ISSN: 2716-9189 E-ISSN: 2676-1750
Journal of Studies in Language, Culture, and Society (JSLCS). (08) 03, 2025. (PP. 97-108)
Received: 27/03/2025 Accepted: 13/07/2025 Published: 30/07/2025

HOW FAR IS TECHNOLOGY INTEGRATION IN ELT BY THE UMBRELLA OF AI DEPENDENCE AND THE PARADIGM OF SHIFTING FROM DICTIONARIES TO ALGORITHMS FOR FLT

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Abstract: The promise and peril of AI in Language Learning have necessarily transmuted learning paradigms through personalized instruction, enhanced accessibility, and improved pedagogical proficiency. AI is for supporting both learners and teachers; it is by tailoring individual learning styles and instructional teaching needs. This article systematically examines the remunerations and restrictions of AI-dependent language learning by analyzing how algorithmic content mediates learning processes of foreign languages. The study highlights the overreliance on AI systems by accentuating the necessity for a holistic approach to technology integration in foreign language learning. Through a comprehensive criticism of contemporary advancements and empirical user experiences, this research elucidates AI's transformative potential in foreign language instruction. Eventually, the research paper is for strategic implementation agendas that attach AI's proficiencies while preservation pedagogical integrity, and thereby promoting sustainable educational conclusions for future generations.

***Keywords**:* AI Dependence, Algorithms, Dependence, ELT, Language Learning

How to cite the article :
Chaami, A. (2025). How far is Technology integration in ELT by the Umbrella of AI Dependence and the Paradigm of Shifting from Dictionaries to Algorithms for FLT. *Journal of Studies in Language, Culture, and Society (JSLCS)8*(3), 97-108.

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I. Introduction

In an age of artificial intelligence, education stands for pouring on behalf of innovation. Nowhere is more evident than education by the mounting integration of Artificial Intelligence (AI) into learning networks. Equally, AI changes pedagogical approaches. Education has become predominantly and noteworthy by offering personalized instruction, adaptive feedback, and matchless accessibility. Voice recognition systems, intelligent tutoring platforms, and AI-powered language applications are for re-modelling how students learn foreign languages, and addressing lifelong dares and defies such as the availability of teaching, inflexible curricula, and the deficiency of personalized provision.

Yet, though these machineries promise to democratize and accelerate foreign language learning, their prevalent implementation nurtures critical questions about efficiency, boundaries, and unpremeditated consequences. Could AI truthfully replicate the supervision of human teachers? Does algorithmic learning foster deep linguistic competence, or does it risk reducing language proficiency to transactional exchanges? Most momentously, what are the long-term insinuations for learners' cultural awareness and communicative profundity once education is progressively mediated by artificial intelligence?

This article examines the dual-edged impact of AI in foreign language learning. It is by conceding the potential of AI to enhance accessibility and efficiency, we argue that overreliance on AI tools possibly will destabilize the very foundations of meaningful language learning: cultural context, critical thinking, and human interaction. By analyzing current implementations and their outcomes, we aim to provide a balanced perspective on how AI can counterpart rather than substitute traditional pedagogical methods; it is by guaranteeing that technological development augments rather than moderates the eminence of foreign language learning.

1. Theoretical Background

Artificial intelligence (AI) has undoubtedly revolutionized various facets of contemporary life, ranging from healthcare, transport, education, and entertainment (Russell & Norvig, 2021). However, despite its enormous merits, growing dependence on such technologies comes with a range of challenges that deserve close examination. These challenges entail ethical, economic, social, and technical dimensions and could pose grave dangers if not addressed in time.

One major concern is the ethical questions raised by artificial intelligence systems. The algorithms AI employs often function as "black boxes," making decisions in ways not clearly understandable to humans (Burrell, 2016). This lack of transparency creates accountability issues. For example, when a self-driving car is involved in a collision, determining fault becomes more difficult. Additionally, biases embedded in AI systems can reinforce or even worsen existing social disparities. Discriminatory tendencies in recruitment algorithms or law enforcement profiling tools highlight the ethical risks of unregulated AI reliance.

Beyond ethical dilemmas, AI also contributes to significant economic instability. Automation has replaced many human-performed tasks, leading to widespread job losses across industries. While some argue that AI creates new job opportunities, this transition often leaves workers unskilled and unemployed. Moreover, this shift disproportionately harms low-skilled workers, exacerbating income inequality.

