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N Polraj Alias Goutham
Research Scholar, Department of English, School of Liberal Arts and Special Education, Kalasalingam Academy of Research and Education, Krishnankovil, Virudhunagar, Tamil Nadu, India

Dr. K Gurusamy
Associate Professor, Department of English, School of Liberal Arts and Special Education, Kalasalingam Academy of Research and Education, Krishnankovil, Virudhunagar, Tamil Nadu, India

Corresponding Author:
N Polraj Alias Goutham
Research Scholar, Department of English, School of Liberal Arts and Special Education, Kalasalingam Academy of Research and Education, Krishnankovil, Virudhunagar, Tamil Nadu, India

Tailoring the future of instruction: The evolving role of digital Tutors and human education in English language teaching

N Polraj Alias Goutham and K Gurusamy

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Abstract
This Paper talks about the evolution of Artificial Intelligence and human teaching methods. This explores the teaching methods and the development of teaching in this digital era. This paper talks about the pros and cons of Artificial intelligence and traditional teaching methods. The classroom is not only engaged with walls and blackboards. It is inadequate for the digital tools in this digital era. On one side, there is Artificial Intelligence filled with personalized learning at lightning speed, and on the other side, there is the presence of a Human educator where the learner needs a pause and a push. This paper expands on two variables: The *Binary Code* and the *Instruction Code***.** It talks about the Limitations, not just the capabilities. The futurist classroom does not depend upon the Binary Code or the Instruction code; it depends upon the peace and the livelihood of the school it creates.

Keywords: Binary code, instruction code, Digital Era**,** Artificial Intelligence

Introduction

English Language Teaching (ELT) has undergone various transformations in the digital era. From the Traditional method of learning, Textbook Learning, and classroom interaction, ELT has been anchored in instruction code teaching. However, the emergence of Digital tools shifted everything from the conventional model towards a more fluid, hybrid model, and it changes the overall technological-enhanced instructional ecosystem. The emergence of Artificial Intelligence (AI) and digital tutors has redefined the Boundaries of learning. These tools speed up real-time, data-informed instruction, and they offer personalized learning. The throttle of Artificial Intelligence has led to its integration in the field of ELT. It develops autonomous learning, enabling the learners to engage with the native language acquisition at their own pace. It also develops the usage of its terms in the native language across multiple contexts, both formally and informally. "*AI can readily tackle administrative duties such as grading, which alleviates the workload on educators* (Hlaing Htake Khaung Tin,2025)." In his paper, he talks about Artificial intelligence that can help educators. It helps to reduce the workload of the educators. In Analogous, Human educators' roles are in redemption; they need to travel with Artificial Intelligence. The contemporary language educator needs to be an enhanced mediator and an Architect of personalized experiences. Human educators stay essential, ethical, and interpersonal dimensions of learning attributed to the digital systems. Empathy, real-time assessment, and cultural sensitivity remain the core skills of educators. (Frost et al. 2025) In which Artificial Intelligence fails. Even though it was filled with so much data, Artificial intelligence can fail, "*Hallucination of facts*." A perfect example of this is "*Citing a research paper that does not exist, it gives the wrong author of facts."* The primary purpose of this is to explore and critically analyze the emergence of the instructional landscape of *English Language Teaching (ELT)* in the development of rapid technological advancements, especially the digital tools. This study focuses on how digital tutors are reshaping language and how the role of educators is being redefined in the face of technology. The review assesses the effectiveness of teaching, learners' engagement, emotional intelligence, and ethics of both instructional methods. Additionally, the review aims to offer a layered perspective that moves beyond the binary of Intelligence and educators to make it a blended model.

This future-centered classroom is both human–led and human–led teaching. This study focuses on scholarly studies, peer-reviewed research published between 2018-2025, the use of Artificial Intelligence (Digital Tutors) and traditional teaching methods in ELT, forming various geographical regions. cross-cultural-cross- cultural perspective on instructional practices.

This Paper investigates how the dual transformation, the rise of AI Tutors and the redemption of human teachers' roles, is shaping the contemporary English language instruction. It argues that it will not look like a framework that will replace the educators with technology, but rather to integrate both within a coherent and learner-centered model of contemporary ELT.

