

ROLE OF TEACHING ELT THROUGH DIGITAL AI TOOLS AMONG HIGH SCHOOL STUDENTS: A STUDY

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Abstract

English Language Teaching (ELT) at the high school level is undergoing significant changes due to the growing availability of digital technologies and Artificial Intelligence (AI) tools. Traditional methods of teaching English often provide limited opportunities for individual practice, immediate feedback and meaningful communication. Digital AI tools can support teachers and learners through personalised learning, language practice, pronunciation assistance, vocabulary development, writing support and interactive learning activities. The present study examines the role of digital AI tools in teaching English to high school students. It focuses on the possible contribution of AI-based applications to reading, writing, listening, speaking, vocabulary and grammar development. The study adopts a descriptive and analytical approach based on relevant literature, educational principles and current developments in digital language learning. The study argues that AI tools can make ELT more interactive, learner-centred and flexible when they are used appropriately. At the same time, issues such as digital inequality, inaccurate AI-generated content, excessive dependence on technology, privacy and reduced human interaction require careful attention. The study concludes that AI should function as a supportive instructional resource rather than a replacement for the English teacher.

Keywords: *English Language Teaching, Artificial Intelligence, Digital Learning, High School Students, Language Skills, Personalised Learning, Educational Technology*

1. Introduction

English occupies an important position in secondary education because it is used for academic learning, higher education, employment and communication. At the high school level, students are expected to develop the four major language skills—listening, speaking, reading and writing—along with vocabulary, grammar and communication abilities. However, conventional classroom teaching may not always provide sufficient opportunities for every learner to practise these skills individually.

The rapid development of digital technology has created new possibilities for language education. Artificial Intelligence has introduced tools that can interact with learners, provide feedback, generate learning activities, support pronunciation practice and help students understand difficult language concepts. AI-supported applications can therefore complement

classroom instruction and provide additional opportunities for students to learn beyond the fixed classroom timetable.

The National Education Policy 2020 encourages the appropriate use of technology in education and recognises the potential of digital resources for improving teaching and learning. In this context, the use of AI in English Language Teaching deserves systematic consideration, particularly at the high school level.

2. Objectives of the Study

The study has the following objectives:

1. To examine the role of digital AI tools in English Language Teaching at the high school level.
2. To identify the ways in which AI tools can support English language skills.
3. To examine the advantages and limitations of AI-assisted ELT.
4. To suggest suitable practices for teachers using AI tools in English classrooms.

3. Research Questions

The study attempts to answer the following questions:

1. How can digital AI tools support English language learning among high school students?
2. Which language skills can benefit from AI-supported activities?
3. What challenges may arise from the use of AI in ELT?
4. What role should the English teacher play in an AI-supported classroom?

4. Methodology

The present study follows a descriptive and analytical research approach. It is based on a review of relevant literature on English Language Teaching, educational technology, Artificial Intelligence and learner-centred pedagogy. Educational policy documents and established principles of language teaching are also considered. The study does not claim primary survey results or statistical findings because no original field survey has been conducted for this manuscript.

5. Role of AI Tools in ELT

5.1 Personalised Learning

One of the important advantages of AI-based learning tools is the possibility of providing learning support according to individual needs. High school classrooms often contain students with different levels of English proficiency. Some students may require basic vocabulary practice, while others may need advanced reading or writing activities. AI tools can provide differentiated exercises and allow students to practise repeatedly at their own pace.

5.2 Vocabulary Development

Vocabulary is fundamental to effective communication. AI-based applications can provide meanings, examples, synonyms, antonyms and contextual usage of words. Students can also practise newly learned vocabulary through questions, sentence construction and short activities. Instead of memorising isolated word meanings, learners can encounter words in meaningful contexts.

5.3 Grammar Learning

Grammar teaching can become more meaningful when students receive examples and immediate explanations. AI tools can help learners identify grammatical errors in sentences and understand alternative forms. Teachers can use such tools to prepare exercises on tenses, articles, prepositions, subject-verb agreement and sentence construction. However, students should be encouraged to understand the grammatical principle rather than simply accept an AI-generated correction.

