
A Conceptual Review: Transformation of English Language Teaching with AI Chatbots

Vaasala Kaliappa¹, Krishnavehni Gopal²

¹ *General Studies Unit, Arau Community College, Arau, Perlis, Malaysia*
E-mail: vaasala@staf.kkarau.edu.my

² *General Studies Unit, Sungai Petani Community College, Sungai Petani, Kedah, Malaysia*
E-mail: krishnavehni.gopal@gmail.com

Abstract

Technological developments have opened a path to innovation and integration of various pedagogical tools within the ELT field. Among these emerging tools that are beginning to take a strong hold in ELT domain is Artificial Intelligent (AI) chatbots. The aim of this conceptual paper is to examine pedagogical implications of AI chatbots in English Language Teaching (ELT) context. The discussion is grounded in frameworks including Constructivist theory, Self-determination theory (SDT), Interaction hypothesis, and Communicative language teaching (CLT) that serve as theoretical support for implementing AI chatbots in ELT settings. As per the findings, use of AI chatbots in ELT can improve learners' core language abilities, particularly speaking and writing. There are limited empirical data to support benefit of AI chatbot implementation on other language skills such as reading, listening, and vocabulary development. In addition, learners' engagement level and motivation toward language learning increased while language anxiety reduces when English language teachers integrate AI chatbots in their classroom. Other than that, the ease of AI chatbots accessibility promotes learner autonomy through self-paced and independent practice sessions. Despite the benefits AI chatbots have on English language learning, the findings emphasise the need for careful pedagogical integration to prevent overreliance on the support provided by AI chatbots and at the same time preserve critical thinking. Overall, this study systematically positions AI chatbots as an important pedagogical tool in ELT context that could transform ELT practices when implemented within structured and theory-driven instructional designs.

Keywords: Artificial Intelligent (AI); chatbots; English; English Language Teaching (ELT)