1. How are the digital tutors (AI) currently being integrated into English Language teaching (ELT) environments across diverse educational scenarios?
2. How has the role of educators developed in response to the integration of Artificial Intelligence in the ELT platform?
3. What are the benefits and provocations of embracing a blended instructional model that combines digital tutors and educators?

The Rise of Digital Tutors in ELT

Evolution of AI and Tools in Language Learning

The combined approach of Artificial Intelligence in language learning has undergone a significant transformation, progressing from basics to intelligent, adaptive platforms that personalize instruction. In the early stage, digital tools focused on grammar and focused on vocabulary correction. But in the contemporary world, the enhancement of AI (Digital Tools) focuses on language learning environments. The Study by Chen (2020) [15], Artificial Intelligence in education now forms Intelligent Tutoring Systems (ITS), automated assessments, data–driven personality, enabling the learners to get immediate targeted feedback. Artificial tools like ChatGPT, Grammarly, and Duolingo make this shift happen. It acts as an interactive platform that provokes a human approach to adjust the user's ability.

Granic, 2025, and Wang, 2025 [14, 19], their study talks enhance that Artificial Intelligence develops the teaching quality in the way of student motivation and amplifying ability through the AI-TPACK (Technological knowledge, Pedagogical Knowledge, Content Knowledge) framework. Additionally, Nguyen's (2023) [16] study categorizes the Artificial Intelligence role in language learning into the way of guidance, learner support, and helping. It shows how the platforms are united in the identification of the learner's risk and recommends personalized actions. Selvi's (2024) study also discusses the generative AI tools gradually increase academic writing fluency and develop coherence among ESL Learners, though he warns against the overdependence on AI Tools. Overall, these studies explain that Artificial Intelligence is not a supplementary tool but a transformative force; it transforms the ambit of the language by blending efficiency with personalization.

Table 1: Stages in Language Learning Supported by AI Tools and Their Instructional Impact

Period	AI Tools Used	Usage	Comment	Author
Prewriting	Chat GPT, Jasper AI, Notion AI	Idea generation, Topic suggestions	Reduces planning time, improves idea generation	Selvi (2024)
Drafting	Grammarly, Quill Bot, Word tune	Real-time grammar checks, Sentence construction	Enhance accuracy, improve sentence variety	Zhoa & Lai (2023)
Revising	Grammarly Premium, Hemingway App	Clarity development, tone detection, and style feedback	Polishes the final draft, increases linguistic awareness	Selvi (2024)

Types of Digital Tutors

Recent research has come out with several types of digital tutors that shape the contemporary English language learner's domain. Shahid's (2023) study investigates the role of ChatGPT as a language tutor, which brings out the strength in providing an instant answer. Prabu (2024) and Ward (2024) their study, underlined this AI's function in supporting the academic habits, and it also strengthens the Learner's self–directed study. Their study focuses on the Artificial Tools like "Grammarly" and Artificial Intelligence writing assistants. By contrast, the study done by Koraishi & Karatepe (2025) analyzed that AI–based summaries reveal their structure, and it also warned that it is against the absence of refinement. The study done by Wah & Daud (2025) and Tin (2025) comes out with the result of early learners and general studies promoted from AI Platforms' engagement and approachability; they still respect and value the effectiveness of human teachers. All the findings support the view of digital tutors. Artificial Intelligence serves as a Learning assistant for maximum effectiveness.

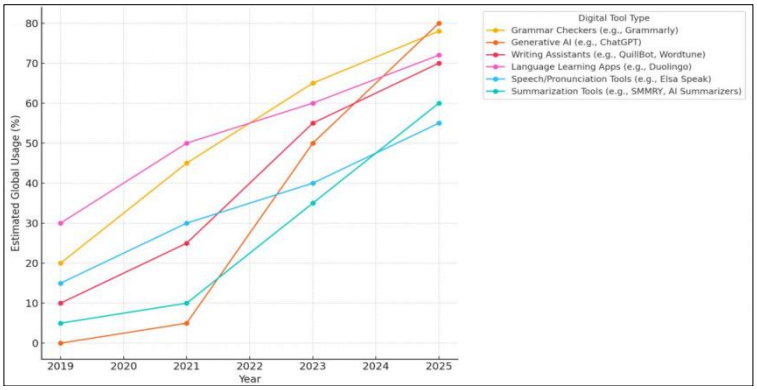

Fig 1: The Above figure shows the "Growth in the Adaptation of Digital Tools in Language Learning (2019 – 2025)"

Principal Findings from the observation:

1. AI Tools show the Fastest development.
2. Grammar checks are consistent.
3. Writing assistants are rapidly improving.
4. Language Learning Apps hold a permanent place.
5. Shift towards multitool places.