Equally, one of the most pressing issues is the erosion of privacy. AI's ability to analyze and harvest data enables unprecedented surveillance, often without individuals' consent. This invasive monitoring undermines personal freedoms and fosters a culture of distrust. Furthermore, over-reliance on AI may diminish human agency. When people delegate critical decisions such as choosing a partner on a dating app or selecting medical treatments—to machines, they risk losing autonomy and critical thinking skills.

Despite their sophistication, AI systems are far from infallible. Their reliance on vast datasets and computing power makes them vulnerable to cyberattacks and system failures. Facial recognition software can be hacked, or AI-driven financial algorithms manipulated, leading to market disruptions. Worse still, overreliance on AI can have catastrophic consequences in the event of system failures. For instance, a malfunction in an AI-powered electrical grid or transportation network could lead to disastrous outcomes.

Conceivably, as AI systems grow more autonomous, the risk of losing control over them increases. The need for robust governance is underscored by the hypothetical yet plausible scenario where an AI system pursues goals misaligned with human values.

Nevertheless, AI also offers transformative potential in education, particularly in language learning. By delivering personalized learning experiences, AI can help bridge gaps among learners. Traditional language instruction often follows a one-size-fits-all approach, neglecting individual needs. In contrast, AI-driven platforms like Babbel and Duolingo adapt teaching materials based on a learner's performance, ensuring focus on areas needing improvement. This personalized method benefits those who struggle in conventional classrooms, allowing them to learn at their own pace (Godwin-Jones, 2021).

Beyond personalization, AI is also breaking down accessibility barriers. AI-powered language platforms provide flexible, affordable alternatives for students in remote or underserved regions. Tools like Google Translate allow beginners to access content in their native language, while speech recognition software such as Speechling and Rosetta Stone offers real-time pronunciation feedback—eliminating the need for a human teacher (Kohnke, 2023). However, AI's benefits in language learning are not equally distributed. While it has the potential to close gaps, it may also widen them if technological access remains unequal. Students in low-income or developing regions may lack smartphones, tablets, or stable internet which is essential for AI-based learning. Consequently, the digital divide could deepen existing inequalities, excluding marginalized learners (Zawacki-Richter et al., 2019).

Another critical issue is AI's tendency to perpetuate bias or set unrealistic expectations. Since AI algorithms depend on training data quality, learners from diverse linguistic or cultural backgrounds may receive inadequate support if the data is unrepresentative. As Kohnke (2023) argues, speech recognition tools that fail to understand non-standard accents can frustrate users, leading to disengagement.

Thereafter, excessive dependence on AI tools may hinder the development of essential social and cultural competencies. Language learning involves more than grammar and vocabulary.it requires interpersonal skills and cultural sensitivity. Although AI chat-bots can simulate conversation, they cannot replicate the nuances of human interaction. As a result, students may gain technical proficiency but lack deeper communicative and cultural understanding.AI's impact on language learning is profound yet double-edged. While it can enhance efficiency, personalization, and accessibility, it also risks reinforcing disparities unless access is equitable and tools are inclusively designed. To maximize AI's benefits, stakeholders must ensure fair access, promote inclusive AI development, and supplement technology with opportunities for human interaction and cultural immersion.

Thereafter, Artificial intelligence (AI) is a potency for infiltrating nearly every aspect of contemporary life from learning to teaching. The evolution of AI has not only redefined efficiency of teaching and learning, but it also elevated critical questions about ethics, equity, and human agency. By way of such indulgence, AI's repercussions requires an interdisciplinary theoretical lens that incorporates ethical philosophy, socio-technical systems theory, critical pedagogy, and educational psychology.

Therefore, AI is positioned within the broader framework of socio-technical systems, where technology and society are unstated by AI. Contrary to the postulation that AI is a neutral apparatus, academics such as Winner (1980) and Latour (1992) argue that

technological schemes replicate the principles and partialities of their stylists and societies. It is predominantly palpable in the portent of algorithmic impenetrability, by which Burrell (2016) classifies into three forms: intentional by brand-named borders, illiterate from users' absence of procedural gen, and inherent from the innate convolution of machine learning models.

