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Language in India www.languageinindia.com ISSN 1930-2940 Vol. 26:2 February 2026
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Exploring the Human Dimensions of Artificial Intelligence in English Language Teaching

Dr. S. Latha Venkateswari
M.A., M.Phil., M.Ed., PGDTS, Ph.D.
Professor of English
Government College of Technology
Coimbatore - 641013
TamilNadu
latha.s.eng@gct.ac.in

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Abstract

Over the years, the teaching methodology of the English language continues to evolve as teachers take maximum efforts to impart language skills to the learners with more precision. Artificial intelligence (AI) with its intriguing tools and methodologies support teachers to a great extent in transforming the pedagogical landscape of English language teaching. Consequently, academicians focus more on enhancing language skills with AI tools than on the lack of human dimensions of English language teaching such as teacher-student interaction, ethical considerations, and emotional engagement. This paper explores how AI assists teachers in imparting language skills to learners while giving importance to the human facets of English language teaching. Also, it analyzes the opportunities and challenges that the teachers encounter in this process. The study further highlights how AI supplements both teachers and learners with learning resources, whereas teachers complement the classroom teaching-learning process through their unique human qualities such as empathy, cultural sensitivity, ethical judgment, and the responsible use of technology. The research article is based on the first-year syllabus of the Professional English course followed at the author's institution.

Key words: Artificial intelligence, technologized classrooms, human dimension, language acquisition, ELT

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Introduction

The rapid adoption of Artificial Intelligence (AI) in English language teaching (ELT) has transformed contemporary pedagogy. Intelligent Tutoring Systems, Natural Language Processing (NLP) tools, automated writing evaluators, chatbots, immersive virtual environments, and generative AI applications are transforming the process of teaching and learning. These innovations can increase efficiency, personalization, and accessibility.

Intelligent Tutoring Systems design content based on the learner's performance and offer guidance and instant feedback. Automated writing evaluators help students to correct grammar, add coherence, and develop vocabulary. Chatbots and virtual assistants stimulate conversations, help students practice fluency, and enhance their communication skills. Natural Language Processing (NLP) tools train learners in pronunciation and prosody. Generative AI provides learners with prompts, conversations, and writing tasks that make them practice effective speaking and writing. Though these tools help learners acquire language skills, a teacher's intervention in the learning process can contextualize feedback, spot errors, and identify cultural appropriateness.

A technologized classroom gives fewer opportunities to the learners to interact well during the teaching-learning process. Teachers project emotional intelligence, cultural sensitivity, and ethical judgment in their learning spaces. They show empathy, rapport, motivation, creativity, and understanding to equip learners with the required language skills. On the contrary, AI lacks this human dimension, reinforcing the idea that it can serve as a complement to human teachers rather than a replacement.

Literature Review

Since AI can process linguistic data, offer instant feedback, and create an adaptive learning atmosphere, it is beneficial to integrate AI into English language teaching. Zawacki-Richter et al. (2019) have shown how teachers have adopted Intelligent Tutoring Systems, Automated Essay Scoring (AES), speech-recognition-based pronunciation trainers, and chatbots for enhancing learners' English competency. Godwin-Jones (2018) argues that AI

improves learner autonomy, efficiency, and the ease of using it in a mixed learning environment.

Learners can learn a second language effectively when teachers provide a humanistic approach to the teaching-learning process. Stevick (1990) and Dörnyei (2005) confirm this idea and argue that acquiring language skills relies on emotional, social, and cultural contexts. In fact, teachers understand the learners' background well, which allows them to create a supportive learning atmosphere. Vygotsky's sociocultural perspective (1978) also affirms the idea that teachers facilitate learners' development through their interaction and collaboration. These views underscore the crucial role of human interaction in the learning process.

Holmes et al., (2022) highlight that the major concern in the integration of AI into language teaching is related to the ethical issues that encompass data privacy, surveillance, algorithmic bias, and the transparency of AI-generated feedback. Addressing these concerns is serious as language learning is associated with identity formation.

Literature offers a well-balanced approach that integrates AI with human-centered instruction. Mishra and Koehler (2006) refer to Technological Pedagogical Content Knowledge (TPACK) to prove the need for teacher agency and pedagogical judgment while integrating technology into language teaching. Luckin (2016) concentrates on the "human-in-the-loop" model, which considers teachers as decision makers because they guide the learners and contextualize AI-supported learning.

Though researchers have focused more on the benefits of integrating AI into English language teaching, a systematic study of adding a human dimension to AI-assisted English language teaching needs to be explored. The author bridges this gap by examining how to integrate AI into ELT without compromising the essential human values.

