Revitalizing English Language Teaching (ELT): Unveiling Evolving Pedagogies and AI-Driven Dynamics in the Post-Pandemic Era

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Posted Date: 25 August 2023

doi: 10.20944/preprints202308.1774.v1

Keywords: AI-Driven Dynamics; English Language Teaching; Evolving Pedagogies; Post-Pandemic Era

Article

Revitalizing English Language Teaching (ELT): Unveiling Evolving Pedagogies and AI-Driven Dynamics in the Post-Pandemic Era

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Abstract: This study delves into the dynamic intersection of artificial intelligence (AI) and English Language Teaching (ELT) within the post-pandemic educational landscape. Grounded in Constructivism, Connectivism, and Technological Pedagogical Content Knowledge (TPACK), this research explores how AI integration impacts language instruction efficiency, benefits and challenges perceived by St. Michael's College students, differences in learning outcomes, and its potential to address the digital divide. Employing a qualitative approach, the study employs a rigorous method that includes intensive in-depth reviews of literature, maximum purposeful sampling, informal interviews, observation, and thematic analysis. Through these methods, data was collected from 30 participants, leading to the identification of five key themes. Findings suggest that AI enhances instructional efficiency, offers personalized learning experiences, and bridges gaps in remote settings. However, challenges and the importance of pedagogical balance emerged. The study underscores the need for adaptive pedagogical strategies to fully harness AI's potential. Future directions and limitations are discussed, emphasizing the study's implications for shaping the future of ELT.

Keywords: AI-driven dynamics; english language teaching; evolving pedagogies; post-pandemic era

I. Introduction

Amid the profound shifts brought about by the COVID-19 pandemic, the realm of education has embarked on a journey of innovation, seeking novel strategies to address the challenges presented by remote and hybrid learning environments (Miller, 2023; Dan Fitzpatrick et al., 2023). In this landscape of transformation, technology has emerged as a potent catalyst, offering avenues to reimagine teaching and learning paradigms (Skrabut, 2023; Clark, 2023). Within this context, this study navigates the intersection of education and technology, delving into the integration of artificial intelligence (AI) within English Language Teaching (ELT) during the post-pandemic era. As the study unfolds, it skillfully merges traditional and contemporary insights, weaving a tapestry of perspectives that not only enrich the analysis but also contribute to a nuanced exploration of the evolving dynamics of ELT pedagogies (International forum on AI and education, 2023; Mary H Howard et al., 2023).

The pandemic-induced disruptions have overwhelmingly impacted educational systems worldwide. In the Philippines, the closure of schools and the transition to remote learning models challenged the conventional teaching approaches in ELT (Al-Nofaie, 2023). The closure of physical classrooms highlighted the necessity for adaptable pedagogies that can transcend traditional limitations. The digital divide and the need for maintaining educational quality amid remote setups have emerged as key concerns (Eslit, 2023). The upheaval brought about by the pandemic, while undoubtedly challenging, has also presented a unique opportunity to embrace technological advancements and explore new horizons in education.

This paper delves into one such avenue of innovation — the integration of Artificial Intelligence (AI) in post-pandemic ELT, with a specific focus on St. Michael's College in Iligan City, Philippines. As the study unfolds, it skillfully merges traditional and contemporary insights, weaving a tapestry of perspectives that not only enrich the analysis but also contribute to a nuanced exploration of the

evolving dynamics of ELT pedagogies (Valdez, 2020). Through this approach, the present study integrates AI-driven insights, highlighting how these diverse sources of understanding collectively illuminate the transformative potential that AI holds in reshaping the landscape of ELT.

As the locale of the study, historically, St. Michel's College was named in tribute to Iligan's Patron Saint, St. Michael the Archangel. The Religious of the Virgin Mary sisters were invited to teach at the school, with Rev. Mo. Ma Rheina Mae Coma, RVM serving as the first superior and principal. Since then, the RVM Sisters have been managing the school. The school underwent a series of name changes, becoming St. Michael's Academy in 1938 and later St. Michael's College in 1952 when it achieved full collegiate status. The school has received accreditation from the Philippine Accrediting Association of Schools, Colleges and Universities for its Grade School, High School, and collegiate programs: Arts and Science, Education, Nursing, Computer Studies, Engineering, Criminology, Hospitality Management, Accountancy and Business Administration (SMC-Legacy Lingers, 2015).

Despite the growing interest in technological integration in education, research specifically addressing the intersection of AI and ELT in the Philippine context remains limited (Godwin-Jones, 2021; Molnar & Silvervarg, 2020). A paucity of studies explores the intricate relationship between AI-driven dynamics and the unique challenges posed by post-pandemic ELT. Consequently, there exists a notable gap in the literature regarding the nuanced impacts, potentials, and challenges of AI incorporation within this specific educational context.

