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Integrating AI-Tools in English Language Teaching: A New Trend in ELT

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Abstract:

The present research paper is a product of qualitative and quantitative research conducted using descriptive research methodology in Maharashtra through research questionnaire. It explores the perception, experience and practicality of using Artificial Intelligence (AI)-powered English teaching apps for the English as a Second Language Learners (ESL) from undergraduate students who study English as Compulsory English. The study reports that the application of AI- powered English teaching apps is a recent trend in English Language Teaching (ELT) in India and has profoundly transformed learner's English learning experience with improved achievement. It shows that integration of AI tools like English teaching apps in ELT has significantly changed the teaching-learning experience of English and appreciated for cultivation of spoken English skills among students with high level of engagement, motivation, achievement, interactive, contextualization, personalized learning. By using a systematic literature review (SLR) methodology, the researcher has collected primary data from 200 undergraduate students through the Google-formed questionnaire and analyzed the practice, experience and perception of the application of AI -powered English teaching apps of the ESLs from the 37 districts of Maharashtra. It also reports the fact that the AI -powered English teaching apps as powerful English teaching learning resource, audio-visual aids and technological tool has proved

phenomenally effective in English teaching-learning, specially spoken English due to its interactive, hands-on contextualized language practice features with instantaneous feedback on grammar, pronunciation, vocabulary. However, it also points to the issues of access and availability of digital infrastructure and facilities, awareness and training on effective and ethical use of AI tools. It also confirms the fact that in spite of being really helpful and more effective than actual face to face classroom teaching learning, AI - powdered English teaching apps cannot replace human teachers in the English class. It shows that AI- powered English teaching apps like Supernova, SpeakX and Seekho English are extremely effective in building students speaking fluency, pronunciation skills, and accent awareness. It also demonstrates that students cannot engage technological innovations like AI-tools for more than 60 minutes a day.

Keywords: Artificial Intelligence (AI), English language teaching, ESL, English Proficiency, Chatbots, ChatGPT, Fluency. Educational Apps.

Introduction:

Modern technological innovations and Education are mutually shaping forces of the 21st century. English language teaching is not an exception to this reality. Increasingly evolving digital technology is profoundly influencing language teaching-learning across the globe. Diana Larson and Marti Anderson note the change in ELT scenario against the backdrop of technological explosion in India and underline the need to integrate new technological innovations like AI to improve English learning experience in India. They view modern digital technologies like AI as a supplement to teaching and a resource for teachers to promote autonomous learning among Indian students. It is worthwhile to note the observations of Diana Larson Freeman and Marti Anderson in *Prefatory Note to the Teacher Educators* in the book: “Technological aids to



language teaching have been around for some time of course, but in our opinion, technology has reached a point where it should be considered not only as a supplement to teaching or a resource for teachers, but also as an opportunity for antonymous learning. A technological approach to language teaching rests on its own unique set of principles, including a new understanding of the nature of language.” They also draw the attention of ELT stakeholders to the fact of ever increasing importance of digital technologies in English language teaching in the following way: “There are two main ways to think about technology for language learning: technology as providing teaching resources and technology as providing enhanced learning experiences. On the one hand, if we think of technology as providing resources, then it is clear that technology has long been associated with language teaching. For years, the technology may have only been talk and a blackboard. Later, film strips, audio, and video recording and playback equipments were additions to the technological tools available to many teachers. These days, of course, there are digital technological resources that teachers can draw on” (Diana Larson and Marti Anderson. p.199). Ashok. K.Saini, an ELT scholar and author of a well-known book *ICT and English Language Teaching: Challenges and Innovations* explore the relationship between Information Communication Technology (ICT) and English Language Teaching (ELT). He opines that Technological innovations have gone hand in hand with the growth of English and are changing the way in which we communicate, work, trade, entertain and learn” (Saini :9). B. N. Dash further highlights the importance of various audio-visual tools that render the teaching-learning of foreign language like English effective and accessible in non-native contexts where there is no exposure to it. He maintains that “the teacher needs the help of the audio-visual aids to make his teaching more interesting, realistic and concrete...Audio-visual aids, film, television, pictures go

a long way in making the teacher of foreign language more effective and useful. They help in creating the requisite interest and in motivating the students to learn the language (Das: 153).

