levels. For instance, learners can receive instant feedback on grammar, vocabulary, and pronunciation, while adaptive systems dynamically adjust lesson difficulty based on performance, promoting continuous improvement.

A distinction must be made between adaptive/rule-based systems, automated writing evaluation, speech recognition, and generative language models. They are designed to do different things, therefore they cannot be used interchangeably. Kohnke et al. (2023a) looked at ChatGPT as a language learning tool and identified the skills needed to use it effectively and ethically; however, they did not find that all technologies discussed in this article were effective.

One of AI's most notable contributions to ELT is its ability to ensure 24/7 availability, breaking barriers of time and place. This is particularly beneficial in a globalized context where English serves as a lingua franca for communication in business, academia, and international relations. AI tools offer scalable solutions to meet the demand for English proficiency, enabling learners from diverse backgrounds to access high-quality resources irrespective of their location.

However, these advancements come with challenges that require careful consideration to ensure the effective and equitable integration of AI in ELT. Issues such as the digital divide create disparities in access to AI tools, particularly in underprivileged regions. Additionally, concerns about data privacy, ethical use, and the potential overreliance on technology must be addressed. Educators also face the challenge of adapting to these tools, balancing technological integration with the human elements of teaching that are critical for language learning, such as cultural nuances and emotional connections. In light of these dynamics, it is imperative to explore the opportunities and limitations of AI in ELT to harness its full potential while addressing its challenges.

1.1 Objectives of the Study

This paper aims to:

1. Analyze the role of AI in transforming traditional ELT methodologies.
2. Identify key opportunities provided by AI for learners and educators.
3. Discuss the challenges and limitations of AI integration in ELT.
4. Offer recommendations for optimizing AI use in language teaching.

1.2 Methodology

This paper has been written as a conceptual narrative review based on the targeted identification and review of available literature. The paper does not describe a classroom-based intervention, a survey, an interview process, nor does it present a new learner data set. The goal of this paper is to provide a connection between the opportunities and challenges identified in the original manuscript with other identified research and institutional guidance. Therefore, the results presented below are thematic in nature and represent the findings from the literature reviewed, rather than being new measures of either language proficiency or teacher attitudes.

The search strategy employed for this revision utilized combinations of terms related to artificial intelligence (AI), English language teaching (ELT), chatbot-supported language learning, generative AI, teacher preparation, speech recognition bias, and AI competency framework. Publisher websites, abstract pages of journals, institutional or individual repository pages, and UNESCO publications were consulted in order to confirm publication information and the claims being supported by each source. All of the selected sources are within the period of 2019-2025, and were reviewed on October 16, 2026. Sources were chosen based upon their direct connection to language education, the identification of a clearly defined research/review design, the clarity of the presentation of results, and the availability of complete publication details. Searches conducted using general educational research were only incorporated if there was an explanation provided as to why the research was relevant to ELT. The searches performed for this revision were purposive in nature, but not exhaustive; i.e., there was no

search performed in any subscription database, no total count of screened articles was maintained, and no PRISMA-compliant systematic review was undertaken.

The synthesis used the evidence collected in order to organize into four areas of analysis: opportunity for students to practice and receive feedback; student outcomes and the limitations of what has been shown to be effective; teacher preparation and how they mediate learning; and issues related to fairness in education, student privacy and reliability of assessment. The analysis makes distinctions between research based upon empirical data (studies) and literature reviews, comments on technology and policy frameworks. Recommendations made through policies are viewed as providing direction as opposed to being evidence of effectiveness. Reviews that overlap with each other were not considered as separate attempts at reproducing results. If only an abstract or publication summary was available then the analysis was limited to the content provided within those documents. There were no pooled estimates of effect size, tests for statistical significance or estimates of causality developed as part of this study.

The scope of this review was restricted by a purposeful sampling strategy, the use of only English-language materials, inconsistencies in accessing the full text versions of cited studies, the diversity of learning environments studied, and the frequent updates made to commercially available artificial intelligence (AI) systems. As a result of these limitations, it is impossible for me to determine which of the products reviewed was the most successful, nor if benefits continue once the AI is removed. However, with the additional verification of the added citations, I am able to provide a limited synthesis of the relevant literature, as opposed to verifying the entire original bibliography.