Case Studies and Global Examples of Digital Tutors in ELT

The practical and present scenarios the digital tutors across the global ELT context of model technology mixture from Artificial intelligence writing tools to multimodal storytelling fixtures. The following studies underscore how there are different regions, and different learners have engaged in to support language learning.

Kohnke, Moorhouse, and Zou (202bringir study bring out the need for professional institutional policies to grapple with Artificial Intelligence. They conducted a Qualitative study at a Hong Kong university. The findings of the study warned optimistic attitude among educators who saw the value in Artificial Intelligence for improving planning and learner personalization. Gordon Alley – Young (2017) conducted a study based on students' classrooms in Brooklyn, New York the participants involving ESL learners. Learners are creating digital videos using mobile apps and voice guidance. This practice allowed the learners to reflect on their identity, culture, and academics. This study brings out how human mentorship is collaborated with digital technology. It can boost creativity, learner agency in multidimensional content.

Lin (2025) his study planted a pedagogical framework called "IDEA" (Interpret, Design, evaluate, Articulate), which integrated AI tools in the form of a digital medium in the projects of higher school classrooms. Students used AI for various supports including multilingual support, used for content generation, and visual generation. The results showed gradual improvement in motivation and structural accuracy in writing. The study also exemplifies how Artificial Intelligence develops student-centered ELT.

Ray (2023) conducted a detailed overview of India's surveyed ChatGPT applications in the field of education. His paper talks through the limitations and capacity to create structured responses, correct usage providers, and support instantly. Recognizing the adaptive power, Ray focused on ethical dilemmas like "Misuse, Plagiarism." This review also supports the development of Global Technology and the need for digital literacy tools.

Emotional Intelligence and Empathy

Emotional intelligence permits the educators to find when the learner is struggling, anxious, respond and motivational support, adaptive instruction. These obstructions either require explanation or are crucial for going into a flow of learner self-confidence and determination. The study by Tin (2025) brings out that the students who engaged with the Artificial Intelligence tutors experienced feelings of loss and emotional encouragement, and classroom affability. These results underscore the limitations of Artificial Intelligence in promoting meaningful learner-educator relationships.

Humanistic Element of Teaching

Humanistic teaching identifies the respect for the learner's uniqueness, it encourages self–expression, and it also promotes self-respect and growth. Educators go through this approach and recognize the learners not as inactive recipients of knowledge and information, but as evolving individuals created by their identities and experiences. This highlights sharply with the Artificial Intelligence-based instruction, which advances in personalization, it stays mechanistic and lacks the understanding of learners' emotional and cultural needs.

The study done by Rich (2025) talks about the teaching in the era of Artificial Intelligence not only focuses on the content delivery, but it also focuses on the meaningful relationship, critical awareness. Human teachers offer moral guidance, cultural sensitivity, and encouragement. These are programmable. This view becomes vital when it comes to teaching in the ELT context.

In addition, the human teaching element permits the teacher to renew the instruction, not just mentally, but empathetic understanding of when to challenge a learner and when to provide guidance. Human teachers bring out life experiences, obstacles that boost the learning environment, making classrooms safe places for exploration of knowledge. Improving tools improves to assist with the writing of humanism, the human's an educator stays an ethical and emotional humanitarianism. Humanism is rooted in care and relations. This, empathy, this ensures education remains not efficient, but deeply compassionate.

Cultural Competence and Contextual Sensitivity

In the region of English Language Teaching (ELT), cultural ability and contextual sensitivity are important for providing instruction for both effective and comprehensive. Human educators bring out a deep and clear understanding of learners' cultural, linguistic, and social backgrounds. Periodically, Artificial Intelligence systems, no matter how advanced, are yet to be mastered. Although AI tutors may super in grammar correction and in vocabulary expansion, they lack in cultural fluency where the learner wants to address the whole world in terms of socio-political realities.

The divergence underscores the study led by Lin (2025), which talks about the high school students in Hong Kong united with AI tools to support intermediate composition tasks. The analysts noted that even AI assisted with linguistic structure, learners still depend on human teacher guidance and support for investigating the cultural symbols, personal description, and implications. The educators played a crucial role in setting cultural layers that Artificial Intelligence could not detect.