In short, English language teaching learning is deeply being influenced and shaped by modern digital technology like Artificial intelligence. So, it has become imperative for the stakeholders of English language teaching, especially from the third world countries like India where English was implanted as a colonial residue, to understand the reciprocal relationship so as to improve the quality of English instruction for English learners. And the present research seeks to address the same issue.

Aims and Objective of the Study:

- 1) To study the English proficiency building potential of Artificial intelligence.
- 2) To study reception, readiness, feasibility and availability and accessibility of digital educational technologies like AI in Maharashtra.
- 3) To propose suggestions for effective integration of Artificial Intelligence for enhancing the quality of English instruction in Maharashtra.
- 4) To study the language building virtues of AI and difficulties face by students while using AI for English learning.
- 5) To answer the question –Can AI replace the real human teacher from English Class?

RESEARCH METHODOLOG:

The present research employs both qualitative and quantitative research methodology. It is descriptive, explorative and survey type research. It uses the analytical descriptive research methodology to examine and assess the review of literature. For qualitative data, a Systematic



Literature Review (SLR) was undertaken using research article published on internet concerning AI and ELT.

TOOLS OF DATA COLLECTION:

The present research uses tools of data collection like mixed questionnaire. It is based on the primary and secondary data. A specially-designed mixed questionnaire is used for data collection from ELT stakeholders like degree students studying English as Second Language in 25 degree colleges in Maharashtra.

SAMPLE OF THE RESEARCH STUDY:

The present study has used random sample technique to collect the primary data from the stakeholders of ELT like degree students studying English as compulsory English at undergraduate level in degree colleges in Maharashtra. The sample includes 250 degree students from Maharashtra. The responses are collected through Google forms.

DATA COLLECTION AND ANALYSIS:

The primary data is collected a mixed questionnaires with 10 mixed questions dealing with the study topic. The data is analyzed using statistical tools like percentage.

AREA OF RESEARCH STUDY:

The area of research study comprises of all 25 degree colleges in the state of Maharashtra. It considers 37 districts of Maharashtra state. ELT stakeholders from the degree

colleges from the 37 districts of Maharashtra are consulted through Google forms-enabled questionnaires.

HYPOTHESIS OF THE RESEARCH STUDY:

- 1) English learners from Maharashtra use AI-enabled English teaching apps to develop their English proficiency (English Communication skills) fruitfully.
- 2) Spoken English aspect of English language is effectively cultivated among degree students of Maharashtra through ambitious use of AI-driven English teaching apps.
- 3) AI-driven spoken English apps inspire participation and engage English learners effectively respecting their learning pace, autonomy and needs and providing hands on practice and timely feedback.
- 4) Lack of awareness and authentic knowledge about AI resources, lack of digital tools like mobile, Laptop , internet, lack of confidence ,phobia, interest and proactiveness among students and inaccessible and hard to follow content and delivery are the major difficulties faced by English learners while using AI for English learning.
- 5) AI-enable English teaching apps with its considerable English proficiency building potential can never replace the human teacher in English class.