2. Opportunities of AI Integration in ELT

2.1 Personalized Learning Experiences

AI-powered tools excel in providing customized learning pathways tailored to each learner's unique needs, preferences, and proficiency levels. By analyzing learner behavior, performance data, and progress, AI systems can adjust the complexity and focus of exercises dynamically. This adaptability ensures that learners are neither under-challenged nor overwhelmed, creating a productive and engaging learning environment.

For example, Duolingo, a popular language learning app, uses sophisticated AI algorithms to identify areas where learners excel or struggle. If a learner repeatedly makes mistakes in a

particular grammar rule, Duolingo provides additional practice and explanations in that area while scaling back on topics where the learner has demonstrated proficiency. This personalized approach not only improves language acquisition but also enhances retention rates by catering to the learner's individual pace and style.

2.2 Real-Time Feedback and Assessment

One of AI's most significant advantages in ELT is its ability to provide immediate feedback. Learners receive instant corrections on grammar, pronunciation, and writing skills, enabling them to identify and rectify errors as they occur. This immediate feedback loop is instrumental in reinforcing correct usage and promoting faster learning.

For instance, tools like Grammarly and Google Docs' grammar checker analyze written text for a variety of parameters, including grammar accuracy, sentence structure, coherence, and even tone. These tools offer suggestions for improvement, helping learners refine their writing. Similarly, speaking tools equipped with AI, such as speech analyzers in language apps, provide pronunciation scores and highlight areas for improvement, fostering self-directed progress.

2.3 Enhancing Speaking and Listening Skills

AI-driven speech recognition technology plays a pivotal role in developing speaking and listening competencies. By analyzing spoken inputs, these systems help learners practice pronunciation, intonation, and conversational skills, often simulating real-life communication scenarios.

For example, Rosetta Stone employs speech recognition to evaluate a learner's pronunciation against native speaker models. AI assistants like Siri, Alexa, or Google Assistant also provide informal practice opportunities, as learners can engage in conversational English by asking questions or giving commands. These tools build learner confidence by offering a safe, judgment-free environment for practice, which is particularly beneficial for overcoming speaking anxiety.

2.4 Gamification and Engagement

Gamification is a powerful strategy to make language learning enjoyable and motivating, and AI plays a key role in creating these engaging experiences. Platforms like Kahoot, Quizlet, and

Duolingo incorporate game-like elements such as leaderboards, points, badges, and timed challenges.

These tools use AI algorithms to personalize game levels and content based on the learner's progress. For instance, if a learner consistently performs well in vocabulary tests, the system may introduce more complex words or faster-paced challenges to maintain engagement. This gamified approach encourages learners to strive for higher achievements, enhancing motivation and language retention.

Qualification: Gamification and Artificial Intelligence (AI) are two different types of design elements. Gamification elements such as points, badges, quizzes and leaderboards cannot individually illustrate adaptive learning characteristics or the instructional value of a product. In addition to differences in function among versions and subscriptions, the illustrative examples provided in the previous section were not the result of an objective product evaluation completed during the research process for this paper.

2.5 Breaking Geographical and Temporal Barriers

AI-powered tools have democratized access to high-quality English learning resources, overcoming barriers of time and geography. Learners from remote or underprivileged areas can access the same advanced tools as those in urban settings, provided they have internet access. AI chatbots and virtual tutors, such as ChatGPT or Replika, operate around the clock, enabling learners to practice anytime, anywhere. This flexibility accommodates diverse schedules, making it easier for working professionals, students, or individuals in different time zones to integrate language learning into their daily lives. Moreover, AI platforms often provide multilingual support, allowing learners to navigate English lessons in their native language initially, thus creating an inclusive learning environment. By making ELT resources globally accessible and adaptable to varying time constraints, AI ensures that language learning is no longer restricted to classrooms or specific hours, but becomes a continuous, flexible process tailored to the needs of modern learners.