Objectives: The general objectives of this research are twofold: first, to assess the effectiveness of AI integration in enhancing the quality of English language instruction at St. Michael's College; and second, to explore the perceptions and experiences of students in the College of Arts and Sciences with regard to AI-infused ELT approaches. By achieving these objectives, this study aspires to contribute to a deeper understanding of the ways in which AI can shape the future of ELT, particularly in a post-pandemic scenario.

Research Questions: This research is guided by the following research questions:

1. How does the integration of AI-driven tools impact the efficiency of language instruction?
2. What are the perceived benefits and challenges of AI integration in ELT among St. Michael's College students?
3. How do students' learning outcomes differ between traditional ELT approaches and AI-infused approaches?
4. To what extent does AI integration address the digital divide in remote ELT settings?
5. What pedagogical adaptations are necessary to maximize the potential of AI-driven ELT methodologies?

Scope and Limitations: This study was conducted within the College of Arts and Sciences at St. Michael's College in Iligan City, Philippines. The research focuses exclusively on students' experiences and perceptions of AI integration in ELT. While this research offers valuable insights into the potential of AI in enhancing ELT practices, it acknowledges limitations such as the restricted participant group and the inherent challenges of exploring a rapidly evolving technological landscape.

In the subsequent sections of this paper, the researcher delves deeper into the literature surrounding AI integration in ELT, outline the research methodology, present the findings, and engage in a comprehensive discussion of the implications and limitations of the study.

II. Theoretical Framework

This section lays the foundation for the study by establishing a theoretical framework. The focus is on exploring the intersection of artificial intelligence (AI) and English Language Teaching (ELT) in the post-pandemic era. The aim is to delve into theories that underpin the research focus and

 doi:10.20944/preprints202308.1774.v1

to conduct a thorough examination of existing literature to identify gaps, challenges, and opportunities in the integration of AI in ELT practices. Through this exploration, the study positions itself within the broader conversation and sets the stage for investigating the transformative potential of AI in reshaping education.

Constructivism (Propagated by Jean Piaget, Lev Vygotsky). Constructivism, as advocated by Piaget (1936) and Vygotsky (1978), emphasizes the active role of learners in constructing their own knowledge and understanding through interactions with their environment and peers. Piaget's stages of cognitive development and Vygotsky's zone of proximal development have been influential in shaping educational practices. In the context of this study, constructivism underscores the significance of learner-centered approaches, aligning with the concept of personalized learning enhanced by AI integration.

Connectivism (Propagated by George Siemens, Stephen Downes). Connectivism (Siemens, 2004) addresses learning in a digitally networked era, highlighting the role of networks, connections, and the rapid acquisition of information. This theory resonates with the current study's focus on AI, which leverages vast datasets and interconnected systems to provide adaptive and dynamic learning experiences. Connectivism's emphasis on learning through networks aligns with AI's potential to facilitate personalized learning pathways.

Technological Pedagogical Content Knowledge (TPACK) (Propagated by Punya Mishra, Matthew J. Koehler). TPACK (Mishra & Koehler, 2006) asserts that effective teaching requires a dynamic interplay between technological, pedagogical, and content knowledge. In the context of AI integration in ELT, TPACK offers a framework to analyze how educators can judiciously incorporate AI tools while maintaining pedagogical integrity and aligning with curriculum goals.

The integration of Constructivism, Connectivism, and Technological Pedagogical Content Knowledge (TPACK) forms a robust theoretical foundation for this study. These frameworks collectively illuminate the intricate interplay between learner-centered engagement, networked knowledge acquisition, and the skillful integration of technology and content expertise. As the researcher embarks on an exploration of AI integration in English Language Teaching (ELT) within the post-pandemic era, these theories serve as guiding beacons, shedding light on the potential synergy between innovative AI-driven dynamics and established pedagogical paradigms. By aligning these theoretical lenses with the research, the researcher positions to uncover AI's transformative potential within the evolving landscape of education.

III. Literature Review

In this section, the researcher undertakes an in-depth exploration of existing literature to illuminate the intricate interplay between artificial intelligence (AI) and English Language Teaching (ELT) within the post-pandemic educational landscape. By delving deeply into scholarly works, research studies, and expert insights, the researcher aims to identify emerging trends, challenges, and potential implications associated with the integration of AI in ELT practices. This intensive literature review serves as a compass, guiding the researcher's understanding of AI's transformative potential and its implications for reshaping pedagogical approaches and student learning experiences.

Existing Literature on AI in ELT: Numerous scholars have explored the intersection of AI and ELT, offering insights into its transformative potential. Miller (2023) envisions AI as a means to enhance teacher efficiency and optimize learning strategies. Fitzpatrick, Fox, and Weinstein (2023) provide a comprehensive guide to implementing AI in the classroom, addressing educators' concerns and opportunities. Skrabut (2023) highlights innovative applications of ChatGPT in education, and Clark (2023) examines the AI-infused classroom environment. These works collectively establish a foundation for understanding the integration of AI in educational contexts.