Review of Literature:

Zanyar Nathir Ghafar et.al. report the glaring trend in contemporary ELT in Iraq in their research study entitled '*The Role of Artificial Intelligence Technology on English Language Learning: A Literature Review*' (2023). The study demonstrates that "AI provides a positive learning environment for learning English. Depending on the learner's current level of English,



career needs, or hobbies, it has much potential to create a customized environment where students can simultaneously use their senses to learn English. AI boosts practical abilities like writing and offers a trustworthy simulation dialogue platform like spoken English. It maximizes the teaching impact of English in ELT while increasing students' practice ability. With the advancement of technology and platforms, learning English has gotten simpler. Artificial intelligence technology provides the chance to enhance English linguistic competence. Students may comprehend English more quickly because many different learning technologies are available. Students get access to a wide variety of ELT apps that are built on AI technology. These technologies include Google Translate, Text to Speech (TTS), English Able, Orai, Elsa, Chatbots, Duolingo, New platforms, and many others". Research studies from Indonesia like *'Role of Artificial Intelligence in English language Teaching'* (2023) by G Ganeesh and M Maria Abhisha Rani underlines the fact that "AI applications in language learning and teaching are significant today" for facilitating English language speaking like fluency, confidence, grammar and pronunciation stating that "AI has the potential to be a very useful tool, particularly for English language learners. "They observe that "Though AI has the ability to completely transform the way that English is taught, its vital to remember that human teachers are essential in providing context, emotional support, and a personalized touch that AI cannot entirely duplicate. The best language settings are probably those that blend the AIs advantages with the knowledge and compassion of human teachers" (p.2420).

'Investigating the Use of AI tools in English Language Learning: A Phenomenological Approach' is a qualitative study conducted by Wu Xiaofan and Nagaletchimee Annamalai from Malaysia that investigates the experience of English language educators in using AI tools in English language teaching that confirm the fact that AI has a big

role in ELT. It pinpoints that “the AI tools enable interactive, personalized and gamified learning experiences that enhance student engagement, motivation and English proficiency” (p.20) confirming the thematic and pedagogic implications in AI in English instruction. It declares the fact that “AI has the transformative potential to improve the teaching experience significantly”. The Chinese study also confirms that “AI tools enable students to enhance their English language skills by practicing their language skills in an interactive, personalized environment” (p.16/20). Feyza Nur Ekizer's study from Turkey ‘*Exploring the Impact of Artificial Intelligence on English Language Teaching: A Meta-analysis*’ (2025) establishes that “AI-ready pedagogies improve EFL learning outcomes significantly, especially regarding such aspects as the accuracy of writing, fluency in speaking and motivation of the learners. In addition, other beneficial affective effects of using AI included the reduction of anxiety and motivation and enjoyment among the learners” and point the need to prepare educators not only to use the AI- Tools technically but also to weave them into Pedagogy in a meaningful way” and consider ethical and professional dimensions such as data privacy, algorithmic bias, equitable access and digital citizenship”. He voices positive note of maximizing the use of AI technology as a driver for communicative competence development along with motivation and comprehensive EFL learning. When situated within learner-centered curricula and supported by teacher mediation, it can complement rather than replace traditional feedback and instruction and its strong technical capabilities with properly implemented pedagogic methods while maintaining ethical considerations will achieve its best outcomes for second language acquisition across today's interconnected educational environment " (pp.10-11). Studies like ‘*Learning English as a Second Language with Artificial Intelligence for Prospective Teachers: A Systematic Review*’ (2024) by Beatriz Pena-Acuna and Rosana Corga Fernandes Durao conducted in Portugal uncover the fact that ‘Artificial



intelligence is revolutionizing English language teaching with personalized assessments advanced tools though more studies are needed on its effectiveness and equitable accessibility”. It declares that “AI in learning English as a second language offers personalized tools such as Chatbots, pronunciation improvement apps, and platforms that adapt content according to student progress “(p.1).