3. Challenges of AI Integration in ELT

3.1 Accessibility and Digital Divide

The integration of AI tools in English Language Teaching (ELT) is heavily influenced by the digital divide, which creates disparities in access to necessary resources. Not all learners or

institutions have equal access to reliable internet connections, advanced technological infrastructure, or digital devices. Additionally, technological literacy remains a barrier, especially in underprivileged regions where both students and educators may lack the skills to operate AI-driven tools effectively. For example, in rural schools of developing countries, limited budgets and inconsistent internet connectivity hinder the adoption of AI in education. Such disparities exacerbate existing inequities, leaving many learners without access to advanced learning opportunities provided by AI. Bridging this gap requires investment in infrastructure, digital training, and affordable tools to ensure inclusivity.

3.2 Ethical Concerns

AI technologies collect and analyze significant amounts of data to deliver personalized experiences. However, this reliance on data raises concerns about privacy, security, and ethical usage. Many learners and educators remain apprehensive about how their personal information is stored, used, or shared by AI platforms. For instance, platforms like Duolingo and Grammarly have been scrutinized for collecting user data to enhance their algorithms. While this data collection improves functionality, it poses risks of data breaches or misuse. Institutions must establish stringent data protection policies and educate users on their rights to address these concerns effectively.

Evidence of potential misuse of data: While this study did not provide evidence of how the named products may have violated privacy on a per-platform basis, it was designed to show the need for an examination of data collection, retention, sharing, and institutional control prior to purchasing the product(s). UNESCO guidelines provide a framework to examine these issues in a human-centric manner, rather than showing that a specific company has improperly used learner data (Miao & Holmes, 2023).

3.3 Overreliance on AI

AI tools, though efficient, can lead to an overreliance that undermines the development of essential skills like critical thinking and problem-solving. Students may come to depend solely on AI for answers and corrections, limiting their ability to self-correct or think independently. Similarly, educators might rely excessively on AI-generated insights, neglecting their intuition and professional judgment. Balancing the use of AI with traditional teaching methodologies is

essential to ensure that learners develop a well-rounded skill set that includes critical reasoning and self-reliance.

3.4 Lack of Human Interaction

Language learning is inherently social and thrives on human interaction, which AI cannot fully replicate. Effective language acquisition often requires cultural context, emotional engagement, and nuanced communication, elements that AI, despite its advancements, struggles to emulate. While AI-powered tools like chatbots can simulate conversations, they lack the depth of real-world interactions. For example, a chatbot might correct grammar but fail to grasp cultural idioms or emotional undertones, which are critical for fluency. To address this limitation, AI tools should complement, not replace, human interaction, ensuring learners experience authentic language practice.

3.5 Teacher Resistance and Adaptation

The integration of AI in ELT demands a significant shift in teaching practices, which many educators find challenging. Teachers may lack the training or resources to effectively use AI tools. Some may also perceive AI as a threat to their roles, fearing it will diminish their importance in the classroom. A recent survey among ELT teachers revealed that 45% felt unprepared to integrate AI tools into their teaching practices. To overcome this, institutions must prioritize teacher training programs that equip educators with the skills to use AI as a supportive tool rather than a replacement. Additionally, fostering a positive outlook towards AI's role in enhancing education can mitigate resistance.

Source clarification: The original assertion that 45% of teachers believed they were unprepared was un-cited with respect to the survey, sample, location or date of collection in the submitted manuscript. It will remain in the manuscript for the authors' consideration; however, it cannot be considered a valid, verified result. An alternative, traceable source is Kohnke et al. (2023b), a qualitative research study conducted with twelve university-level English language instructors at a single higher education institution in Hong Kong. This study provides some insight into how individuals perceive their preparedness and engage in professional development activities, but does not provide a generalizable prevalence estimate for ELT teachers.