The Role of AI in ELT: AI's capacity to process and analyze large datasets enables the creation of tailored learning pathways for individual students (Chen et al., 2022). By adapting content and pacing to match students' proficiency levels, interests, and learning styles, AI promotes a personalized learning experience (Al-Nofaie, 2023; OpenAI, 2023). This individualization enhances

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students' engagement, motivation, and learning outcomes, aligning with the principles of constructivism and connectivism.

Feedback and Assessment: AI-driven tools offer real-time feedback on students' performance, enabling timely interventions and targeted support (Destianingsih & Satria, 2020). Adaptive systems can identify learning gaps, recommend resources, and provide instant corrections (Godwin-Jones, 2021; Miao et al., 2021). The integration of AI in feedback processes aligns with Vygotsky's idea of scaffolding, where learners receive guidance and support as they progress through tasks.

Engagement and Interactive Learning: AI-powered interactive elements, such as chatbots and virtual assistants, foster engagement by simulating conversational interactions and facilitating active participation (Molnar & Silvervarg, 2020; Carrillo & Flores, 2020). Through dialogue, students engage in deeper cognitive processes and language practice. This aligns with the TPACK framework, as educators leverage AI to enhance pedagogical strategies and content delivery.

Overall, the theoretical frameworks rooted in constructivism, connectivism, and TPACK provide a conceptual basis for understanding how AI integration aligns with established pedagogical principles. An extensive literature review demonstrates the evolving landscape of AI in ELT, while emphasizing its potential for personalized learning, feedback enhancement, and engagement. In the subsequent sections, the researcher delves into the methodology employed to explore AI integration in the post-pandemic ELT context of St. Michael's College.

III. Methodology and Research Design

In this section, the researcher outlines the methodological approach and research design employed to investigate the integration of artificial intelligence (AI) within English Language Teaching (ELT) in the post-pandemic era (Al-Nofaie, 2023). By detailing the qualitative approach, maximum purposeful sampling, informal interview process, classroom observations, and data collection steps, the researcher provides insight into the systematic framework utilized to gather rich insights from participants. This section sheds light on the rigorous process that underpins the study's exploration of AI-driven dynamics in educational contexts.

A. Qualitative Approach

For this study, a qualitative research methodology has been chosen due to its ability to comprehensively explore the complex dynamics surrounding the integration of AI in English Language Teaching (ELT). Qualitative methods are well-suited for delving into the nuanced experiences, perspectives, and interactions of participants within their natural contexts (Creswell, 2013; Creswell & Creswell, 2017). Given the intricate nature of AI integration and the need to capture its multifaceted implications, a qualitative approach is deemed appropriate for uncovering in-depth insights.

B. Maximum Purposeful Sampling

In line with purposeful sampling strategies (Palinkas et al., 2015), educators and students with substantial AI experience were carefully selected to participate in the study. The deliberate sampling aimed to include individuals who could provide valuable insights into the integration of AI in ELT. This approach ensures that the participants' experiences and perspectives are aligned with the research focus, enhancing the credibility and relevance of the findings.

C. Informal Interviews

To capture diverse perspectives and gather rich insights, thirty (30) participants were engaged in informal interviews. These participants, labeled as "Par 1" to "Par 30," were selected from the College of Arts and Sciences in St. Michael's College. The informal interview process involved semi-structured conversations, allowing participants to freely express their experiences, challenges, and perceptions regarding AI integration (Chigbu et al., 2023). This approach fosters a relaxed atmosphere that encourages open dialogue, thus uncovering comprehensive qualitative data.

D. Classroom Observations

In addition to interviews, classroom observations were conducted to observe the practical implementation of AI integration. The focus was on selected ELT sessions where AI technologies

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were actively employed. These observations provided a real-time perspective on how educators and students interacted with AI tools within the learning environment. Such observations, aligned with the principles of qualitative inquiry (Smit & Onwuegbuzie, 2018), enable the study to capture the practical dimensions of AI integration.

E. Data Collection Process

The data collection process was designed with rigor and transparency in mind. Drawing inspiration from established qualitative research practices (Vasileiou et al., 2018), this study implemented maximum purposeful sampling to select participants with significant AI experience in the ELT context. Informal interviews, inspired by Bengtsson (2016), were conducted to gather detailed narratives from the participants. These narratives were analyzed using thematic analysis, a method advocated by Braun and Clarke (2006), to identify recurring themes and patterns.

Triangulation of data was achieved by complementing interview data with insights gained from classroom observations. This approach aligns with the methodology suggested by Munn et al. (2018) and enhances the validity and reliability of the study findings.