Studies from Indian ground like ‘*Narratives of Change: Reimagining English Classroom in the Age of Generative AI*’ by Mr.Sambath U.M, ‘*Revolutionizing Language Education: AI - Driven Approaches with Google Assistant for Second Language Learning*’ by Mr.Premkumar J and Dr.M.Ramesh, ‘*Teaching Thinking with AI: Reflections from a Higher Education Classroom*’ by Dr.Anusha Ramanathan, ‘*The Evolving Landscape of Reading in the Age of Artificial Intelligence*’ by Ms.Mazia Zynab and Ms. Mahmoodha, ‘*Learning through Artificial Intelligence: A Critical Analysis*’ by Mr.Dharam Sinha, ‘*Critical AI Literacy in the English Classroom: Teaching Students to Question AI-Generated Texts*’ by Dr.M.S.Xavier Pradheep Singh, ‘*Artificial Intelligence: Future of the Classroom*’ by Dr.Kailas Shravan Patil, ‘*Will AI Take the Place of Communication Skills*’ by Dr.Manisha Gawali advocates serious and educated integration of AI in ELT with promising results. A close study of the relevant literature from India and abroad reveals that there is scope to study the relation and response of Indian English learners with AI-driven English teaching apps. So, the present study aims at exploring the reception, readiness, effectiveness and equitable accessibility of digital resources and awareness among the English learners from Maharashtra state of India.

Interpretation of the Data

Table 1

Do you use the AI-enabled English Teaching apps to develop your English proficiency?		
	Response	
	Yes	No
English Learners	70 %	30 %

An- in-depth analysis of the collected data reveals that 70% English learners from various degree colleges of Maharashtra state of India confirm that they use the Artificial Intelligence-enabled English teaching apps like English Seekho Supernova Spoken English, SpeakX English, and Duolingo etc to develop their English communication skill (English proficiency). On the other hand, 30% students responded stating that they do not use artificial intelligence tools like English teaching apps to cultivate their English proficiency.

Table 2

How much time do you spend daily with the AI- enabled English Teaching apps to improve your English?			
10-30 Minute	30-60 Minute	60-120 Minute	Less Than 10 Minute
46.7 %	26.7%%	3.3 %	23.3 %

Interpretation of the data reveals that 46.7% students spend 10 to 30 minutes daily with the AI-enabled English teaching apps to improve their English skills while 26.7% students spend 30 to 60 minutes daily with the AI- enabled English teaching apps to improve their English. 23.3% students spend less than 10 minutes daily with the AI- enabled English teaching apps to improve



their English. Shockingly, there are only 3.3% students who spend 60- 120 minutes daily with the AI enabled English teaching apps to improve their English. In short, 96.7% students spend less than 1 hour daily with the AI enabled English teaching apps to improve their English. In other words, a large number of students cannot engage with the AI tools more than 60 minutes daily for English learning.

Table 3

Do the AI-enabled English teaching apps really help you in developing your English Communication skills?		
	Response	
	Yes	No
English Learners	93.3	6.7%

Analysis of the data reports that 93.3% English learners from various undergraduate colleges of Maharashtra endorse the thesis that the AI- enable teaching apps like English Seekho apps really help them in their development of English communication skills .Only 6.7% students responded stating that the AI- enabled teaching apps like English Seekho, Supernova Spoken English, SpeakX do not really help in building the communication skills in English.

Table 4

What aspects of English Language can be effectively learnt through AI-enabled English teaching apps?			
Speaking Skill	Writing Skill	Listening Skill	Reading Skill
63.3%	20%	10 %	6,7%

Analysis of the data reflects that 63.3% students think that speaking skill(communicative competence -fluency and confidence, pronunciation etc)of English language can be effectively learnt through the AI enabled English speaking apps like English Seekho, Supernova Spoken English, SpeakX while 20% student believe that writing aspect of English language can be learnt effectively through the apps. 10% English learners opined that the listening component of target language is cultivated effectively through the AI enabled English teaching apps. Only 6.7% student believed that reading aspect of English language is developed effectively through English teaching apps. In short, reproductive skills like speaking and writing are more effectively taught and learned through the AI enabled English speaking apps than receptive skills. Speaking skill is the most effectively learnt component of the target language while reading is the least effectively developed aspect of English language through the apps. The analysis unfolds a positive trend of using the AI -driven English teaching apps like English Seekho, Supernova Spoken English, and SpeakX for cultivating English proficiency especially English communication skills.

