

Artificial Intelligence and the Changing Practices of English Language Academics

Dr. R. Vasuhi¹, Sabin Kumar S²

¹Supervisor, Assistant Professor, Department of English, Manonmaniam Sundaranar University, Tirunelveli - 627012.
Email:ID: srskumar200596@gmail.com

²Research Scholar (Reg. No: 23114014011035), Department of English, Manonmaniam Sundaranar University, Tirunelveli - 627012,

Cite this paper as:R. Vasuhi, Sabin Kumar S (2025) Artificial Intelligence and the Changing Practices of English Language Academics Journal of Neonatal Surgery, 14, (33s) 694-699

ABSTRACT

Artificial Intelligence has emerged as a transformative force in contemporary education, with a growing impact on English language academics. As English continues to function as the dominant medium of higher education, research dissemination, professional communication, and global knowledge exchange, learners across school and university contexts frequently encounter difficulties in mastering academic English. These challenges arise from factors such as language anxiety, limited exposure to authentic academic discourse, large classroom settings, and insufficient individualized feedback. In this context, Artificial Intelligence introduces new pedagogical possibilities through adaptive learning platforms, natural language processing tools, and automated feedback systems. This article critically examines the changing practices of English language academics under the influence of Artificial Intelligence, with particular reference to Indian school students and higher education learners. It analyzes the ways in which AI supports language skill development, learner autonomy, pedagogical innovation, and self-regulated learning, while also addressing ethical, cultural, and technological concerns. The article argues that Artificial Intelligence should function as a pedagogical support system, guided by teacher expertise and academic values, rather than as a substitute for human instruction

Keywords: Artificial Intelligence, English Language Academics, AI in ELT, Indian Education, Academic Practices

INTRODUCTION

Artificial Intelligence has become an integral part of academic life in the twenty-first century. Its presence is increasingly visible in English language academics. English dominates higher education, research journals, conferences, and international communication. Academic success is often measured through proficiency in English reading, writing,

speaking, and listening. However, mastering academic English is a complex task. Many learners struggle with grammar, vocabulary, discourse structure, and confidence. William Grabe and Fredricka L. Stoller in the book *Teaching and Researching Reading* observe that academic literacy requires “advanced linguistic, cognitive, and metacognitive processing”

(9). Artificial Intelligence attempts to respond to these academic demands through intelligent digital tools.

Artificial Intelligence refers to computer-based systems capable of simulating aspects of human intelligence. These systems perform tasks related to learning, reasoning, language processing, and pattern recognition. In English language academics, AI is applied through grammar checkers, speech recognition tools, translation systems, chatbots, adaptive reading platforms, and learning analytics. These technologies have altered traditional academic practices. Learning is no longer confined to physical classrooms. Academic engagement now occurs through digital platforms, mobile applications, and virtual learning environments.

The integration of Artificial Intelligence has changed how English is taught and learned in academic contexts. Traditional English language instruction often depends on lectures, textbooks, and examinations. These methods offer limited scope for personalization. Large class sizes further restrict individual feedback. Many learners hesitate to participate due to fear of making errors. Artificial Intelligence addresses these limitations by offering continuous and individualized academic support. Learners receive immediate feedback Practice becomes private and repetitive. Anxiety is reduced. Confidence gradually increases.

In academic writing, Artificial Intelligence plays a significant role. Writing is a demanding skill that requires grammatical accuracy, clarity of expression, coherence, and disciplinary conventions. Many learners struggle to meet academic standards. AI-powered grammar and writing tools help identify sentence-level errors. They suggest alternative vocabulary and improved

sentence structures. These tools support drafting and revision processes. As a result, learners gain awareness of language patterns and academic style.

At the same time, writing is not merely a technical skill. It involves critical thinking and argument development. Over-reliance on AI tools may weaken independent thinking.

Scholars caution against blind trust in automated systems. Neil Rowe notes that excessive dependence on AI may “diminish academic judgment and originality” (4). Therefore, teacher guidance remains essential. Artificial Intelligence should assist writing, not replace intellectual effort.

Artificial Intelligence also influences academic speaking practices. Many learners experience anxiety during presentations, seminars, and classroom discussions. Fear of

pronunciation errors and grammatical mistakes discourages participation. Speech recognition tools allow learners to practise speaking in a safe environment. Learners receive feedback on pronunciation, fluency, and clarity. Repeated practice improves confidence. This support is especially valuable for non-native speakers and first-generation learners.

Listening is another crucial academic skill supported by Artificial Intelligence. Academic listening involves understanding lectures, panel discussions, and conference presentations. These contexts often include unfamiliar accents and specialized vocabulary. AI-based audio platforms allow learners to control speed and repetition. Subtitles and transcripts support comprehension. Multimodal input strengthens understanding. These tools help learners from diverse linguistic backgrounds engage with academic discourse.