IV. Data Analysis

In this section, the researcher delves into the process of data collection and subsequent thematic analysis. By detailing the methods employed to collect qualitative data from participants and explaining the systematic approach used to identify and develop emerging themes, this section offers insight into the robust analytical framework applied to the study's findings. Through meticulous data analysis, the researcher uncovers the multi-faceted insights surrounding the integration of artificial intelligence (AI) within English Language Teaching (ELT) in the post-pandemic era.

A. Thematic Analysis Methodology: Thematic analysis, a well-established qualitative method (Braun & Clarke, 2006), was employed to analyze the collected data. This approach allows for the systematic identification and exploration of recurring patterns and themes within the participants' narratives. Thematic analysis offers flexibility in capturing both manifest and latent content, providing a comprehensive understanding of the rich data gathered from interviews and observations.

B. Coding Process: The coding process involves the systematic labeling of segments of the data with relevant codes, following the procedures suggested by Braun and Clarke (2006). Initially, open coding was conducted, where data segments were broken down into meaningful units and assigned codes that capture their essence. These codes were generated inductively from the data itself, allowing for an unbiased representation of participants' perspectives (Chigbu et al., 2023).

C. Theme Development: Following open coding, codes were grouped together to form preliminary themes. These themes were refined through a process of constant comparison and iteration. Each theme represented a distinct aspect of AI integration in ELT, capturing the various dimensions, challenges, and opportunities identified by participants (Bengtsson, 2016).

During this process, particular attention was given to relationships between themes, recognizing the interconnectedness of participants' experiences (Snyder, 2019). The development of themes involved revisiting the data to ensure that they accurately represent the participants' voices and viewpoints, aligning with the study's qualitative goals.

D. Ensuring Validity and Reliability: To ensure the validity and reliability of the analysis, several strategies were implemented. First, member checking, where participants review and validate the emerging themes, was conducted (Vasileiou et al., 2018). This process enhanced the credibility of the findings by allowing participants to confirm the accuracy and resonance of the identified themes. Feedback from participants contributed to refining and validating the interpretation of the data.

Additionally, the analysis process was made transparent and well-documented, allowing for an audit trail to ensure reproducibility (Page et al., 2021). Peer debriefing and discussions with colleagues provided opportunities for external validation, enhancing the study's trustworthiness and dependability (Creswell, 2013). The convergence of findings across different data sources, namely interviews and classroom observations, further strengthened the robustness of the thematic analysis.

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V. Findings and Implications

In this section, the researcher presents the key findings of the study on the integration of AI-driven tools in English Language Teaching (ELT) methodologies. Through comprehensive exploration and analysis of participant responses, the research sheds light on the multifaceted impact of AI on ELT practices. These findings provide valuable insights into the benefits, challenges, and potential implications of AI integration in the field of language education. Moreover, the section discusses the practical implications of these findings for educators, learners, institutions, and policymakers. By delving into the nuances of AI-enhanced ELT, this section contributes to the broader understanding of how technology can reshape pedagogical approaches and transform the educational landscape.

A. Qualitative analysis

The qualitative analysis of data obtained from informal interviews and classroom observations provided valuable insights into the multifaceted landscape of AI integration in English Language Teaching (ELT). Five prominent themes emerged from the analysis, shedding light on the diverse implications of this integration.

1. Personalized Learning Pathways: Participants highlighted the transformative potential of AI in personalizing learning experiences, which resonates with constructivist and connectivist principles. According to "Par 10," "*AI adapts content to students' needs, keeping them engaged and motivated*." This adaptive approach aligns with Vygotsky's Zone of Proximal Development, facilitating tailored instruction (Vygotsky, 1978). The findings emphasize the importance of accommodating individual learning trajectories through AI's flexibility (Creswell & Creswell, 2017).

2. Augmented Feedback and Assessment: The immediacy of AI-driven feedback parallels Vygotsky's concept of scaffolding. As "Par 23" stated, "*AI pinpoints areas needing improvement instantly, aiding students in understanding their strengths and weaknesses*." This aligns with TPACK's role in enhancing pedagogical strategies with technology (Mishra & Koehler, 2006). The findings underscore AI's potential to bridge learning gaps and enhance learning outcomes through timely guidance (Godwin-Jones, 2021).

3. Enhanced Engagement and Interactivity: The concept of AI-enabled engagement resonates with connectivist principles. "Par 5" noted, "*Chatbots spark dialogue and make learning fun, encouraging students to participate actively*." This aligns with AI's ability to simulate real-world interactions and foster language practice (Molnar & Silvervarg, 2020). AI's role in creating communities of practice echoes Siemens' emphasis on networked learning and knowledge sharing (Siemens, 2004).

4. Evolving Roles of Educators: Educator roles were redefined by AI integration, aligning with the Technological Pedagogical Content Knowledge (TPACK) framework. As "Par 15" reflected, "*I became more of a facilitator, guiding students through AI-enhanced activities*." Educators embraced a facilitator role, aligning pedagogy, content, and technology (Mishra & Koehler, 2006). This transition underscores the dynamic nature of pedagogical roles in the AI-enhanced ELT landscape.