**Table 5**

What, according to you, are the merits of using AI-based English teaching apps in learning English?			
It provides hands on practice with native English speakers(Experts)	It does not terrify like the real human teacher with immediate feedback and inspire participation	It engages effectively and respects my learning pace, autonomy and needs	All the Above
16.7 %	13.3 %	20 %	50 %

Interpretation of the data reflects that using the AI driver English teaching apps by students in learning English is beneficial as they engage students effectively and respect their learning pace, autonomy and need providing hands-on practice with experts. A considerable number of students believe that the AI driven English teaching apps do not terrify them like the real human teacher with immediate feedback and inspire participation.

Table 6

What, according to you, are the difficulties in using AI-enable English teaching apps?			
Lack of digital tools like Mobile, Laptop, Internet	Lack of awareness and authentic Knowledge about AI Resources	Inaccessible and hard to follow Content and Delivery	Lack of Confidence, Phobia, Interest, Proactiveness
36.7 %	30 %%	13.3 %	20 %

Interpretation of the data reveals that, according to 36.7% students, lack of digital tools like Smartphone, mobile, laptop, Internet is the major difficulty in using the AI enabled English teaching apps for learning English effectively while 30% student hold that lack of awareness and authentic knowledge about the English teaching resources is a defining difficulty in using the AI-enabled English teaching apps in learning communication skill in English. 20% students stated that lack of confidence, phobia, interest, proactiveness among the students is a decisive factor and stumbling block in using the AI English teaching apps in their English learning enterprise. 13.3 percent students found that inaccessible and hard to follow content and delivery of the AI driven English teaching apps pose hurdle for using them for learning English effectively. In short, there are a number of difficulties faced by students in integrating the AI- tools with their English learning efforts.

Table 7

Which of the following AI-enabled English teaching app do you use for building your English communications skills?			
English Seekho	Supernova AI Spoken English	SpeakX-English	All the Above
33.3 %	20 %	3.3 %	43.3 %

Interpretation of the data reveals that 33.3% students prefer English Seekho app while 20% students prefer Supernova Spoken English app to other AI enabled English teaching apps for building their English communication skills. 3.3% students use SpeakX English app for building their English communication. However, 43.3% students stated that they use all the leading AI-enabled English teaching apps to build their English speaking skills. In short, English Seekho



app is the most used AI driven English teaching app by the students to build their English speaking skills.

Table 8

AI-enabled English teaching apps can replace the real human teacher in the class?				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
30 %	20 %	33.3 %	16.7%	00 %

Analysis of the data puts an end to the long standing question; - Can the AI-driven English teaching apps replace the real human teacher in the class? , with the answer that 30% students strongly disagree and 20% student disagrees with the thesis- that AI enabled English teaching apps can replace the real human teacher in the class. 33.3% students are found to be neutral in this case. 0% students strongly agree with the idea that the AI- enabled English teaching apps can replace the real human teacher in the class. However, only 16.7% students agreed with the statement that the AI- enabled English teaching apps can replace the real human teacher in the class. In short, a majority of the students using AI-enabled English teaching apps are of the opinion that the AI enabled English teaching apps cannot replicate the real human teacher in the English language class.

Table 9

Do you think that Learning English with the AI-enabled English apps is more effective than the actual human teacher in the class?		
	Response	
	Yes	No
English Learners	56.7%	43.3%

Interpretation of the data suggests that 56.7% English learners believe that learning English with the help of the AI- enable English teaching apps is more effective than the real human teacher in the class. However, 43.3% students believe that learning English with the AI- enable English teaching apps is not as effective as the actual human teaching in the class.