Reading academic texts presents significant challenges for English learners. Scholarly texts are often dense and conceptually complex. Long sentences and abstract arguments create difficulty. Artificial Intelligence assists academic reading through adaptive platforms. These platforms adjust texts to learner proficiency levels. Vocabulary support and contextual explanations improve comprehension. Interactive features such as annotations and highlighting encourage active reading. Grabe and Stoller emphasize that guided interaction with texts is essential for academic literacy development (15).

Artificial Intelligence also supports personalized learning. Each learner progresses at a different pace. AI systems track learner performance and engagement. Content is adapted accordingly. This supports self-paced learning and inclusion. Learners with varied abilities

receive appropriate academic support. Silvia Pokrivčáková argues that adaptive technologies enable “learner-centred and inclusive language education” (140). Such personalization is particularly important in multilingual and diverse academic settings. Self-regulation emerges as an important outcome of AI-supported learning. Learners set goals and monitor progress. AI tools provide feedback and revision suggestions. Learners reflect on their performance and adjust strategies. These practices strengthen independent learning skills. Self-regulated learning is essential in higher education and research environments. Artificial Intelligence thus contributes to long-term academic development.

Artificial Intelligence has also influenced the spatial and temporal boundaries of academic learning. Learning now occurs beyond scheduled classroom hours. Learners access English language resources at any time. Mobile devices allow practice across locations. This flexibility supports continuous academic engagement. It also changes the role of teachers.

Teachers act as facilitators and mentors rather than sole knowledge providers. However, the integration of Artificial Intelligence also raises concerns. Not all learners have equal access to

digital tools. Internet connectivity and device availability remain uneven, especially in developing contexts. This creates digital inequality. AI systems may generate inaccurate or biased content. Learners must be trained to evaluate AI responses critically. Ethical issues related to data privacy and surveillance also require attention. Transparency and accountability are essential for responsible academic practice.

In multilingual contexts, language standardization is another concern. Many AI tools promote dominant varieties of English. Regional accents and cultural expressions are often marginalized. Academic English becomes uniform. Linguistic diversity receives limited representation. English language education should respect plural identities rather than enforce a single standard. Artificial Intelligence has significantly transformed English language academics. It reshapes teaching methods, learning practices, and academic engagement. It offers personalization, accessibility, and confidence-building opportunities. At the same time, it raises ethical, pedagogical, and cultural challenges. Responsible integration is essential.

Artificial Intelligence should support human learning rather than replace it. When guided by academic values and teacher expertise, AI can strengthen English language education and scholarly communication.

Traditional English language teaching is often teacher-centred. Large class sizes limit personal attention. Time constraints restrict detailed feedback. Many learners hesitate to participate due to fear of making errors. Artificial Intelligence provides continuous academic support. Learners receive immediate feedback without judgment. Practice becomes repetitive and private. This reduces anxiety and increases confidence. Helen Crompton and her

colleagues note that AI provides “scalable feedback and personalized learning opportunities across learner levels” (12).

Academic writing remains one of the most demanding areas for English learners.

Writing requires grammatical accuracy, academic vocabulary, coherence, argument development, and citation awareness. AI-powered writing tools assist learners by identifying grammatical errors, suggesting revisions, and improving lexical choices. These tools support drafting and revising processes. Confidence develops gradually through repeated feedback. However, excessive dependence on AI may weaken originality and critical thinking. Neil Rowe cautions that uncritical reliance on AI can “undermine academic judgment and integrity” (4). Teacher supervision remains essential to ensure ethical academic practice.

Artificial Intelligence also supports spoken academic English. Many learners experience anxiety during seminars, presentations, and viva examinations. AI-based speech recognition tools allow learners to practice pronunciation and fluency privately. Feedback on

stress, intonation, and clarity improves oral competence. Learners gain confidence before participating in academic discussions. This support is especially valuable for first-generation learners and non-native speakers.

Reading academic texts is another area strongly influenced by Artificial Intelligence. Academic texts are often dense, theoretical, and conceptually demanding. Learners struggle with long sentences, abstract ideas, and unfamiliar vocabulary. AI-based reading platforms analyse learner proficiency and adapt texts accordingly. Text difficulty is adjusted without altering academic meaning. This scaffolding helps learners engage with scholarly materials. Grabe and Stoller emphasize that guided interaction with texts is essential for academic reading development (15).

Vocabulary assistance is a major contribution of AI to academic reading. AI tools provide definitions, synonyms, and contextual meanings instantly. Difficult sentences are segmented into manageable units. Concept explanations support comprehension. Interactive features such as highlighting, annotations, and comprehension checks promote active reading. These tools strengthen retention and academic engagement. Learners gradually develop confidence in handling scholarly texts independently.