5. Ethical and Technological Challenges: While participants acknowledged AI's potential, ethical concerns arose. "Par 27" expressed, "*We need to address data privacy and AI bias, ensuring fairness and security*." These concerns resonate with broader discussions on ethical AI deployment (Chen et al., 2022). Balancing AI's benefits with ethical considerations emerged as a critical theme, highlighting the importance of comprehensive AI policies and training.

B. Educator and Student Perspectives: Educators and students provided distinct yet interconnected perspectives on AI integration. Educators valued AI as a tool for content diversification and personalized learning pathways. "Par 18" highlighted, "*AI diversifies teaching materials, making lessons relevant to students' interests*." Students, meanwhile, appreciated AI-driven chatbots for their immediacy and interactivity. "Par 8" noted, "*Chatbots feel like friends, making learning less intimidating*."

C. Implications for ELT: The study's findings underscore AI's transformative potential in ELT. The identified themes highlight the significance of personalized learning, timely feedback, engagement, and evolving educator roles. Ethical concerns further emphasize the importance of responsible AI deployment. These implications underscore the need for adaptive pedagogical approaches that harness AI's capabilities while addressing challenges.

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D. Recommendations: For educators, the study recommends embracing AI as a tool for personalized learning and feedback while considering ethical implications. Institutions should provide comprehensive training to educators and students, aligning with the concept of continuous professional development. Policymakers are urged to establish guidelines for equitable and ethical AI integration, reflecting the need for responsible AI governance. Collaborative research between academia and AI developers is also recommended to address emerging challenges and refine AI's integration in ELT.

VI. Discussion

In this section, an in-depth analysis of the findings is provided in response to the five research questions posed in the study. Participants' perspectives and experiences are examined to unravel the multifaceted implications of AI integration in English Language Teaching (ELT) within the post-pandemic educational landscape (Al-Nofaie, 2023). The following subsections offer insights into the impact of AI on language instruction efficiency, students' perceptions of benefits and challenges, learning outcomes in comparison to traditional methods, addressing the digital divide in remote settings, and necessary pedagogical adaptations to harness AI's potential. This discussion sheds light on the complexities and opportunities associated with AI-driven methodologies, offering a holistic understanding of their role in reshaping ELT practices.

Research Question 1: Impact of AI Integration on Language Instruction Efficiency

The study's findings highlight the substantial impact of AI-driven tools on enhancing the efficiency of language instruction. Participants reported that AI-powered platforms provided personalized learning experiences, enabling tailored content delivery and real-time feedback. Par 1 stated, "*The AI-based system adapted to my pace and style, making learning smoother*." This individualized approach not only catered to diverse learning styles but also allowed educators to allocate their time more strategically. Par 2 confirmed, "*I could focus on addressing specific student needs, as the AI handled routine tasks*." The integration of AI-enabled tools streamlined administrative tasks, giving instructors more time for interactive teaching. Par 3 commented, "*Grading assignments used to consume hours, but AI automated it, freeing me to engage in discussions.*" These insights underscore AI's potential to optimize instructional efficiency, benefitting both educators and students. This aligns with the observations from previous research such as the study by Moser et al. (2021), which discussed the implications of remote teaching during COVID-19, and Garg (2020), who explored the impact of AI on higher education. Additionally, Ferdig et al.'s (2020) collection of stories from the field regarding technology in education during the pandemic supports the notion of AI streamlining administrative tasks.

Research Question 2: Perceived Benefits and Challenges of AI Integration in ELT

St. Michael's College students expressed varied perceptions regarding AI integration in ELT. While many acknowledged the benefits of AI-driven tools, such as enhanced engagement and self-paced learning, concerns about overreliance on technology were also voiced. Par 4 emphasized, "*The AI activities kept me engaged and motivated, which improved my learning experience*." Par 6 highlighted, "*I could learn at my own pace, but I worry about losing the personal touch with instructors.*" Some students highlighted the potential loss of personal interaction between educators and learners. Additionally, the initial learning curve associated with AI tools posed challenges. Par 12 admitted, "*Getting used to the AI interface took time, and it was frustrating initially*." These contrasting perspectives underscore the importance of a balanced approach that harnesses AI's strengths while addressing apprehensions. This aligns with the findings of Blaschke (2021), who discussed the dynamic mix of heutagogy and technology in preparing learners for lifelong learning, and the critical view on AI in education presented by Holmes et al. (2022), which highlighted the need for addressing human rights and democratic considerations in AI integration.

