

DEVELOPING INDIVIDUALIZED APPROACHES TO ENGLISH LANGUAGE TEACHING THROUGH ARTIFICIAL INTELLIGENCE

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Annotation: Artificial intelligence (AI) is becoming an important part of modern education and is creating new opportunities for foreign language learning. Traditional English classes often provide the same materials and tasks to all students, although learners have different language levels, interests, learning needs, and learning speeds. AI tools can help teachers provide more individualized learning through personalized tasks, explanations, feedback, and additional practice. This thesis discusses the role of artificial intelligence in developing individualized approaches to English language teaching. Particular attention is given to speaking, writing, vocabulary, grammar, and independent learning. The use of AI can make language learning more flexible and accessible, but it also requires teacher guidance and responsible use. The thesis concludes that AI should be used as a supporting tool that strengthens the work of teachers and gives learners more opportunities for individual practice.

Keywords: *artificial intelligence, English language teaching, individualized learning, personalized learning, digital education, language learning, AI tools, learner autonomy.*

Introduction

The rapid development of digital technologies has changed many areas of human life, including education. In recent years, artificial intelligence has become one of the most widely discussed technologies in teaching and learning. AI-based tools can generate texts, explain language rules, create exercises, provide feedback, and support communication practice. These opportunities are especially useful in foreign language education.

English language classes often include students with different levels of knowledge. For example, one student may have strong grammar skills but weak speaking skills, while another may have good speaking ability but limited vocabulary. In a traditional classroom, it can be difficult for a teacher to provide individual support to every learner because of limited time and large groups.

Individualized learning can help solve this problem. It allows learning activities to be adapted to the needs, abilities, interests, and goals of individual learners. Artificial intelligence can support this process by creating different tasks for different learners and providing immediate feedback.

The Role of Artificial Intelligence in Individualized English Learning

AI can provide learners with learning materials that correspond to their language level. For example, a student at A2 level can receive simple explanations and short exercises, while a B2 or C1 learner can work with more complex texts, academic vocabulary, and advanced grammar.

One of the main advantages of AI is its ability to produce different types of learning activities quickly. Teachers can use AI tools to create vocabulary exercises, grammar tasks, dialogue activities, role plays, reading questions, and writing prompts. These materials can be changed according to students' needs.

AI can also support self-study. Learners do not always have to wait for the next classroom lesson to ask questions or practise English. They can use AI tools to receive explanations and additional exercises outside the classroom. This can increase learner autonomy and encourage students to take greater responsibility for their own learning.

AI and Speaking Skills

Speaking is one of the most important but also challenging areas of English language learning. Students need regular opportunities to speak, but classroom time is often limited.

AI-based conversation tools can provide additional speaking practice. Learners can ask questions, answer questions, describe situations, and take part in role plays. For example, an AI tool can simulate a job interview, a hotel conversation, a university discussion, or a doctor-patient interaction.

Such activities can help learners practise vocabulary and sentence structures in meaningful contexts. They can also reduce the fear of making mistakes because learners can practise privately before communicating with other people.

However, AI cannot completely replace real human communication. Interaction with teachers and classmates is still important because communication involves emotions, social relationships, body language, and unexpected responses.

AI and Writing Skills

Artificial intelligence can also support the development of writing skills. Learners can use AI tools to receive feedback on grammar, vocabulary, sentence structure, and organization.

For example, a student can write a short paragraph and ask an AI tool to identify mistakes and explain them. The student can then rewrite the paragraph and compare the two versions. This process can help learners understand their weaknesses.

At the same time, students should not simply copy texts produced by AI. The main purpose of using AI should be learning and improvement rather than replacing the learner's own work. Therefore, teachers should provide clear instructions about responsible AI use and academic honesty.

AI and Vocabulary Development

Vocabulary is another area in which AI can support individualized learning. Learners can ask AI tools to provide definitions, synonyms, antonyms, example sentences, collocations, and short dialogues.

AI can also create vocabulary quizzes according to a student's level. For example, learners who have difficulty remembering academic vocabulary can receive additional exercises using the same words in different contexts.

This approach can make vocabulary learning more active. Instead of simply memorizing word lists, students can use new words in sentences, questions, dialogues, and real-life situations.

AI and Learner Autonomy

One of the important aims of modern education is to develop autonomous learners. Learner autonomy means that students can take responsibility for planning, monitoring, and improving their own learning.

AI can support this process by giving students opportunities to practise independently. Learners can identify their weaknesses, request additional explanations, and practise difficult areas without always depending on the teacher.

However, autonomy does not mean learning without teachers. Teachers remain important because they can guide students, check progress, select appropriate materials, and help learners use technology effectively.

Challenges of AI Use in English Language Teaching

Despite its advantages, AI also creates several challenges. First, AI-generated information may sometimes be incorrect. Learners therefore need to check important information using reliable sources.

Second, excessive use of AI may reduce independent thinking. If students ask AI to complete every task, they may not develop the ability to solve problems themselves.

Third, academic integrity is an important issue. Students should understand the difference between using AI for learning support and submitting AI-generated work as their own.

Data privacy is another concern. Educational institutions and teachers should be careful about the type of personal information learners provide to AI systems.

For these reasons, AI should be integrated into English language teaching carefully and with clear educational goals.

Conclusion

Artificial intelligence provides new opportunities for developing individualized approaches to English language teaching. It can help teachers create differentiated tasks and allow learners to receive additional practice in speaking, writing, grammar, vocabulary, and reading.

The main value of AI is not simply its ability to generate educational content but its potential to support learners according to their individual needs. It can make learning more flexible and provide students with opportunities for independent practice.

Nevertheless, AI should not replace teachers or real communication. Successful AI-supported language learning requires teacher guidance, responsible use, critical thinking, and a clear balance between technology and human interaction.

The further development of AI in English language education should therefore focus on creating a balanced learning environment in which technology supports teachers and gives learners more opportunities to become independent and active users of English.

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