As ethical trepidations excavate, discussions around algorithmic accountability and data reliability renovate progressively. Dencik et al. (2019) underscore the critical importance of constructing data-driven systems grounded by transparency, inclusivity, and equitability. By the absence of these keystones, artificial intelligence solutions risk involuntarily exacerbating pre-existing disproportions. One notable instance is the performance of speech recognition technology, which is for faltering once processing accents or dialects that deviate from standard forms; this is attributable to predispositions present within the exercised data. Kohnke (2023) points out that such exclusionary design choices are for generating significant impediments for language learners and impeding their educational advancement, especially among individuals originating from factually underprivileged linguistic communities.

The ethical considerations related to AI are meticulously interconnected with nearly all walks of life. Discussions regarding technology-driven unemployment leverage concepts from technological determinism, as well as Schumpeter's idea of "creative destruction". It is the notion that innovation overthrows established patterns. Although AI demonstrably enhances productivity and may generate new categories, the adjustment often results in losses for those with lower skill sets, thus worsening existing disparities (Acemoglu & Restrepo, 2020). Within educational contexts, this prompts significant worries about the marginalization of human educators and the possible degradation of the teaching profession. A critical pedagogy framework, influenced by the work of Paulo Freire (1970) and others, emphasizes the importance of countering the conversion of education into a purely technical system. It asserts that education should remain an arena for conversation, critical analysis, and engagement with societal and cultural issues.

The pedagogical impacts of Artificial Intelligence, especially concerning language acquisition, warrant close scrutiny. The introduction of AI in educational tools recurrently appeals upon constructivist frameworks, specifically Vygotsky's (1978) Zone of Proximal Development. Nevertheless, personalization, on its own, is not a guarantee of success. As highlighted by Zawacki-Richter et al. (2019), the crucial factor lies in AI tools' alignment with sound pedagogy and equitable accessibility. Failure to do so risks exacerbating the digital divide, predominantly where technological resources are scarce. Within this context, Universal Design for Learning (UDL) provides a critical framework, encouraging inclusive technologies that accommodate to the diverse needs of all learners.

Further, while AI excels in improving technical proficiencies, its ability to cultivate the cultural and interpersonal aspects of language learning is limited. Language is not purely a collection of rules; it serves as a means of expressing identity, culture, and emotional states. Intercultural communicative competence, as formulated by Byram (1997), encompasses the ability to decipher and navigate cultural distinctions, a skill set that AI systems struggle to flatteringly contend with. Despite the capacity to simulate conversational exchanges, AI-powered chatbots often lack the contextual awareness, empathy, and cultural sensitivities required for genuine communication. Kramsch (1998) contends that language learning constitutes a symbolic process intrinsically tied to personal and social experiences, aspects not entirely captured through algorithmic interactions. A crucial contemplation is also the matter of privacy and monitoring within AI-integrated education. The escalating trend of surveillance capitalism demonstrates the mounting practice of turning personal data into a commodity by professedly enhancing the user experience. A substantial number of AI-powered learning platforms gather vast amounts of data about user activity for the sake of

offering scant information about its subsequent application. This resonates with Foucault's (1977) notion of the panopticon, which posits that continual surveillance encourages self-regulation within individuals. In educational scenarios, this dynamic could potentially foster increased apprehension, stifle imaginative thinking, and prioritize performance-driven learning over authentic intellectual curiosity.

In light of these considerations, it is evident that AI, though offering immense potential to revolutionize education specifically regarding customization, expandability, and availability grants great dangers. These encompass the potential to amplify pre-existing disparities, disadvantage specific learner groups, diminish human connection, and undermine self-autonomy. To truly capitalize on AI's advantages, everyone is convoluted by embracing a comprehensive, human-focused strategy. This means crafting inclusive technologies, guaranteeing equal opportunity, upholding ethical principles, and, crucially, preserving the indispensable role of human teachers in cultivating critical thought, compassion, and intercultural awareness. It is merely through the practical application of these theoretical understandings of the potentials of AI in education and language acquisition especially without sacrificing fundamental human principles.