Closely, the study conducted by Gordon Alley–Young (2017) explains the usage of the digital video creation. How do the learners reflect their cultural identities and day-to-day realities? Although technology works as a tool for expression, it was the teacher's assistance that switched on the learners to connect with their lived experiences to academic discussion. The study underscores that cultural sensitivity was united in how teacher guidance is reflected, rather than in tools. Especially, AI-focused studies and cultural limitations are obvious. Kohnke, Moorhouse and Zou (2023) their study comes out with a result of cultural responsibility that cannot be computerized. Although Provides are a powerful enhancement tool, the educator's cultural humility is the technical task into a learning event.

Hybrid Models of Instruction: Toward an Integrated View

As Artificial Intelligence develops to grow bigger within the learning landscape, the future of English Language Teaching (ELT) is getting stronger and is being enhanced by the composite instructional models. It approaches that it unites the strengths of both digital tutors and educators. Relatively viewing AI and educators as conflicting models, scholars and experts now underscore a combined model that influences AI's efficiency and its personalization with emotional intelligence, ethical reasoning.

This combined view is supported by Wang (2025) [19], who uses the AI-TPACK Framework to illustrate how the quality of teaching improves when educators use the Artificial Intelligence tools. Artificial intelligence can work in Grammar checks, structure for writing, and vocabulary enhancement. On the other side, Educators can enable classroom conversations, cultural interpretations, and they can develop critical thinking. The study by Wang (2025) [19] brings out a result that Artificial intelligence does not replace educators but enlarges their instruction closely. Lin's (2025) study talks about the IDEA framework that shows how AI can be used in a useful method. However, their observations come out with a result that integration is considered by the educator to be meaningful. Without the guidance of the educator, learners are still struggling.

The study by Qureshi (2024) defines a Collaborative Human AI education, which is where the digital tutors enhance the educators by grasping tasks, and it provides personalized learning. Educators maintain the power over emotional attachment, feedback quality, and ethical boundaries. This range, with the view of Chen (2020) [15], his study suggests Artificial Intelligence is most immersive when immersed inside a human instructional ecosystem, not as self-contained.

Table 2: The above table is about the Compressed educator-led instruction, AI-led AI led instruction, and mixed instruction in English Language Teaching (ELT)

Instruction Model	Strength	Limitations	Educator-led
Educator-predator led Instruction	Emotional Intelligence, critical thinking	Slow feedback, Subjective bias	Deep disc intercultural education AI-Led
AI-Led Instruction	Speed, instant feedback	Lack of emotional content, limited cultural understanding	Improves Writing, vocabulary enhancement
Mixed Instruction	Mixture of personalization and critical thinking	In need of specialized teachers and surroundings	Flipped classrooms, ESL writing

Blended learning techniques in English Language Teaching (ELT)

The blended learning approach is the approach where the educator and Artificial Intelligence combine in the field of teaching. It changes the surroundings of the learner, and it gives both physical and virtual space to the blended learning method, enabling the ELT learners to enhance their skills. There are various models in the blended learning technique, among them, common methods are the Flipped Classroom, Flex model, which offers different balances of online and offline. In the study conducted by WanAI-enhanced instruction is good when it is guided by an educator's framework like "AI-TPACK," it improves the teaching standard of the educators, increases personalized learner motivation. Although the educator stays central in enhancing the ethical usage of the AI Tools and supporting emotionally.

On the other side, Lin et al. (2025) evidenced how Artificial Intelligence, combined with inter-modal projects, supports various learners in expressing their identities. Their study finds the irreplaceable place of educators in content creation and cultural interpretation. Overall, blended learning is not a solution; it is an impact teaching technique that boosts both the educators and the learners. By mixing the educators with digital intelligence, ELT can provide flexible instruction that prepares the learner for real-world communication in the Digital Era.

AI-Assisted Teaching: A Transformation

Assisted teaching develops a shift in education, it offers education, offers personalization, and data instruction accesses the individual learner's data; it predicts the performance. When it comes to English Language Teaching (ELT), AI tools like Grammarly, Elsa and Busa, and ChatGPT. It provides results and conversational practice; it enhances both writing and speaking. This educational and e-learning provides an improvement in the classrooms.