Listening skills also benefit from AI-supported learning environments. Academic listening involves lectures, seminars, and conference presentations. These contexts often involve speed, unfamiliar accents, and technical vocabulary. AI-based audio platforms allow learners to control playback speed and repetition. Subtitles and transcripts support comprehension. Multimodal input improves word recognition and pronunciation awareness. However, research on AI-supported academic listening remains limited and requires further scholarly attention. Artificial Intelligence promotes personalized learning in English language academics. Each learner progresses differently. AI systems track learner performance, errors, and engagement patterns. Content is adapted based on individual needs. This supports self-paced learning and inclusion. Learners with varied abilities receive appropriate academic support. Silvia Pokrivčáková notes that adaptive technologies enable “learner-centred and

inclusive language education” (140).

Self-regulation emerges as a significant outcome of AI-supported learning. Learners set goals, monitor progress, and reflect on feedback. AI tools guide revision and improvement. These practices strengthen independent learning skills. Self-regulated learning is essential in higher education and research contexts. AI thus supports long-term academic development. In recent years, Indian school students have increasingly used Artificial Intelligence for learning English. Digital classrooms, online platforms, and mobile learning

have expanded rapidly. Affordable smartphones and internet access have introduced AI tools even at the school level. English, as a compulsory subject across Indian education boards, has become a major area of AI application.

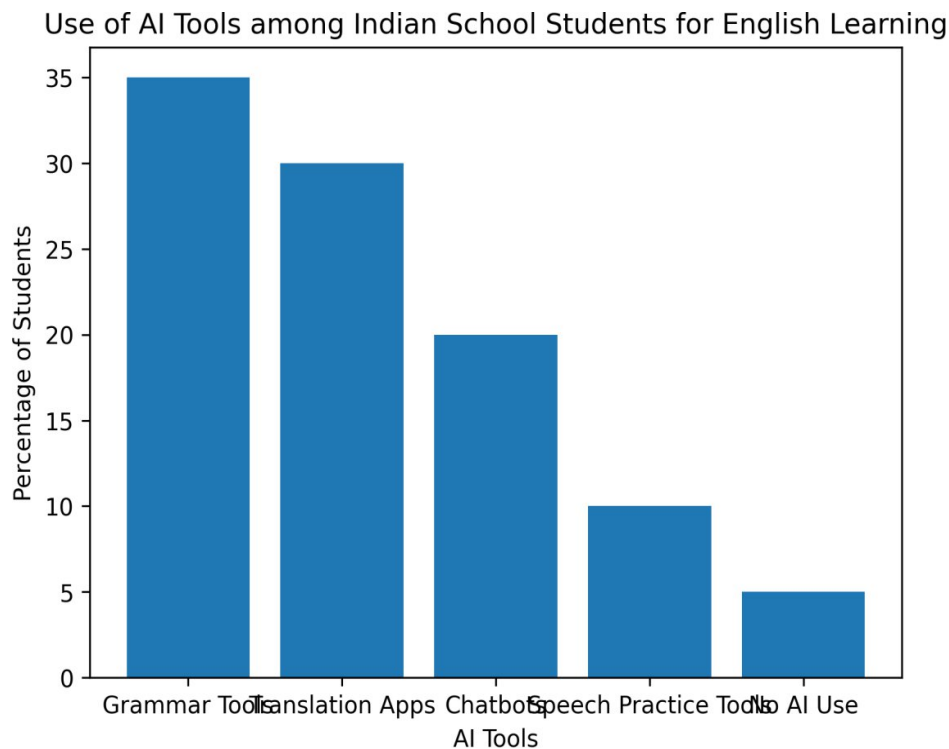


Figure 1 shows the use of AI tools among Indian school students for English learning.

Grammar tools and translation applications are the most widely used. Chatbots and speech practice tools show moderate use. A small percentage of students do not use AI tools at all. This figure highlights that AI use is already present at the school level, though access and usage vary. Indian school students frequently use AI-based grammar correction tools while completing assignments. These tools help identify sentence-level errors and improve accuracy. Translation applications are widely used, particularly in rural and semi-urban regions. Such tools help learners understand English texts through regional languages.

Chatbots and conversational AI tools are gradually gaining popularity among urban students. Learners practise basic conversations without fear of judgment. Speech-based tools support pronunciation and fluency for oral tests and competitions.

Despite these benefits, several challenges remain. Internet access and device availability are uneven across India. This creates digital inequality. AI systems may generate inaccurate or biased responses. Blind trust in AI reduces critical thinking. Ethical concerns

related to data privacy and surveillance are serious. Learners are often unaware of how their data is stored and used. Transparency and accountability are essential. Rowe argues that ethical frameworks must guide AI use in academic contexts (6).