2. How AI is Revolutionizing (and Complicating) Language Learning

At the same time, Artificial Intelligence allows different languages to be understood and supports more people in learning languages. With Google Translate and similar programmes, students only starting to learn a new language can understand reading materials in that language. Learners all over the world are educated through AI tools and those who have speech disabilities join in using technology, promoting equal opportunities for learning languages. Because of AI, educators have more ways to guide their students. For instance, analytics can tell teachers about their students' issues and Grammarly and Turnitin, two tools, improve teaching and take away much of the extra effort. In addition, AI uses data on performance to assist educators in updating how they offer instruction (Godwin-Jones, 2021).

However, there are important limitations connected to these benefits. Because of algorithmic bias, concerns about privacy and too much dependence on technology, careful monitoring is required to use these systems ethically. In sum, social contact with other humans is necessary for grasping the social and cultural aspects of learning a language (Kohnke, 2023). As a result, the use of AI in language learning is growing thanks to progress in natural language processing (NLP) and machine learning. Technological advances such as virtual reality (VR) are making a big impact on education by bringing people from all over the world closer together (Godwin-Jones, 2021).As a result, this rapid development warrants careful evaluation. AI has changed language learning a lot during the past decade, though, its influence can now hide its positive role with new problems. The study considers how AI can change many aspects of society as well as where it falls short. Adaptive algorithms in platforms like Rosetta Stone, Babbel and Duolingo use users' achievements to improve their engagement by modifying how hard the content is (Yang, 2021). Chatbots allow for practise in speaking and live translation helps you deal with different languages in real situations. Practising pronunciation with speech technologies improves learning.

However, overreliance on these tools carries significant risks. Students may neglect core competencies like spontaneous speech and cultural literacy (Garcia & Lee, 2019). As an example, although AI translators enable discussions, they reduce the ability to improve one's vocabulary. Also, because AI tends to ignore cultural jokes, sayings and references, it often falls short when helping people become fluent in a language (Chen, 2020). Errors in the feedback coming from AI may cause further confusion, especially to those who cannot recognise the mistakes. Concerns over privacy add to the problems, since various platforms keep records of your voice, causing worry about assent and safety. Getting through these

challenges involves a mixture of methods and actions. In education, AI should be used along with human guidance to protect the special connexions and help that humans can give. In the meantime, developers have to pay attention to accuracy, show cultural sensitivity and protect personal data effectively. When AI systems include more language and cultural information, they will be able to handle subtle aspects better. Policies need to adapt to continue protecting users' trust. AI has unquestionably made it easier, more tailored and more enjoyable to learn languages. At the same time, its shortcomings indicate that an approach joining AI with strong human-centred guidance is necessary. If stakeholders handle the risks of putting everything on AI, being culturally insensitive and not securing students' data, they can use AI without losing the human-based approach to language learning. Increased ethical reflection and focus on teaching practises can help us reshape the rules of learning languages.

3. The Impact of AI on Language Learners: Bridging or Widening the Gap?

Teachers are worried about how much AI is being used for teaching languages. A main concern is that being surrounded by automated experiment results may lessen our interactions which are necessary for gaining good verbal and cultural skills in a language. While people pick up language better by interacting with the language in their daily lives (Krashen, 1982), current AI-powered learning tends to teach rules rather than experience the language. For instance, AI can help practice conversation, but learning the culture is best done by partaking actual conversations with humans. Additionally, content created by AI can often seem simple and off-base since automated systems are not experienced for understanding the way teachers are. It looks at how far students turn to AI, the issues that may result and the ways teachers can integrate AI with traditional education. This paper aims to explain how AI is beginning to play a new role in language education. Although there are some problems, AI-powered tools have helped people learn languages no matter their social status or where they live. Prior to today, students needing good instruction in a foreign language usually had to go to language schools in urban areas or work with native people. Currently, people in these areas can now take part in lessons by using apps such as Duolingo and Babbel. AI powers real-time translation and chatbots that respond like people, allowing students to build up their confidence through practice. At the same time, these benefits are tied to certain difficulties. Although AI is good at grammar and vocabulary, it fails to deliver on cultural aspects and emotional intelligence which are key factors in learning a language (Hinkel, 2018). In this case, the AI could correct a student's pronunciation, however, it could not explain to the student why some phrases are not suited to the situation. The disagreement between ease of use and richness justifies the importance of balance. Using AI too often may make it hard for students to interact with people and adapt appropriately to new languages and cultures.