Global Examples and Local Applications

Case studies from various explanations explain the pathways of the digital rs and how Artificial Intelligence takes part in the field of teaching. Especially from the studies from the countries "Hong Kong, Pakistan, Myanmar," explains the adoption method of Artificial Intelligence. The study by Ray explains the Artificial Tits growth, at GPT, growing, and the worldwide use of it. His focuses on academic writing; it is for exam preparation. Even though he warns for the ethical usage of it in the way of avoiding the risk of plagiarism, on the other hand the studies done by Lin et al (2025) and Alley-Young (2017) they comes up with the result of how the educator is important and the use of digital tools with the help of the digital tools they are getting a good result its more meaningful, and culturally responsible in learning experiences.

Literature Review

Education has faced various changes and many major shifts throughout the past years and centuries. It created a new path for developing a new way of learning. This section reviews the studies on digital tools (AI) and Human teaching. The study done by Kohn and Ke, Moorhouse, and Zou (2023) Hong Kong focuses on the university English preparation to combine with Artificial Intelligence tools. They come out with the result that many educators had drawbacks in instructional training and in the use of Artificial Tools in the field of teaching. Prioritizes the usage of AI Tools and the importance of the digital compact. Ray (2023) conducted a study on ChatGPT. It is about the importance of Artificial tools. It comes out with the result that, without the educator, even though the AI tool provides

a multilingual view, his study comes out with the importance of the educator. The study by Wah Kok Cha and Paridah Daud (2025) highlights the importance of AI Technologies in giving personalized reading, and it also provides real-time feedback, whereas human teachers provide social clarity and emotional value, and they give mentorship. Which AI fails? Similarly, the study by Hlaing Hatke Khaung Tin (2025) talks about the importance of Artificial Intelligence in helping to reduce the teachers' work; it helped them a lot, and it provided a result of increased efficiency in both academic and moral support. However, both studies highlight the key points and the limitations of AI (Digital Tools). It particularly talks about the lacked area that is Empathy and moral Reasoning, and it gives real-time and social judgment. The paper by Wah Kok Cha and Paridah Duad discusses that AI can provide lessons on a Performative basis, and it fails to give Warmth and the social morality that Human teachers provide. According to the studies reviewed, the learners are in lack of motivation, and they are in a state of loneliness. The learners are more engaged when human teachers teach them. In the study by Hlaing Htake Khaung Tin (2025), the rapid results are based on the Human teaching method; to be precise, around 80 percent of the learners preferred for traditional teaching method. Shahid and other authors in 2023 concluded that AI tools, particularly ChatGPT, gradually improve the secondary learners' writing skills and conversational skills; their findings are talking about the engagement, and adaptability is better than the traditional methods. Their study defines the blended approach that talks about the AI Tools acting as a complementary aid; it does not replace the human teaching method. Benward and others (2024). Their study does not argue about AI, and they believe AI can boost the learner's efficiency, and it provides personalized learning. Their paper also talks about the warning about AI, which is Over Over-reliance and the loss of human emotional connection in education. Prabu (2024) talks about the integration of artificial intelligence tools such as Intelligent Tutoring Systems and chatbots in English language classrooms. She also acknowledges the limitations of AI in human teaching methods and ethical instruction, and she argues that AI significantly develops personalization and engagement. Across all the reviewed studies, there is a consistent pattern that evolves: "Artificial tools are most effective when they come with the educator's ethical, emotional. Digital tools help with personalized learning and provide valuable insights for the learner. But educators provide mental support, meaningful words, and deal with the cultural background. The future of ELT instruction is not based on choosing between the two, but in combining them into a hybrid teaching method enhances the learner's creativity and global ability.

Methodology

This paper adopts a Qualitative method to investigate the scholarly literature, global case studies, and findings related to the enhancement of the instructional method of the roles of the digital tutors and the educators in English Language Teaching (ELT). The need is to find out the importance of the academic impact of the Artificial Intelligence (AI), blended method of the instructor's education instruction. I have come across a crossed variety of papers, which include foreign papers. It helped me to reach a broader view of the cultural context. The selected papers were analyzed thematically, comparing the limitations and the strengths. The study is restricted by its reliance on published academic literature; in addition, the rapid development of Artificial Intelligence may provide certain obstacles that are time-sensitive. There are a variety of interests in the field of Artificial Intelligence, and there are several gaps in the traditional method of teaching, and there are also several gaps in the current literature. I have produced some research gaps.