Areas Where AI Influences English Language Academics

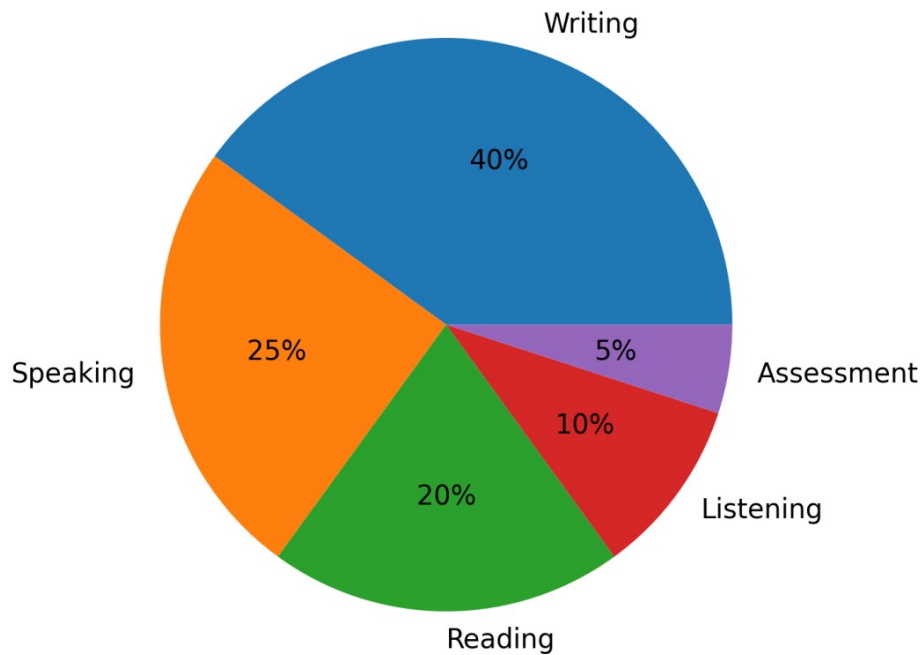


Figure 2 illustrates the areas where Artificial Intelligence most strongly influences English language academics. Writing shows the highest impact. Speaking and reading follow.

Listening and assessment show limited AI integration. This suggests that AI currently supports skill development more than evaluative processes.

Language standardization has emerged as a significant concern in the use of Artificial Intelligence within English language academics. Many AI-driven tools privilege dominant varieties of English, often marginalizing regional accents and culturally specific expressions. As a result, academic English risks becoming increasingly uniform, with limited space for linguistic diversity. Learners from multilingual and non-dominant language backgrounds may feel excluded when their linguistic identities are undervalued. Academic spaces should therefore promote plural voices and inclusive language practices rather than enforcing a single standardized model.

Despite the growing presence of AI, teachers remain central to its effective integration in education. Artificial Intelligence cannot replace human judgment, empathy, or pedagogical sensitivity. Educators play a vital role in guiding the ethical and meaningful use of AI tools in

academic contexts. For this reason, systematic training in AI literacy is essential for teachers. Educational institutions must also develop clear policies and ethical frameworks to regulate AI use. Safeguarding academic integrity remains a critical priority, and AI should function as a learning support rather than a mechanism that encourages plagiarism.

Research on Artificial Intelligence in English language academics is still in its early stages. School-level contexts, in particular, require greater scholarly attention. Generative AI tools demand deeper and sustained academic investigation, especially regarding their long-term effects on language acquisition, critical thinking skills, and the formation of academic identity. Lan emphasize that “digital learning environments must be subject to continuous academic evaluation” (11)

In conclusion, Artificial Intelligence has significantly transformed English language academics. It improves accessibility, learner confidence, personalization, and overall learning efficiency. However, it also raises important ethical, pedagogical, and cultural challenges.

Responsible and reflective integration is therefore essential. Artificial Intelligence should enhance human learning rather than replace it. When guided by strong academic values and informed teacher expertise, AI has the potential to strengthen English language education and scholarly communication.

REFERENCES

1. Crompton, Helen, Adam Edmett, Neenaz Ichaporia, and Diane Burke. "AI and English Language Teaching: Affordances and Challenges." *British Journal of Educational Technology*, 2024, <https://doi.org/10.1111/bjet.13460>.
2. Grabe, William, and Fredricka L. Stoller. *Teaching and Researching Reading*. Pearson Education, 2002.
3. Lan, Yu-Ju, et al. "English Learning in Global and Digital Contexts." *Educational Technology Research and Development*, vol. 68, 2020, pp. 1–15.
4. Pokrivčáková, Silvia. "Preparing Teachers for the Application of AI-Powered Technologies in Foreign Language Education." *Journal of Language and Cultural Education*, vol. 7, no. 3, 2019, pp. 135–153.
5. Rowe, Neil. "Ethical Challenges of Artificial Intelligence in Higher Education." *Teaching in Higher Education*, vol. 27, no. 4, 2022, pp. 1–14.

..