AI, therefore, should be for teaching instead of substituting human teachers. The issue of data privacy also impacts the way companies must balance privacy and utility. Most language apps gather a lot of user data to make the learning experience personalized (Regan & Jesse, 2019) which leads us to ask how that data is saved and used. Laws and rules must be strong to ensure that personal data are properly protected. Although AI has brought amazing tools for example, fun lessons and instant responses, the challenges it brings need to be recognized by everyone teaching and learning. Even so, AI realizes impressive results in language learning (Godwin-Jones, 2021). Adaptive learning is its most important feature; it changes lessons to fit the needs of every individual, unlike the usual one-size-fits-all teaching. Rosetta Stone and chatbots each use their own methods; speech recognition for the first and chatbots for the second, to support improving learners' pronunciation (Kohnke, 2023). Rewards and personalized difficulty from gamification, an AI ability, are what attracts users in apps such as Memrise. They show that the future will involve using AI and teachers together, keeping the essential guiding role of teachers in education as technology is used to help many learners.

4. AI and Cultural Competency: Limits and Lessons

By using artificial intelligence, language education now offers everyone more access and customised learning. At the same time, the reliance on AI brings about serious social problems. The rise of technology leads to three main problems: students become less able to think critically, understand other cultures and face more social inequality – all of these make language education less effective.

At the core of these concerns lies the gradual decline in learners' critical thinking abilities. Today's AI systems provide instant help with translations and corrections which makes it possible for students to learn a language without encountering hard mental challenges. Where previous generations painstakingly worked through vocabulary and grammar, today's learners increasingly rely on platforms like Google Translate to generate ready-made solutions. While efficient, this approach fails to develop the neural pathways needed for authentic language processing, resulting in what researchers call "surface learning" the ability to use language mechanically without deep comprehension (Godwin-Jones, 2021).

Equally troubling is AI's impact on cultural understanding, an indispensable component of language mastery. The learning process most systematically emphasises the "how" of language, leaving aside the "why" from different cultures. AI platforms focus on vocabulary by listing words for dishes and utensils, but they miss out on explaining the detailed social rules and cultural meanings around French dinners and Japanese tea ceremonies. Because of this, learners can write correct English but may lack cultural understanding in daily conversations (Chen, 2021). The limitation stems from AI's fundamental inability to replicate the nuanced, context-dependent nature of human communication; the subtle shifts in tone, the unspoken social rules, the culturally-specific humor that native speakers navigate effortlessly.

While AI is supposed to equalise access to education, it is currently making things unequal, since some do not have the technology. Prosperous students get advanced language apps and strong internet, while those in remote or poor communities do not have such technology. Because of the digital divide, there is an increased gap in education and AI algorithms make this worse by having biassed ideas. AI systems built mainly on major world language data usually do not recognise different accents or dialects which prevents some people from benefiting (Zawacki-Richter et al., 2019). The outcome is that technology developed to help everyone succeed in education creates extra difficulties for marginalised students.

There are additional concerns due to the psychological side effects of using game-like approaches in learning. Rewards such as points and badges, quickly attract users to a platform, though they may diminish their true enthusiasm for the role. Students increasingly focus on accumulating virtual rewards rather than internalizing knowledge, developing what researchers term "extrinsic motivation dependency" (Kohnke, 2023). Such behaviour change affects how well language is remembered and how we develop our genuine communication abilities.

Addressing these issues requires a fundamental rethinking of AI's role in language education. What's needed is to mix technology with teaching techniques that have always worked. An ideal way to use AI and human instructors in language learning is to have AI do the drills and grammar routines, while human teachers help students practise real conversations and get involved in the culture. Such a hybrid model could leverage AI's efficiency while preserving the human elements essential for true language mastery. It is important to design systems that welcome many languages instead of only supporting the biggest ones.

The path forward is clear: we must harness AI's potential while safeguarding against its limitations. It requires creating technology that helps teachers, recognising all types of

languages used by students and giving everyone equal access to learning online tools. We need to handle these concerns for AI in language education to realise its full value – supporting and improving regular education, rather than replacing it altogether.