Conclusions of the Study:

- 1) English learners from Maharashtra use AI-enabled English teaching apps to develop their English proficiency (English Communication skills) fruitfully.
- 2) Spoken English aspect of English language is effectively cultivated among degree students of Maharashtra through ambitious use of AI-driven English teaching apps.
- 3) AI-driven spoken English apps inspire participation and engage English learners effectively respecting their learning pace, autonomy and needs and providing hands on practice and timely feedback.
- 4) Lack of awareness and authentic knowledge about AI resources, lack of digital tools like mobile, Laptop , internet, lack of confidence ,phobia, interest and proactiveness among students and inaccessible and hard to follow content and delivery are the major difficulties faced by English learners while using AI for English learning.



- 5) AI-enabled English teaching apps with its considerable English proficiency building potential can never replace the human teacher in English class.

Recommendations of the Study:

Integrate the AI Tools for English Learning

Students as well as teachers should be motivated to integrate the AI-driven English teaching apps like English Seekho, Supernova Spoken English, SpeakX English, Duolingo with their English teaching learning enterprise as these AI-tools carry a huge potential for building oral aural and productive skills of the target language more effectively than the actual classroom teaching.

Special Intensive Training for Yoking AI Tools in ELT

The present study reveals that students are appreciative and positive about using the AI-Driven English teaching apps for learning English. However they suffer from a number of difficulties. Lack of awareness and authentic knowledge about AI resources and lack of confidence, phobia, interest, and proactiveness are the major stumbling blocks in the path of effective integration of the AI tools in ELT. Students as well as teachers should be trained with intensive training programs. They should be sensitized to the pro-English learning virtues, features and avenues presented by AI resources. They should be prepared and fully equipped with the authentic knowledge of the leading AI tools and its ethical, moral and professional use for improving their communication skills in English. The training programs shall guide the teachers to blend the AI driven English developing features with knowledge and compassion of human teachers. This kind of training program would help them to master the digital skills and address their affective factors like phobia, indifference, motivation so as to inspire their participation in English learning.

Development and Provision of Digital Infrastructure and Facilities

Lack of digital tools like mobile, laptop, Internet is one of decisive factor in the successful implementation of AI integration in ELT. So, government, higher education institutions like Universities and colleges try to extend, develop and provide the essential digital infrastructure and facilities to the needy students so as to promote the use of technology enhanced English learning and effective skill building.

EduTech Companies and Content Developers Should Think Learner Needs

Inaccessible and hard to follow content and delivery in the AI-driven English teaching apps pose a significant hurdle for using the AI tools for effective teaching learning of English in India. So, Digital EduTech Companies and content developers should consider the psycho-linguistic requirements like level of understanding, learning pace, learning style, learning capacity, attention span while designing content in the apps. So, these apps will be more accessible and easy to follow for the humblest students in the world.

In short, the AI-powered English teaching apps carry a huge potential for English instruction as a powerful English teaching learning resource, audio-visual aids and technological tool. AI-driven English teaching apps show incredible ability to create pro-learning environment that meet the expectations of suggestopedia pedagogy that advocate the need to teach language in a relaxed, positive and engaging environment. Studied integration of the AI-driven tools like English teaching apps have proved phenomenally effective in English teaching-learning, specially spoken English skills for its interactive, hands-on contextualized language practice features with its contextualized understanding, instantaneous feedback on grammar, pronunciation, vocabulary. However, it also points to the issues of access and availability of digital infrastructure and facilities, awareness and training on effective and ethical and



professional use of the AI tools. The analysis also confirms the fact that in spite of being really helpful and more effective than real face to face classroom teaching-learning, the AI-powdered English teaching apps cannot replace human teachers in the English class. It shows that AI-powered English teaching apps like Supernova, SpeakX and Seekho English, Duolingo are extremely effective in building students speaking fluency, confidence, pronunciation skills, and accent awareness. It also demonstrates that students do not engage with technological innovations like AI - tools for more than 60 minutes a day to learn English.

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