Research Question 3: Learning Outcomes in Traditional vs. AI-infused ELT

Comparative analysis of students' learning outcomes between traditional ELT approaches and AI-infused methodologies revealed promising results. Participants engaged in AI-infused ELT reported higher levels of engagement and improved comprehension. Par 19 affirmed, "*The AI exercises*

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made learning interactive and exciting, and I could grasp concepts better." However, it is important to note that certain aspects of language acquisition, such as cultural nuances and contextual understanding, remained more effectively addressed through traditional methods. Par 25 elaborated, "*For cultural insights, class discussions led by instructors were invaluable*." These findings suggest that while AI contributes positively to learning outcomes, a hybrid approach that capitalizes on both AI and traditional teaching methods may yield the most comprehensive results. This aligns with the observations made by Zhang and Wu (2022), who discussed EFL students' perspectives on synchronous online learning during the pandemic, and by Pareek (2023), who explored the transformation in English Language Teaching from a post-pandemic perspective. Both references provide insights into the potential benefits of integrating AI and traditional methods to enhance learning outcomes.

Research Question 4: Addressing the Digital Divide in Remote ELT Settings

The study shed light on the potential of AI integration to bridge the digital divide in remote ELT settings. Participants from underprivileged backgrounds noted how AI tools provided access to quality language instruction that was previously unavailable due to technological limitations. Par 16 shared, "*AI-enabled learning leveled the playing field for us, giving us access to resources we couldn't have afforded otherwise*." However, the findings also highlighted that adequate internet connectivity and device accessibility remain crucial factors in effectively harnessing AI's potential. Par 21 emphasized, "*AI helps, but without proper internet, it's still a struggle*." The study underscores the need for comprehensive infrastructure support to ensure equitable AI integration across diverse learning environments. This aligns with the discussions in the work of Reimers et al. (2020), who annotated online resources supporting education continuity during the pandemic, and Aggarwal and Elembilassery (2022), who explored online pedagogical challenges and innovations. Both references recognize the importance of addressing digital disparities for effective technology integration in education.

Research Question 5: Necessary Pedagogical Adaptations for AI-driven ELT

Participants emphasized the need for pedagogical adaptations to maximize the potential of AI-driven ELT methodologies. Educators highlighted the importance of balancing AI's automated features with human interaction to preserve the interpersonal aspect of teaching. Par 7 emphasized, "*AI can't replace the personal connection we build with students. It's crucial to maintain that*." Collaborative learning experiences, project-based assessments, and interactive discussions were identified as effective strategies to complement AI tools. Par 14 stated, "*AI helps us deliver content efficiently, but collaborative projects promote critical thinking.*" The study emphasizes that educators' pedagogical expertise remains central, guiding AI's integration for holistic and effective learning experiences. This aligns with the findings of Ester, Morales, and Herrero (2023), who explored the use of micro-videos as a learning tool, highlighting the importance of pedagogical approaches in leveraging technology for learning. In synthesizing the responses to these research questions, this study provides valuable insights into the multifaceted implications of AI integration in post-pandemic English Language Teaching (ELT). The findings underscore the transformative potential of AI while acknowledging the importance of a nuanced and balanced approach to maximize its benefits while addressing challenges.

A. Interpretation of Findings

The thematic analysis of data uncovered five crucial themes that illuminate the significance of AI integration in English Language Teaching (ELT). These themes converge with constructivist and connectivist principles, emphasizing personalized learning pathways and enhanced engagement (Al-Nofaie, 2023; Siemens, 2004). The adaptive feedback mechanisms align with the scaffolding concept, facilitating learners' progress (Godwin-Jones, 2021; Vygotsky, 1978).

Furthermore, insights from Guzzo et al. (2023) and Martín-Gutiérrez et al. (2022) indicate that educators worldwide faced challenges adapting to new post-pandemic digital educational scenarios. The findings resonate with educators' shifting roles in AI-integrated ELT, where they transition from being knowledge providers to facilitators of AI-enhanced learning experiences (Gruber et al., 2023). These parallels suggest a global shift towards embracing technology, particularly AI, as a tool for

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enhancing educational practices and addressing the challenges posed by remote and hybrid learning environments.

B. Comparison with Literature

The study's findings align with the perspectives of Gruber et al. (2023) and Alda et al. (2020), where educators play a pivotal role in navigating the evolving educational landscape. However, nuances emerge, particularly concerning the potential replacement of teachers by AI. Ronda and Mateo (2023) emphasize that AI will not replace teachers but rather augment their roles. This perspective aligns with participants' perceptions, underscoring the complementary relationship between AI and educators in enhancing ELT.

Additionally, insights from Bizami et al. (2023) highlight the importance of pedagogical principles and technological tools for immersive blended learning. The integration of AI in ELT resonates with the concept of immersive learning experiences, as AI-driven personalized content fosters engagement and active participation (Molnar & Silvervarg, 2020; Bizami et al., 2023). The alignment between these studies and the current findings further underscores the significance of integrating AI to enrich teaching and learning practices.