5. Critical Considerations on the behalf of Cognitive, Ethical, and Contextual Implications of AI Integration in ELT

AI's influence has converted a pivotal criterion for how teaching is primed, and why learning is oscillated by impacting various subjects, particularly English Language Teaching (ELT), which is at the leading edge of this tech shift. Despite the potential benefits of AI-powered systems, such as customized learning, streamlined evaluations, and more engaged students, a closer look from a critical and theoretical perspective shows that integrating AI is not without challenges. The widespread excitement around AI in ELT often hides the intricate mental, ethical, and situational problems that require careful examination. Therefore, it is crucial to challenge the assumptions driving the use of AI in education and delve into the wider effects on students and teachers.

At the outset, cognitive issues highlight the limitations of the common view that AI is simply a helpful addition to human teaching. While AI is frequently extolled for personalizing learning experiences, such claims often rely on simplified understandings of how we think, focusing on measurable results instead of deeper, qualitative knowledge. Language-learning platforms using AI usually judge students using set exercises, grammar quizzes, pronunciation practice, vocabulary tests, and use these results to adapt future lessons. This system of adjustment might appear, at first glance, in line with cognitive theories, like Vygotsky's Zone of Proximal Development or Sweller's Cognitive Load Theory. However, a deeper study suggests that these tools encourage a behavior-focused view of learning, valuing memorization and instant feedback over more advanced thinking processes.

Furthermore, although often presented as a groundbreaking teaching method, personalization might essentially moderate a learner's metacognitive self-reliance. By persistently controlling which curriculum to study, the speed of learning, and the format used, AI systems unobtrusively steal the learner's capacity to think, self-manage, and assess their own learning journey. This automated style of teaching, influenced by algorithmic analysis is for provoking passive intake rather than active construction of knowledge. Moreover, AI tools are not good for fostering skills such as making inferences, understanding context, applying pragmatic communication, and having intercultural awareness, all of which are key to genuine language proficiency. Hence, although AI can help with fluent processes, it does not really support the strong cognitive investment required for communicative language acquisition.

Equally important are the ethical problems arising from integrating AI into English Language Teaching. The major issue concerns data privacy and surveillance. AI programs in educational platforms gather, store, and analyze vast quantities of learner data like keyboard inputs, voice recordings, facial analysis, and behavioral tendencies all under the justification of personalization and progress monitoring. Despite this, students and even teachers are usually unaware of the extent to which their data is collected, and of how it is stored, used, or turned into profit. In this setting, the classroom becomes a place of unequal power, where data management choices are often made by productions that have little responsibility to people in education.

Beyond that, the bias inherent in algorithms constitutes a significant, though often overlooked, impediment to equitable practices within English Language Teaching. AI systems, drawing their knowledge from historical data, which inherently mirrors prevalent linguistic frameworks and societal viewpoints, have the potential to involuntarily fortify iniquitousness. To illustrate, speech recognition software commonly demonstrates less precision when faced

with users exhibiting unconventional accents, a range of dialects, or speech patterns specific to their localized linguistic environment. This is for leading students originating from linguistically disadvantaged backgrounds to experience a greater number of errors from the system. This in turn is for fostering frustration and damaging their feeling of validation in their own linguistic identity. The perpetuation of these biases fundamentally legitimizes exclusion under the pretense of impartial technology. Therefore, it is vital to thoroughly analyze the ethical considerations of employing AI in ELT not just for data protection, but also for the structural disparities that AI systems inadvertently exacerbate.

Likewise, the evolution of the teacher's role within AI-driven classrooms is an additional point for concern. While AI presents a theoretical opportunity to assist teachers by managing assignments , grading and delivering content, this is essentially for marginalizing teachers, positioning them simply as supervisors of technological implementation. The chief anxiety at this point is the diminishing of professional discernment, innovative teaching strategies, and the crucial role of human connection and authority. All of which are critical for successful language instruction. As AI expressively influences course structures and lesson rhythms, educators discern that they are disproportionately restricted by algorithmic models that provide no flexibility for responding to individual situations or implementing critical pedagogy. Moreover, if teachers are compelled to act as operators of pre-programmed digital platforms rather than collaborative contributors to the learning process, the underlying philosophies of education should, in the heart of the matter, transmuted.

