OPPORTUNITIES FOR USING ARTIFICIAL INTELLIGENCE TOOLS IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This thesis examines practical opportunities for using artificial intelligence tools in English language teaching. A theoretical analysis of recent research was used to identify applications in vocabulary, grammar, speaking, listening and materials development. The findings suggest that generative technologies are most useful when teachers define a clear pedagogical objective, formulate specific instructions, critically evaluate generated content and adapt it to learner needs. The study argues that technological output should be treated as a draft resource rather than a finished lesson product.

Keywords: artificial intelligence, English language teaching, generative tools, teacher education, digital pedagogy, instructional materials.

INTRODUCTION

Digital technologies are changing the way English teachers prepare materials, explain language, organize practice and provide feedback. Generative tools can quickly produce texts, dialogues, vocabulary exercises, lesson ideas, images and assessment tasks. Their speed is useful, but speed alone does not make a resource pedagogically appropriate. A teacher still has to decide whether the material matches the lesson objective, learners' proficiency, age, cultural context and communicative needs.

Recent teacher-education research therefore shifts attention from simple access to technology toward informed pedagogical use. UNESCO's teacher competency framework also places human agency, ethics and pedagogical judgment at the centre of responsible technology use (Miao & Cukurova, 2024). The aim of this thesis is to identify practical opportunities for using artificial intelligence in English language teaching and to outline conditions under which these tools can support rather than replace the teacher's professional decisions.

METHODS

The study used a theoretical and analytical design. Recent publications on generative technologies in language education and teacher preparation were reviewed and compared. The analysis focused on five common areas of English teaching: vocabulary, grammar, speaking, listening and instructional-material development. Particular attention was given to the teacher's role in checking, adapting and contextualizing generated content. No experimental data or invented quantitative results are reported.

RESULTS

The analysis shows that generative technologies can support English teaching in several practical ways. For vocabulary work, teachers can create level-appropriate examples, semantic groups, short contexts and revision activities. For grammar, a tool can generate contrasting examples, controlled practice and error-correction tasks. Speaking lessons can be supported through role-play situations, discussion questions and simulated dialogues, while listening preparation can include scripts, comprehension questions and follow-up tasks. Teachers can also use such systems during lesson planning to generate initial ideas that are later selected and revised.

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At the same time, effective use depends on the quality of the teacher's instruction to the system. A useful request normally specifies the pedagogical objective, learner level, topic, task type, constraints and expected outcome. The generated material then requires professional review for linguistic accuracy, relevance, difficulty, bias and suitability for the intended learners. Thus, the most productive classroom workflow is not "generate and use," but "define the objective, generate, evaluate, adapt and apply."

DISCUSSION

The findings are consistent with recent studies showing that pre-service language teachers can use generative technologies for lesson planning and materials development, but need structured preparation to evaluate outputs critically (Kerr & Kim, 2025; Huang et al., 2025). Practicum-based research similarly indicates that meaningful integration develops when technology use is connected with lesson analysis, reflection and pedagogical decision-making (Kılıçkaya & Kic-Drgas, 2025).

For English teaching, this distinction is important. A grammatically correct exercise may still be too difficult, culturally unsuitable or unrelated to the lesson objective. Consequently, the teacher remains responsible for the final instructional decision. Generative technology is most useful when it reduces routine preparation and expands possible teaching resources while the teacher retains control over selection, adaptation and classroom interaction.

CONCLUSION

Artificial intelligence offers practical opportunities for English language teaching, particularly in lesson preparation, vocabulary and grammar practice, speaking activities, listening support and materials development. Its educational value, however, depends on purposeful use. Teachers should begin with a clear learning objective, provide sufficiently specific instructions, evaluate generated content and adapt it to the learners before classroom use. In this model, technology functions as a flexible pedagogical resource, while professional judgment remains with the teacher.

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