- Lack of Comparative Studies
- Geographical and Cultural Situation

Challenges and ethical considerations: The study done by Ray (2023), Owen (2025) illustrates that the learner may receive inappropriate results. Artificial Intelligence provides the result according to previously uploaded data. Another main concern is the Algorithmic influence, which was clearly explained in the study. If the learners have a multilingual background. Another major con or important problem is Over-Reliance. The study by Selvi (2024) comes out with a result. The study done by her focuses on the fact that it comes out with the answer that the learners may lose their creativity, and they lack foundational language over dependence can restrain the deeper cognitive engagement, and it may reduce their motivation to independently build knowledge. On this continuation, the study by Zawacki-Richer (2019), Selwyn (2022) produces the result that there is a lack in the framing of instructional ethical frameworks. Educating the learners is in a dilemma when and how the Artificial Intelligence tools should be used in the field of learning. Without certain frameworks and ethical guidelines, Artificial Intelligence is risky to use, and it becomes a significant change rather than a supportive tool.

Data Privacy and Learner Autonomy: The study done by Williamson & Piattoe (2021) comes out with the result that AI can only depend upon the user's data. While Artificial Intelligence, such as Intelligent Tutoring Systems (ITS), grammar checkers, and learning platforms, offer personalized learning. This raises a critical ethical doubt about the learner's privacy.

Discussions

Strength of digital tutors: Artificial Intelligence plays a key role in various fields, and it provides personalized learning. For example, Byju's. It provides instant feedback (ChatGPT). It is Easy to use, and it replaces the Human teaching work. It applies to the large groups.

Strength of Human Teachers: On the other side, Human teaching is an important one and an inevitable one. Human teaching provides Emotional Intelligence, and it provides moral and ethical decision-making. Human teaching plays a key role in mentorship.

Limitations of Each

Digital Tutors	Human Teachers
● Lack of emotions ● Risk of hallucination ● The internet requires. ● Absence of Ethical Reasoning	● ime constraints ● Subjective bias ● limited scalability ● It cannot always be personalized

AI as a Catalyst, not a competitor

Artificial intelligence is not to take the place of human teachers. It simply redefines how learning happens. Shahid (2023), Ward (2024), Shohat, Artificial intelligence enhances learners' learning pace, and it also takes individual care and provides instant feedback. These features are especially impactful in remote regions and cultures the personalized learning is limited.

Human Teachers as Irreplaceable Guides

The research clearly shows that teachers work harder than they teach lessons. The study done by "Prabu, 2024" talks about the small things that artificial tools cannot, it cannot understand: the mindset of the learner, their confidence. Especially in early education, teachers help to build emotional skills, social skills, and moral values.

My Thought: Existing to Empower

As I explained about the evolving view of the instructional method became clear in one view, that is, "Technology develops bigger, and it exists, not to compare with the human method teaching, it does not compete with educators, but it empowers them" In my view, Artificial intelligence tools may deliver lessons, but only human teaching can deliver them with meaning. In this Era, usually the learners do not choose between the Tools and the human mind; we empower both.

Conclusions

This study has developed the upcoming bond between Artificial Intelligence, specifically the digital tutors, and the traditional human teaching method. This review specifically focuses on the highlights of the specific strengths of each of the AI tools and the human teaching instruction. It compares both the AI tools and the human teaching method, while the artificial intelligence tools offer data personalization, and they provide scalable learning experiences. Human teaching methods provide emotional intelligence and real-time experiences that the qualities that technology cannot replicate. Various studies affirm that Artificial intelligence, such as ChatGPT, Khan Academy, focuses on the development of the learner's writing skills. Even though it helps with it. It also creates a caution against over-reliance on Artificial tools. Instead of seeing Artificial Intelligence and traditional teaching methods as two different things, this review gives a blended approach of where the AI Tools help, but the human teaching method takes the lead. When artificial intelligence and the human teaching method come in a straight line, it creates a more balanced and effective way of learning. As learning becomes more digital, much research needs to be done on AI. Specifically, how AI affects learning in academics. In the end, the learners do not need to choose between the Artificial tools and human teachers. The learners need to combine both the AI and human teaching methods. When these two work together, education becomes smarter and meaningful.

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