Furthermore, it is essential to acknowledge the subconscious corollaries of integrating Artificial Intelligence into English Language Teaching. Those who champion AI every so often operate under the assumption that it is comprehensively practical; however, educational surroundings are intrinsically polygonal, encompassing varying infrastructural capabilities, diverse cultural practices, varied pedagogical approaches, and considerable linguistic variety. In affluent regions with robust digital infrastructures, AI solutions offer practical benefits, augmenting established teaching methodologies. Contrariwise, in areas lacking sufficient resources, such as those with poor internet connectivity, inadequate device availability, and limited technical assistance, AI-based educational approaches may exacerbate existing disparities. Such a digital chasm risks cultivating a stratified educational sphere where technological advancements only serve a select privileged segment, while the majority confront further marginalization.

Furthermore, the cultural implications embedded within AI technologies are imperative. The majority of educational AI systems are born in Western contexts and carry inherent presuppositions about language usage, dynamics within the classroom, and factors that influence a learner's motivation. These presumptions may directly conflict with prevailing cultural values, educational expectations, and common communication protocols in non-Western environments. For instance, AI tools prioritizing individualized, self-directed learning might not be the ideal fit for cultures that place a strong emphasis on collective learning methods and the authority of instructors. Similarly, content generated by AI may fall short of capturing the nuanced sociolinguistic realties present within multilingual or postcolonial settings. Therefore, employing AI in ELT decrees arduous evaluation not just in terms of technological efficiency, but also with regards to cultural suitability.

Despite the intricate nature of the topic, it is a fault to immediately thrust aside AI. When used with careful consideration and a strong ethical framework, AI enhances language learning ominously. It offers chances for personalized learning, scalable educational opportunities, and immediate feedback, which are for the interest of students often overlooked by traditional classroom methods. Nonetheless, the enthusiasm for these advantages must be balanced by a realistic assessment of their limitations and potential downsides. Successful AI integration demands a critical digital pedagogy model, resisting

technological determinism, focusing on human-centered design, promoting equal access, and guaranteeing significant teacher participation.

Therefore, English Language Teaching (ELT) should ruminate AI not as a simple solution, but as a pedagogical instrument whose worth hinges on its design, the specific context, and how it is managed. Inventors of AI should use partaking design processes by including educators and learners from diverse backgrounds. Policy makers need to emphasize transparency, accountability, and equality in the process of acquiring educational technology. Furthermore, educators themselves must have the agency to question, modify, or refuse AI tools that conflict with their core pedagogical principles or their students' requirements. Only through a complete, critically informed strategy, AI is utilized to strengthen rather than weaken the ends and aims of inclusive, dialogic, and transformational language education. In short, incorporating AI into ELT provides both opportunities and challenges. While improvements in access and efficiency are apparent, the oversimplification of cognition, potential ethical breaches, and contextual oversights linked with AI adoption must be scrupulously scrutinized. Rather than accepting AI as an unavoidable development in education, academics and practitioners should sustain an open discussion centered on pedagogy, impartiality, and the complete development of the learner. It is only by adopting this critical lens; we guarantee that the future of ELT remains not just technologically improved, but also ingrained and engrained in intellectual precisions, ethical principles, and social perceptions.

Conclusion

This work proves that artificial intelligence has changed foreign language education by offering students customised, adaptable and fully engaging learning opportunities. Technologies that use artificial intelligence such as smart language software, speech recognition tools and VR programmes, have greatly assisted students in understanding vocabulary, staying interested and making language lessons accessible to those from various backgrounds.

Still, our research highlights that purely relying on AI brings some serious issues. It is especially important to notice that conversational fluency, understanding other cultures and how to use language effectively are being threatened by excessive use of technology. These limitations stem from AI's current inability to replicate the nuanced aspects of human communication, including emotional intelligence, contextual adaptability, and sociocultural awareness.

It is clear from the research that using AI as a partner is more effective than trying to solve problems entirely with it. For optimal learning outcomes, we recommend a blended pedagogical approach that strategically integrates AI's technological advantages with traditional language teaching methodologies.

This tripartite model addresses the current gaps in AI-only language instruction while capitalizing on technology's ability to provide scalable, personalized learning pathways. Future adaptations must try to develop AI programmes that include culture and useful language applications firmly, but still preserve what makes language learning special for humans.

The effective use of AI in language learning involves balancing new tools with the core practises that make up learning a language. Applying this approach could help students master the language and understand the cultures needed to connect and talk effectively with people from other countries.

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