5.4 Reading Comprehension

AI can support reading through short passages, comprehension questions, vocabulary explanations and discussion prompts. Teachers can prepare different levels of questions for the same text. Students can also use AI-supported activities to identify the main idea, supporting details, characters, themes and meanings from context.

5.5 Writing Skills

Writing is an area where digital AI tools can provide useful support. Students may receive suggestions concerning grammar, sentence structure, vocabulary and organisation. Teachers can use AI-generated prompts for paragraph writing, essays, dialogues and creative writing. However, students should write their own first drafts. AI feedback should be used for learning and revision rather than submitting AI-generated material as original student work.

5.6 Speaking and Pronunciation

Speaking opportunities are often limited in large classrooms. AI-supported voice and conversation applications can provide additional opportunities for oral practice. Students may practise conversations, pronunciation and everyday communication in a less stressful environment. Such activities can increase confidence, particularly among learners who hesitate to speak English before their classmates.

5.7 Listening Skills

AI-supported audio resources can provide listening activities at different levels of difficulty. Students can listen to conversations, stories and informational passages and then answer questions. Repeated listening can help learners improve pronunciation awareness, comprehension and familiarity with natural English.

6. Benefits of AI-Supported ELT

AI tools can make English learning more interactive and flexible. They can provide immediate feedback, support individual practice and increase access to learning materials. Students can continue language practice outside school hours. Teachers can also use AI tools to prepare lesson plans, activities, questions and supplementary materials more efficiently.

Another important benefit is learner engagement. Interactive digital activities may be more attractive to students than repetitive textbook exercises. When technology is connected with meaningful communication and problem-solving activities, it can encourage active participation.

7. Challenges and Limitations

Despite its potential, AI should not be considered a complete solution to the problems of ELT. Not all students have equal access to smartphones, computers, reliable internet connections or digital resources. This may create differences between learners.

AI-generated responses may also contain incorrect, incomplete or inappropriate information. Therefore, students require guidance in evaluating digital content. Privacy and responsible use of personal information are additional concerns.

Excessive dependence on AI may reduce students' independent thinking and writing ability. If learners use AI to complete every assignment, they may lose opportunities to develop their own

language skills. There is also a risk that technology may reduce direct communication between teachers and students if it is used without proper planning.

8. Role of the English Teacher

The teacher remains central to successful ELT even in an AI-supported classroom. Teachers should select appropriate digital tools, verify AI-generated content and design activities according to students' learning needs. They should teach students how to use AI responsibly and critically.

The teacher's role is not simply to deliver information but to motivate learners, facilitate communication, provide emotional support, observe progress and encourage independent thinking. AI can provide technological assistance, but it cannot replace the human relationship between teacher and learner.

9. Suggestions

The following measures may improve the effective use of AI in high school ELT:

1. AI tools should be used as supplementary resources rather than replacements for teachers.
2. Schools should provide basic digital literacy training for teachers and students.
3. Teachers should verify AI-generated content before classroom use.
4. Students should be taught responsible and ethical use of AI.
5. AI activities should be connected with the prescribed curriculum.
6. Speaking, reading, writing and listening activities should be balanced.
7. Students should be encouraged to produce their own ideas before using AI for feedback.
8. Schools should work towards equitable access to digital learning facilities.
9. Assessment should measure students' actual language abilities rather than their ability to obtain AI-generated answers.

10. Conclusion

Digital Artificial Intelligence tools have considerable potential to support English Language Teaching among high school students. They can provide personalised practice, vocabulary assistance, grammar support, reading activities, writing feedback and opportunities for speaking and listening practice. Their greatest value lies in extending learning beyond the limitations of time and classroom size.

However, effective ELT cannot depend entirely on technology. AI tools may provide information and practice, but teachers provide human guidance, motivation, judgement and meaningful interaction. Therefore, the appropriate approach is not to replace traditional teaching with AI but to integrate useful digital tools with sound language pedagogy. When used critically, ethically and purposefully, AI can contribute to a more interactive, inclusive and learner-centred English classroom.

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