

INTEGRATING AI TOOLS INTO ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION: OPPORTUNITIES AND CHALLENGES

In the digital age, the integration of Artificial Intelligence (AI) in education is transforming traditional approaches to teaching and learning. English Language Teaching (ELT), particularly at the university level, is no exception. AI-based tools such as ChatGPT, Grammarly, QuillBot, and Text Inspector are gaining popularity among educators and learners due to their capacity to personalise instruction, enhance writing skills, and support autonomous learning. This paper explores how AI tools can be effectively implemented in university English classrooms to improve learner outcomes and foster student engagement.

The relevance of the topic lies in the growing demand for digital literacy and the rapid evolution of educational technologies, which are reshaping teachers' roles and students' expectations. According to recent studies, AI-driven applications can significantly improve students' writing fluency, vocabulary range, and grammatical accuracy when used strategically in classroom tasks [1].

The main body of this study is based on a review of theoretical frameworks, practical implementation cases, and reflective analysis of classroom experiences. It highlights how AI tools can be integrated into various aspects of English language instruction:

- *Writing improvement*: Applications like Grammarly and QuillBot help students self-edit their texts, reducing mechanical errors and increasing language variety.
- *Speaking and pronunciation practice*: AI-powered platforms such as ELSA Speak provide personalised feedback on pronunciation, stress, and intonation patterns [2].
- *Reading and vocabulary development*: Tools like Text Inspector and Rewordify allow learners to simplify and analyse complex texts, making academic reading more accessible.
- *Collaborative learning*: AI chatbots and digital assistants can simulate conversations, support brainstorming, and facilitate peer interaction in task-based learning [2].

Despite their benefits, AI tools present certain challenges. Overreliance on AI-generated content may limit students' critical thinking, and privacy concerns regarding data use remain unresolved. Moreover, there is a pressing need for educators to develop digital pedagogical competencies to incorporate these tools effectively and ethically.

In conclusion, integrating AI into ELT holds great potential for modernising language education, increasing learner motivation, and individualising instruction. However, successful implementation depends on teacher preparedness, clear pedagogical goals, and thoughtful tool selection. Further research and professional development are necessary to ensure that technology complements rather than replaces the human element of teaching.

REFERENCES

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