Human dimension in AI-assisted ELT

While AI offers a plethora of learning tools, it lacks the human sensitivity that is intrinsic to the teaching-learning process. On the contrary, teachers provide the learners with the required support, such as cognitive, interpersonal, cultural, and ethical aspects, to advance

their mastery of the subject. At every stage of the teaching process, educators project empathy and creativity thanks to their intuition and personal judgement. Since language learning is deeply rooted in communication, identity formation, and social interaction, teachers cater to these needs of the students quite effectively, unlike the AI tools.

As Stevick, E.W. (1990) observes, mere acquisition of linguistic rules cannot develop learners' communicative competence, cultural understanding, or interpersonal skills. However, when learners get guidance from human teachers, they enhance not only their communicative skills, but also hone their abilities to handle the challenges of their future professional tasks. This proves that AI can assist learners in learning and minimize the workload of teachers, but it can never replace the teachers who "play a central role beyond what AI tools can offer" (Dörnyei, Z. 2005).

Role of Language Teachers in AI-Assisted classrooms

Unlike traditional classrooms, teachers in AI-supported classrooms are required to perform multiple roles. Firstly, teachers have to be designers who integrate AI effectively into learning, rather than using technology passively. Secondly, they must be facilitators by guiding students to understand AI generated feedback, identify inaccuracies, and apply suggestions aptly to their language usage. Thirdly, they ought to offer emotional support to learners as AI lacks emotional intelligence. Since second-language learners require encouragement and motivation throughout the learning process, teachers have a crucial role in reassuring and supporting them. Fourthly, teachers need to act as ethical guides while monitoring data usage and raising students' awareness of digital responsibility. Finally, teachers should be co-learners by embracing the rapid changes in the methodologies with a view to growing professionally, and bridging the gap between technological and pedagogical expertise. As Fullan rightly points out, "teachers have no chance of becoming better educators, unless each and every teacher is learning everyday" (p.153)

Teachers' intervention in the AI-supported teaching process can emotionally uplift the learners and help them enhance their learning experience. Though AI tools empower learners to have self-paced learning and promote learner autonomy, automated feedback that lacks a

personal touch may increase their anxiety. The excessive use of AI tools can make learners lose their critical thinking and problem-solving abilities. However, when teachers guide and explain the rationale behind the AI-generated suggestions, learners understand the functionalities of the English language with ease. As Briggs and Schwab view it "teachers play a vital role in mediating AI feedback, preserving learner autonomy, while reducing anxiety and promoting critical thinking" (p.112). Hence, consistent teacher support is essential to prevent students from getting emotionally disengaged.

Implications

The author integrated artificial intelligence for teaching with the first year Professional English syllabus with engineering students. Though AI gave access to a wide range of learning materials and practice opportunities, the teacher applied her higher-order thinking to motivate, support, and guide learners, thereby maximising the learning process.

While selecting appropriate AI powered resources, teachers have to periodically intervene in the learning process to help analyze the machine-generated feedback and suggestions. This makes learners gain sufficient knowledge in the syllabus as well. For instance, AI tools such as ChatGPT, Gemini, ELSA Speak, YouTube EDU, TED-Ed, Quill Bot, Google Lens, Resume-in, Interview Warmup (Google), Speech-to-text tools, YouGlish, etc. support learners in preparing emails, reports, process descriptions, interviews, and public speeches. Hence, AI tools enable self-paced and repeated practice, which promotes learner autonomy and conceptual understanding thanks to the teachers' intervention in scaffolding the learners' engagement according to Vygotsky's (1978, pp.86-90) theory of socially mediated learning.

Teaching concepts such as self-introduction, narration of personal experiences, and interview preparation with the support of AI provides learners with proper structural models and linguistic accuracy. However, AI remains insensitive to learners' emotional states, cultural backgrounds, and linguistic apprehensions. In this context, teacher's empathetic support, guidance and instructional interference create an inclusive learning atmosphere, which

encourages learners to participate in tasks with more confidence. This practice aligns with Nodding's' (2003) view that "care and responsiveness are foundational to effective pedagogy" (p.175), a facet that no automated system can replace.

AI tools bring better clarity to teaching and learning the employability-related components in the syllabus. For instance, platforms such as resume.in, in interview warm-up (Google), and LinkedIn enable learners to practice cover letter writing and resume preparation, and to gain insights into company profiles and industry expectations. Nevertheless, teacher's intervention plays a key role in preventing students from preparing stereotyped responses. Moreover, the timely guidance of teachers helps learners articulate their ideas ethically, personalize their responses' and communicate their career objectives effectively.