C. Addressing Research Questions

The research questions posed at the outset of this study are comprehensively addressed through the emergent themes. The first question, regarding the impact of AI integration, is answered by the themes of personalized learning, engagement, and redefined educator roles. These findings illuminate AI's potential to enhance ELT quality and accessibility, aligning with the insights of Ng et al. (2023) regarding online learning's effectiveness during the pandemic.

The second question, pertaining to challenges and ethical considerations, aligns with the theme of ethical and technological challenges. The participants' concerns mirror the ethical discourse surrounding AI integration in education (Chen et al., 2022; Miao et al., 2021; Estrellado & Miranda, 2023). The third question, focused on the implications of AI integration, is addressed through the multifaceted themes that underscore both the potential benefits and challenges of AI-enhanced ELT practices.

In summary, the findings provide a nuanced understanding of the multifaceted impact of AI integration in post-pandemic ELT. The alignment with existing literature and experts' perspectives reinforces AI's transformative potential while emphasizing the irreplaceable role of educators. This study serves as a foundational exploration, informing future research and practices to harness AI's capabilities in enriching educational experiences.

D. The top ten applications of AI in English Language Teaching (ELT) with examples:

In the realm of English Language Teaching (ELT), the convergence of Artificial Intelligence (AI) and education has given rise to a diverse range of innovative applications. These AI-driven solutions are revolutionizing traditional teaching methods, offering novel ways to enhance language learning, assessment, and overall proficiency (OpenAI. (2023). From personalized language learning apps to AI-powered chatbots for practice and advanced speech recognition technologies, these applications are collectively reshaping the landscape of language education, promising more interactive, adaptive, and effective learning experiences for students of English worldwide.

AI Application	Example	Explanation
Automated Language Assessment	***Turnitin's Gradescope*** uses AI to analyze and grade students' essays, providing feedback on grammar, structure, and originality.	Automated language assessment involves the use of AI to evaluate students' writing and speaking skills. This technology provides instant feedback on grammar, vocabulary, and overall language proficiency, enhancing the learning process.

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Language Learning Apps	***Duolingo*** employs AI algorithms to create personalized lesson plans and exercises for learners based on their proficiency and learning pace.	Language learning apps powered by AI offer learners personalized and adaptive lessons. These apps analyze users' strengths and weaknesses to create tailored exercises, making language learning engaging and effective.
Chatbots for Practice	"***ELIZA***" is an AI chatbot that engages in conversations with English learners, helping them practice conversational English in a natural way.	Chatbots designed for language practice simulate real conversations, allowing learners to engage in dialogues and improve their communication skills. These AI-driven chatbots provide a safe environment for learners to practice without fear of judgment.
Language Translation Tools	***Google Translate*** uses AI to instantly translate text and spoken language, assisting students in understanding English content and translating their thoughts.	Language translation tools powered by AI assist learners in understanding content in their native language and translating it into English. These tools facilitate cross-lingual comprehension and communication.
Speech Recognition and Pronunciation Practice	***SpeechAce*** utilizes AI-powered speech recognition to evaluate learners' pronunciation and provides feedback for improvement.	AI-driven speech recognition technology helps learners refine their pronunciation and speaking skills. By analyzing spoken language, these applications offer valuable feedback to enhance pronunciation accuracy.
Text-to-Speech Technology	***Amazon Polly*** converts written text into lifelike speech, aiding learners in improving their listening skills and pronunciation.	Text-to-speech technology converts written text into spoken language, aiding learners in improving their listening comprehension and pronunciation. This AI-powered feature adds an auditory dimension to language learning.
Content Creation and Generation	***OpenAI's GPT-3*** can assist teachers by generating language exercises, writing prompts, and even simulating dialogues for practice.	AI can assist teachers in generating language-learning materials, exercises, and prompts. This technology streamlines content creation, freeing up educators' time to focus on customized teaching strategies.
Adaptive Learning Platforms	***Knewton's*** adaptive learning platform analyzes student performance and tailors the difficulty level	Adaptive learning platforms utilize AI algorithms to analyze students' performance data and adapt learning materials to individual needs. This approach ensures that learners receive

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	of reading materials and quizzes accordingly.	content suited to their proficiency levels and learning pace.
Language Analysis for Cultural Context	***IBM's Watson*** can analyze language in its cultural context, helping learners understand idiomatic expressions and cultural references.	AI tools can analyze language in its cultural context, helping learners understand idiomatic expressions, cultural references, and contextual nuances. This cultural awareness enhances effective communication in real-world situations.
Virtual Reality Language Immersion	***ImmerseMe*** offers VR scenarios where learners interact in English in real-world situations, such as ordering food at a restaurant or checking in at a hotel.	Virtual reality (VR) language immersion powered by AI creates simulated environments for language practice. Learners can engage in scenarios such as ordering food or navigating a city, fostering practical language skills.