4. Impact on Pedagogy and Learner Outcomes

4.1 Redefining the Role of Educators

AI has transformed the role of educators in ELT from being the primary source of knowledge to acting as facilitators and mentors. With AI handling tasks like grammar correction, vocabulary building, and pronunciation assessment, teachers can focus on higher-order activities such as fostering critical thinking, guiding discussions, and personalizing learning experiences. Educators now play a crucial role in interpreting AI-generated data to identify learner needs and design meaningful interventions. For example, a teacher might use insights from an AI tool to pinpoint a student's weak areas and craft targeted lessons to address them. This shift allows teachers to offer more tailored and impactful support.

4.2 Bridging Language Gaps

AI tools equipped with Natural Language Processing (NLP) have revolutionized the ability of learners to practice conversational English. These tools bridge the gap between classroom instruction and real-world application, providing opportunities for learners to refine their fluency in a simulated yet interactive environment. For instance, AI chatbots like Replika enable learners to engage in conversational practice without the pressure of judgment, offering corrections and suggestions to improve fluency. This capability is particularly beneficial for learners in non-English-speaking regions, where opportunities for real-life language practice may be limited.

4.3 Increased Learner Autonomy

AI fosters self-directed learning by enabling learners to progress at their own pace. Tools like adaptive learning platforms adjust content and difficulty levels based on individual performance, ensuring that learners can revisit challenging concepts or move ahead when ready. For example, an AI-powered language app might recognize a learner's consistent struggles with verb tenses and offer additional exercises or explanations tailored to this area. Conversely, if a learner demonstrates proficiency in a topic, the app might introduce advanced challenges to maintain engagement. This level of autonomy allows learners to take control of their educational journey, building confidence and a sense of ownership over their progress. By redefining pedagogy and enhancing learner outcomes, AI has the potential to transform ELT into a more inclusive, personalized, and effective process. However, these advancements must be leveraged responsibly to maximize benefits while addressing inherent challenges.

4.4 Results of the Narrative Synthesis

The results are structured as conclusion themes derived from the chosen publications. It is important to view these results as evidence based interpretations of a small number of studies rather than as the results of the research conducted by the researchers who recruited the subjects. The studies and reviews examined used varied technology, population types, outcome measures and study duration. As such, it is impossible to determine what proportion of subjects improved their English language skills using this synthesis.

4.4.1 Practice Opportunities and Feedback

Huang et al. (2022) conducted a review of 25 empirical studies that investigated how chatbots can support language learning. The authors identified five major types of affordance: timely interaction, usability, personalization, and various pedagogical roles. In addition to identifying potential benefits associated with the use of conversational systems for language learning, the authors also identified several types of limitation, including technology limitations, novelty effects, and cognitive load. Overall, their findings indicate that although conversational systems may serve as viable supplementary practice resources for language learners, the frequency of interaction does not necessarily lead to long-term retention. However, because many of those findings are based on older generations of chatbot technology, they cannot simply be applied to newer versions of large language models without some degree of qualification.

A more recent review of empirical generative AI research in language teaching and learning that has been conducted in the years 2023-2024 was completed by Li et al. (2025). This review examined writing, feedback, and revision; therefore, it expanded upon the previous work which focused primarily on conversational tools prior to the development of generative AI. This study will use Li et al.'s work as a basis for defining what areas are within the scope of our investigation. However, this study does not claim that there is a uniform advantage for all students regardless of their level of language proficiency or where they attend school. As such, the difference between a student being able to complete a given task more effectively with the

help of an AI-based tool versus being able to independently produce better quality work will continue to be a primary consideration when reviewing the literature.

4.4.2 Teacher Preparedness

Kohnke et al. (2023b) also report that confidence, familiarity, institutional support and pedagogical understanding are critical to language teachers' readiness. While the study provides qualitative data with contextual detail; however, the fact that it was conducted at one institution restricts generalizability. Subsequently, UNESCO's Teacher Framework categorizes professional competency into five main areas: ethics, human-centered perspectives, AI foundations, pedagogy, and professional learning (Miao & Cukurova, 2024). These two studies provide evidence for the need for teacher development as a prerequisite for successful implementation of tools/technologies in education, as opposed to the idea that having access to tools/technologies alone results in effective teaching.