Tasks based on public speaking and ceremonial communication require learners to project social awareness and emotional expressiveness while speaking. AI tools like Speech-to-text, YouGlish, TED-Ed, offer effective support through their pronunciation models and speech templates. However, teacher's intervention, supervision and guidance help learners identify audience response, ensure cultural appropriacy and manage emotional expressiveness. This observation complies with OECD's (2021) findings that teachers contribute to "fairness, inclusivity, and holistic learner development" (p.45) in AI supported classrooms.

On the whole, this discussion demonstrates that teachers can effectively integrate AI into ELT while giving due importance to human dimensions. Within this pedagogical framework, teachers shift their roles from mere content providers to empathetic facilitators, ethical guides, and contextual experts. The synergy between AI capabilities and human intervention establishes a learner-centered platform where learning is socially relevant and culturally sensitive, even in AI-mediated educational environments.

Challenges

The changing teaching-learning landscape and the concern to keep Gen Z learners active in the classrooms make teachers employ AI tools that offer both benefits and challenges. The pedagogical benefits include personalized learning, help learners correct errors in real time and reducing the workload of teachers with the aid of automated routine tasks. On the contrary,

excessive use of AI tools may have an adverse effect on teacher-student interaction. Moreover, as AI is sensitive to cultures and emotions, it may create stress among the learners. However, teachers can combat this challenge through meticulous planning and careful integration of collaborative activities, peer learning, and creative tasks that foster interaction and better understanding. Holmes, Bialik, and Fadel also express similar idea that the integration of AI tools must "preserve meaningful human relationships in the classroom" (p.45). Moreover, the increasing demand for AI tools results in high energy consumption and requires improvements in digital infrastructure, which may not always be feasible.

Ethical and Human-Centered Perspectives

The major concern to teachers while integrating AI into language teaching is the ethical issues coupled with holistic learner development, since AI based teaching-learning process may create breaches in privacy and data protection. To overcome this problem, teachers have to ensure that the employed tools collect minimal students' information, store data securely and use it responsibly. Alongside, teachers must deal with issues connected with bias and fairness carefully, as AI tends to reproduce cultural or linguistic inequalities embedded in training data. In this context, it is apt to quote Arriagada-Bruneau, López, and Mendoza (2025), who reinforce the idea that "fairness, accountability, and transparency are core ethical requirements for trustworthy artificial intelligence systems" (p.64).

AI systems depend on data centers and computational infrastructures for generating information, which consumes substantial amounts of electricity. Moreover, the energy resources required to operate AI tools lead to carbon emissions, which intensify the strain on the environment. As Crawford (2021) observes, "AI technologies are deeply embedded in material and energy-intensive infrastructures" (p.81) that are largely invisible to the human eye. Hence, the judicious use of AI can help maintain a perfect balance between ecological sustainability and pedagogical innovations.

Human-centered AI integration in ELT

The changing teaching landscape, driven by technological innovations and the learning choices of Gen z learners in the digital era, makes it necessary to integrate AI into English language teaching.in this new dimension, teachers have to rely on their expertise to embed effective pedagogical principles, prioritizing sound learning objectives that develop learners' critical thinking skills. Indeed, AI supports teachers in brainstorming and scaffolding learning activities that ultimately encourage the learners to evaluate and assess AI-generated suggestions rather than accepting them passively.

Consistent training in AI literacy, ethical practices, and collaborative sharing of the best practices can significantly enhance teachers' professional development. Likewise, educational institutions should give clear parameters for using AI ethically and protecting data carefully, as Clark observes, "unchecked data collection can compromise student confidentiality" (p.26). Moreover, institutions need to offer periodic training programs to teachers so that they can effectively integrate AI into ELT. Hence, teachers and learners can enhance the productivity and learning outcomes with the support of AI.

Summation

AI provides teachers and learners with excellent opportunities to teach and learn the English language with precision. Nevertheless, the pedagogical aspects add value to learning through teachers' judgment, empathy, and ethical responsibility. Indeed, the human dimension plays a crucial role in understanding learners' emotions and the cultural sensitivity. Therefore, when educators use AI wisely giving priority to the environmental concerns, it promotes meaningful learning experiences. Future research must explore region-specific and needs-based methodologies, the emotional state of teachers and learners, and the impact of AI on second language acquisition.

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