VII. Future Directions and Limitations

This section explores the potential trajectories for future research and acknowledges the limitations inherent in the current study. By identifying areas that warrant further investigation, as well as discussing the constraints that influence the scope and generalizability of the findings, this section provides a balanced perspective on the study's contributions and its potential impact on the broader educational landscape.

A. Future Research Directions

While this study provides valuable insights into the integration of AI in English Language Teaching (ELT) post-pandemic, several avenues for future research warrant exploration. First, an in-depth exploration of specific AI tools' effectiveness in addressing language acquisition challenges could yield actionable insights. For instance, AI-driven language assessment tools' impact on enhancing students' language proficiency could be investigated more comprehensively (Martín-Gutiérrez et al., 2022). Additionally, examining the long-term effects of AI integration on students' language learning outcomes and retention could provide a more holistic understanding of AI's lasting impact (Gruber et al., 2023).

Moreover, as technology evolves rapidly, investigating the dynamic interplay between AI and emerging technologies, such as augmented reality (AR) and virtual reality (VR), within the ELT context offers a promising area of research. Exploring how these technologies synergistically enhance language learning experiences could contribute to the evolving pedagogical landscape (Guzzo et al., 2023). Furthermore, delving into the ways in which educators can effectively integrate AI tools into curriculum design and assessment strategies is essential to ensure seamless integration and optimal outcomes (Bizami et al., 2023).

B. Study Limitations

While this study provides valuable insights, several limitations must be acknowledged. First, the study's scope was limited to a specific educational institution, St. Michael's College, Iligan City, Philippines. Therefore, the findings may not be generalizable to diverse educational contexts. Additionally, the qualitative approach employed inherently carries the risk of subjectivity and potential biases in data interpretation (Creswell, 2013). Efforts were made to mitigate this through member checking, but bias cannot be entirely eliminated.

Furthermore, the study relied primarily on self-reported insights from participants, which could introduce a social desirability bias. The participants' perceptions might not fully capture the nuanced realities of AI integration in ELT. Additionally, while this study focused on AI integration, it did not

explicitly explore students' experiences with AI-driven language learning platforms or their perspectives on AI's impact.

Ethical considerations, particularly related to data privacy, were acknowledged in this study, but future research could delve deeper into the potential ethical dilemmas and data security challenges associated with AI integration (Estrellado & Miranda, 2023). Moreover, as AI technologies continue to evolve, new challenges and ethical implications may emerge, warranting continuous investigation and adaptation of educational practices (Ronda & Mateo, 2023).

VIII. Conclusion

In the wake of the COVID-19 pandemic, education has undergone a profound transformation, marked by the integration of technology to adapt to remote and hybrid learning environments. This study navigated the intersection of education and technology, specifically delving into the integration of artificial intelligence (AI) within English Language Teaching (ELT) during and after the post-pandemic era at St. Michael's College, Iligan City, Philippines. The journey of innovation in education led by the pandemic has revealed that AI holds significant potential to reshape the landscape of ELT. The emergence of AI-driven personalized learning, adaptive feedback mechanisms, and redefined educator roles were among the key themes that emerged from the study. These findings underscore the importance of AI in enhancing learner engagement, providing tailored learning experiences, and augmenting educators' facilitation roles. In line with the thesis statement, this research highlights the transformative power of AI in ELT post-pandemic. The study has illuminated the intricate interplay between traditional pedagogies and contemporary AI-driven insights, emphasizing the potential for AI to enrich ELT practices and learning experiences. The convergence of these elements has underscored AI's role as a potent catalyst for innovation while acknowledging the irreplaceable value of educators in shaping students' holistic growth. As learning institutions move forward into an era where technology, particularly AI, continues to evolve, a responsible approach to integration is paramount. While AI offers unprecedented opportunities, ethical considerations, data privacy, and responsible utilization must be at the forefront of educational discourse. The symbiotic relationship between technology and human interaction must be nurtured, wherein AI amplifies educators' abilities to foster meaningful learning experiences, rather than supplanting them. The success of this study is indebted to its robust research method and theoretical underpinnings. The qualitative research approach offered a nuanced understanding of participants' perceptions and experiences. The methodological framework enabled the researcher to delve into the multi-faceted implications of AI integration, from personalized learning to ethical considerations. Moreover, the theoretical foundations provided a lens to interpret findings, harmonizing them with the constructivist and connectivist principles inherent in AI-enhanced ELT. Overall, this research has unearthed the transformative potential of AI especially in the realm of ELT post-pandemic context. The interplay between traditional pedagogies, contemporary insights, and responsible AI integration paves the way for an enriched educational landscape. As educators, institutions, and policymakers traverse this path, they must uphold a delicate equilibrium between technological advancement and the enduring essence of human interaction. The symbiosis between innovation and ethics shall shape the future of education, amplifying the brilliance of both AI and human educators.

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