

Artificial Intelligence and English Language Teaching: Teacher Readiness and Student Acceptance in Indian Higher Education

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Abstract

The rapid development of Artificial Intelligence (AI) has transformed educational practices across the globe, including English Language Teaching (ELT). AI-powered tools such as ChatGPT, Grammarly, Google Gemini, and intelligent learning platforms have introduced new possibilities for personalized learning, automated feedback, language assessment, and content generation. While these technologies promise to enhance teaching and learning experiences, their successful implementation depends largely on teacher readiness and student acceptance. This conceptual review examines the role of AI in ELT within the context of Indian higher education. Drawing upon recent research in educational technology, technology acceptance, and language pedagogy, the article explores the opportunities, challenges, and implications of AI integration. The study argues that teacher readiness, digital literacy, pedagogical competence, and institutional support significantly influence the effectiveness of AI-assisted language learning. Furthermore, student acceptance is shaped by perceptions of usefulness, ease of use, and ethical concerns. The article proposes a conceptual framework that connects teacher preparedness, technological infrastructure, and learner engagement to facilitate effective AI integration in ELT. The review concludes that AI should be viewed not as a replacement for teachers but as a pedagogical tool that complements human instruction and promotes innovative language learning practices.

Keywords: Artificial Intelligence, English Language Teaching, Teacher Readiness, Student Acceptance, Higher Education, Digital Pedagogy, AI-Assisted Learning.

Introduction

The emergence of Artificial Intelligence has significantly altered educational landscapes worldwide. Educational institutions increasingly employ AI-powered technologies to enhance teaching efficiency, improve learning outcomes, and support individualized instruction. In language education, AI applications have gained particular importance due to their ability to provide immediate feedback, facilitate communication practice, and personalize learning experiences.

English Language Teaching has traditionally relied upon teacher-centered approaches involving direct instruction, classroom interaction, and manual assessment. However, technological advancements have introduced alternative modes of teaching and learning. AI-powered systems can now evaluate grammar, provide writing feedback, generate instructional content, assess pronunciation, and simulate conversational interactions. These developments have encouraged educators to reconsider traditional pedagogical models and explore innovative teaching strategies.

The integration of AI into ELT gained momentum following the release of generative AI tools such as ChatGPT. These technologies allow learners to interact with sophisticated language models capable of producing coherent and contextually appropriate responses. Consequently, AI has become a powerful resource for developing language skills, promoting learner autonomy, and supporting academic writing. Despite these advantages, concerns remain regarding teacher preparedness and student acceptance. Many educators lack formal training in AI applications and may struggle to integrate these technologies effectively into classroom practices. Similarly, students' perceptions of AI vary according to their technological competence, learning preferences, and ethical concerns. Understanding these factors is essential for ensuring successful AI implementation in higher education.

This article reviews existing literature on AI in ELT and examines the factors influencing teacher readiness and student acceptance within Indian higher education.

Artificial Intelligence in Education

Artificial Intelligence refers to computational systems capable of performing tasks that typically require human intelligence, including learning, reasoning, problem-solving, and decision-making. In educational contexts, AI technologies support teaching, learning, assessment, and administration.

The use of AI in education has expanded considerably during the past decade. Intelligent tutoring systems, adaptive learning platforms, automated assessment tools, and conversational agents have become common features of contemporary educational environments. These technologies offer opportunities for personalized learning by adapting instructional content to individual learner needs.

Researchers argue that AI enhances educational effectiveness by providing immediate feedback, reducing administrative workload, and supporting data-driven decision-making. AI systems can identify learning gaps, recommend instructional resources, and monitor learner progress more efficiently than traditional methods.

However, educational scholars also caution against excessive dependence on AI technologies. Concerns include algorithmic bias, privacy risks, reduced human interaction, and ethical issues related to academic integrity. These debates highlight the importance of balancing technological innovation with pedagogical and ethical considerations.

AI Applications in English Language Teaching

AI technologies have transformed multiple dimensions of language education. Contemporary ELT classrooms increasingly employ AI-powered tools for vocabulary development, grammar correction, writing assistance, speaking practice, and language assessment.

Writing Support

AI-based writing assistants such as Grammarly, QuillBot, and ChatGPT provide learners with immediate feedback regarding grammar, vocabulary, coherence, and style. These tools enable students to revise and improve their writing independently.

Researchers suggest that AI-assisted writing enhances learner confidence and promotes self-directed learning. Students receive instant corrective feedback, reducing dependence on teacher intervention. However, concerns remain regarding overreliance on AI-generated content and the potential erosion of critical thinking skills.