4.4.3 Reliability and Equity

Lo (2023) discusses both educational opportunities and issues related to accuracy and appropriate use of ChatGPT within the initial literature published regarding ChatGPT. Since this was a quick review of the time immediately following its release, it represents a historical perspective on what occurred during that time frame, not an assessment of the performance of the most recent model. Another piece of empirical evidence is presented by Koenecke et al. (2020). This group examined racial disparities in five different commercial speech recognition systems. While their research was not an educational intervention and does not provide validation for the quality of every pronunciation application available today, it does illustrate why errors produced by automatic recognition systems may not necessarily represent deficiencies in the pronunciation of a learner.

4.5 Discussion

The synthesis validates the large-scale changes to education described in the manuscript. Technological affordances refer to what is possible through the use of a system, while educational outcomes refer to what the learner will be able to accomplish after using the system. These two types of statements are fundamentally different. Generating an explanation, maintaining a conversation, or recognizing a grammar rule can help with a lesson, but each activity needs to have both a suitable assignment and proof of learner participation. The

pedagogical perspective presented in this paper suggests that artificial intelligence works best when it supports a well-defined learning experience. This includes: an initial attempt at the problem by the learner, selective support provided to the learner, evaluation of the learner's performance by both the teacher and learner, revisions made to the learner's work based upon those evaluations, and finally an independent attempt at the same problem by the learner. This sequence is a practical suggestion formed as a result of the synthesis; however, it is not a scientifically proven model created within this paper.

Feedback in an educational setting is only effective when a learner is able to comprehend and utilize the feedback. An AI revision which modifies the tense, register, and argument structure of a sentence at one time could hide the rationale behind each modification. On the other hand, a teacher can have learners choose a small number of changes, explain why those changes were made based on a relevant language concept, and then support their decision to accept or reject them. This type of assignment allows a learner to show how they arrived at a particular conclusion. The same principle applies to practicing speaking skills through conversation. Although a fluent chatbot interaction can provide some practice, it cannot replace showing that a learner has the ability to effectively communicate with another individual in terms of managing clarifications, turn taking, and negotiating meaning. Therefore, when choosing technology for a language classroom, the technology should always be selected after defining what you want your students to accomplish, not prior to defining your objectives.

The teacher’s ongoing responsibility is in alignment with the larger review of AI in Higher Education (Zawacki-Richter et al., 2019) that identified poor pedagogical connections and a lack of consideration for the educational and ethical aspects in much of the prior AI research. The larger body of evidence will provide institutional guidance regarding the use of AI in Higher Education, but cannot directly measure how well students learn English. In addition to being able to determine what type of explanation is most beneficial to the student, educators also have to decide if a student's performance on an assessment accurately reflects their knowledge/abilities, and if a student needs additional individual help. Automation can alter who performs certain tasks; however, automation does not resolve any of the above-mentioned professional decision making responsibilities.

Beyond just internet availability, equity is present in many other areas of education. For example, some students may have better access to devices than others, or they may have paid

features that other students don't. Some students may need accommodations for disabilities, or some students may feel more comfortable challenging a computer if they get a wrong answer. UNESCO recommends evaluating each of these conditions prior to adopting new technology on a regular basis (Miao & Holmes, 2023). Another area of concern is whether assessments are valid. If a student submits a highly-polished piece of work after receiving considerable help from others, then it is likely measuring how much help the student had, rather than how well he/she could do it alone. Therefore, institutions must clearly define when students are allowed to receive help and provide opportunities to observe students performing independently. While there are legitimate concerns about equity and validity, these issues do not imply that AI cannot be used in education. They merely define the criteria used to evaluate whether AI can be integrated effectively into educational settings.

4.6 Recommendations

4.6.1 Align AI Use with Specific Learning Outcomes

The selection of a specific objective by teachers will help guide them in selecting an appropriate teaching tool; for example, if they are working on clarifying requests, identifying errors in articles, or comparing formal versus informal language styles. Students must initially complete the assignment without any help, utilize minimal support when needed, and describe how they revised their work. A subsequent unassisted assignment can determine if the targeted skill can be applied outside of the initial support. Educational institutions must assess student learning outcomes independently from the student's satisfaction with the course, amount of time spent, or progress reports created by the online platform.