Speaking and Pronunciation Development

AI-powered language learning applications increasingly incorporate speech recognition technologies. These systems evaluate pronunciation accuracy, fluency, and intonation while offering personalized feedback.

Virtual conversational agents allow learners to practice spoken English in low-anxiety environments. Such interactions are particularly valuable in contexts where opportunities for authentic communication are limited.

Personalized Learning

One of AI's most significant contributions to ELT is personalized instruction. Adaptive learning systems analyze learner performance and recommend customized activities based on individual strengths and weaknesses.

This approach aligns with learner-centered pedagogy by accommodating diverse learning styles and proficiency levels. Personalized learning environments increase engagement and support differentiated instruction.

Assessment and Feedback

AI systems facilitate automated assessment through grammar checking, essay scoring, and language proficiency evaluation. Automated feedback allows teachers to focus on higher-order aspects of language development while reducing routine workload.

Although AI-based assessment improves efficiency, scholars emphasize the continued importance of human judgment in evaluating creativity, critical thinking, and contextual understanding.

Teacher Readiness for AI Integration

Teacher readiness refers to educators' willingness, competence, and confidence in adopting technological innovations. Successful AI integration requires teachers to possess both technical knowledge and pedagogical understanding.

Digital Literacy

Digital literacy represents a fundamental component of teacher readiness. Educators must understand the functions, limitations, and pedagogical applications of AI technologies. Teachers lacking digital competence may experience difficulty incorporating AI into instructional practices.

Recent studies indicate significant variation in AI literacy among language teachers. While some educators actively experiment with AI tools, others remain uncertain regarding their educational value.

Pedagogical Competence

Technical knowledge alone is insufficient for effective AI integration. Teachers must also understand how AI supports language learning objectives. Pedagogical competence involves selecting appropriate tools, designing meaningful activities, and evaluating learning outcomes.

AI should complement rather than replace established teaching practices. Teachers play a crucial role in facilitating critical engagement with AI-generated content and promoting responsible technology use.

Professional Development

Continuous professional development is essential for enhancing teacher readiness. Training programs should address both technical skills and pedagogical strategies. Workshops, seminars, and collaborative learning opportunities can support teachers in developing confidence and competence.

Research consistently identifies inadequate training as a major barrier to AI adoption. Institutions must therefore invest in capacity-building initiatives that prepare educators for technology-enhanced instruction.

Student Acceptance of AI-Assisted Learning

Student acceptance significantly influences the effectiveness of AI integration. Technology Acceptance Theory suggests that perceptions of usefulness and ease of use shape attitudes toward technological innovations.

Perceived Usefulness

Students are more likely to adopt AI technologies when they believe these tools improve learning outcomes. AI-assisted writing, personalized feedback, and interactive language practice contribute to positive perceptions of usefulness.

Ease of Use

User-friendly interfaces and intuitive design enhance student acceptance. Technologies perceived as complicated or difficult to operate may discourage engagement.

Learner Autonomy

AI technologies support autonomous learning by enabling students to access resources independently. This flexibility encourages self-regulated learning and increases learner responsibility.

Ethical Concerns

Despite positive attitudes toward AI, students express concerns regarding privacy, plagiarism, and academic integrity. Educational institutions must establish clear guidelines governing responsible AI use.

Challenges of AI Integration in ELT

Several challenges complicate AI implementation in higher education.

Infrastructure Limitations

Unequal access to digital resources remains a significant obstacle, particularly in rural and economically disadvantaged institutions.

Ethical Issues

AI-generated content raises concerns regarding authorship, originality, and academic honesty. Clear policies are necessary to ensure ethical use.

Teacher Resistance

Some educators perceive AI as a threat to traditional teaching roles. Resistance often stems from uncertainty regarding technological change.

Data Privacy

AI systems frequently collect learner data. Institutions must ensure compliance with privacy regulations and protect student information.

Conclusion

Artificial Intelligence represents one of the most influential technological developments in contemporary education. Within English Language Teaching, AI offers opportunities for personalized learning, automated feedback, enhanced communication practice, and increased learner autonomy. However, the successful implementation of AI depends upon teacher readiness, institutional support, and student acceptance.

This review demonstrates that AI integration is not merely a technological issue but a pedagogical and ethical challenge. Teachers require adequate training and digital competence, while students must be guided toward responsible and critical engagement with AI technologies. Educational institutions play a crucial role in providing infrastructure, support, and policy frameworks.

Ultimately, AI should be understood as a complementary educational tool rather than a replacement for human educators. The future of ELT lies in the productive collaboration between technological innovation and human pedagogical expertise.

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