4.6.2 Provide Continuing Teacher Development

Professional development should involve reviewing the generated explanations, creating accessible tasks, identifying bias, and documenting allowable assistance. Professional development should incorporate examples from the school district's curriculum and provide time for teachers to design lessons and reflect on their teaching practices. In addition to being familiar with the tools used during professional development, peer review of designed activities and ongoing technical support can aid teachers in making pedagogical decisions. The UNESCO

Teacher Framework serves as a useful framework for organizing these efforts (Miao & Cukurova, 2024).

4.6.3 Establish Clear Data and Assessment Procedures

The institution should review its current data practices prior to requiring a platform, and develop alternative ways for students to participate if they are unable to access the platform. When designing classroom activities, avoid collecting more personal or sensitive information than necessary. For assessment instructions, indicate what types of usage are allowed, ask for a brief explanation of how AI was used significantly in completing the work, and request examples of the student's process, such as working drafts, explanations given verbally, or supervised writing. Explain the privacy arrangements and disclosure requirements in terms that the student will comprehend.

4.6.4 Evaluate Fairness and Access Locally

Pilot activities need to involve learners who vary by their level of expertise, the technology they use and the languages they speak. Teachers should assess instances where automated feedback has negatively impacted clear communications or acceptable linguistic variations. When there is a failure in automated speech recognition, teachers should have a human check the work of the student rather than provide an immediate penalty. In addition, when planning to implement automated feedback systems, low-bandwidth materials, shared institutional access to technologies (if available) and similar non-automated learning experiences should be evaluated for potential inclusion.

4.6.5 Strengthen Future Research

Future research should compare an AI supported task that has been defined to an equivalent non-AI supported task, obtain a baseline of student knowledge/ability level prior to using the AI, and document the tool being used (with its specific version number), what prompts are given, how long students work on the task, and how much assistance teachers offer. Double blind assessments by humans, delayed assessments (e.g., assessing students after they have had some time away from the AI), and transfer tasks completed without any assistance will provide more robust evidence of student learning than simply comparing student outputs produced immediately after working with the AI. Researchers must differentiate between improvements in students' performance/proficiency and increases in students' motivation/satisfaction. Finally,

researchers must report any barriers to accessing the technology, the cost associated with implementing the technology, and negative student experiences resulting from using the technology. The above suggestions are possible avenues for future research; however, none of these methods were employed in this study.

5. Conclusion

Artificial Intelligence (AI) is poised to transform English Language Teaching (ELT) by introducing innovative solutions that personalize, engage, and scale the learning process. Its capacity to tailor lessons to individual learners, provide real-time feedback, and make resources accessible across geographical and temporal barriers has made it an indispensable tool in modern education. AI technologies, such as chatbots, speech recognition systems, and adaptive learning platforms, are revolutionizing traditional pedagogies by enabling learners to practice at their own pace and receive instant corrections. These advancements empower learners with autonomy and help educators design more effective, data-driven teaching strategies.

However, the integration of AI in ELT comes with challenges that must not be overlooked. Accessibility remains a pressing issue, as the digital divide limits the reach of AI tools to underserved regions. Ethical concerns regarding data privacy and security are also critical, with increasing scrutiny over how learner data is collected and used. Furthermore, the evolving role of educators requires significant adaptation, as they transition from knowledge providers to facilitators and interpreters of AI-generated insights. Despite its potential, AI cannot replicate the nuances of human interaction, cultural understanding, and emotional connection essential to effective language learning. The future of ELT lies in blending AI-driven tools with human teaching, ensuring that technology enhances, rather than replaces, the personal and social aspects of education. To achieve this, stakeholders must address the challenges of accessibility and ethics, provide comprehensive teacher training, and prioritize equitable access. By thoughtfully integrating AI's strengths with the irreplaceable qualities of human interaction, the education community can unlock AI's full potential, transforming ELT into a more inclusive, effective, and dynamic field that benefits learners across the globe.

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