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Reimagining the AI–Human Intelligence Partnership in English Language Teaching and Learning

Baneen Raed Mohammed Ali
Assistant Lecturer, Department of Arabic Language, College of Education for Humanities, Al-Qasim Green University, Iraq

* Corresponding Author: **Baneen Raed Mohammed Ali**

Article Info

Abstract

In the context of the swift digital progress, we witness today, the study of foreign languages is going through significant transformations, with the combined impact of artificial intelligence (AI) and human intelligence (HI) Artificial intelligence plays an increasingly important role in English language teaching and learning (ELT\L).

This article examines the collaboration between artificial intelligence and human intelligence in the context of English language teaching (ELT). Due to this collaboration, when creating educational materials and personalized services, artificial intelligence has a significant advantage over human intelligence in data processing and analysis, allowing for the rapid filtering and integration of massive amounts of data for English language learning.

In an effort to revolutionize and transform the education system, it is suggested that teachers begin by forming a friendly alliance with intelligent machines.

Given the many topics in this field that cannot be covered in this brief paper, I will focus on AI collaboration with English language teachers and learners.

The first part of this article addresses the application of artificial intelligence in English language teaching.

The second section will discuss and elaborate on potential collaboration between AI and English language teachers. It will include demonstrations and discussions about AI as a "personal tutor." particularly in the areas of writing and speaking

The final section of this research will focus on how the current use of AI impacts the teaching and learning process.

In addition, innovations in curriculum design, based on collaboration and educational efforts, have contributed to the continuous improvement of English language teaching methods and topics, enhancing the learning experience for students. Interestingly, AI is not a substitute, but rather a complement, bringing new vitality to English language teaching through a variety of collaborative technologies.

Keywords: Artificial Intelligence (AI), English Language Teaching (ELT), Human–AI Partnership

Introduction

Currently, artificial intelligence (AI) technology is becoming a "partnership" in the higher education sector, changing aspects of university instruction and learning while also rebuilding the entire ecosystem. (Bie Dunrong, 2024)

In the digital age, technology is crucial to language instruction and learning. Students can access a variety of websites, online resources, search engines, and databases that are knowledge sources due to technology (Rahayu et al., 2024) [25].

Using technology in language instruction can boost student participation and engagement, which will enhance learning results. Individual student requirements and preferences can be met by personalized and adaptable learning strategies made possible by technology (Sihotang et al., 2024) [31]. English is now a required language in schools and is used by people all over the world for communication.

In Iraq, English has been incorporated into the curriculum. English is the language of instruction in many different scientific domains, including science, technology, and computer science.

Furthermore, English has become the dominant language for international research and academic publishing, and many universities throughout the world base their graduation, award, promotion, and hiring practices on articles published in globally indexed journals (Selvi, 2022) [29].

From early infancy through maturity, English instruction is possible (Alfarisy, 2021) [2].

Emerging technologies can be viewed from two different perspectives. The belief that Technology could replace some current jobs, which would be a threat to society.

Additionally, the idea that Technology may open doors that provide fresh approaches to sharing, learning, and communication. develop, and work tther (Winthrop, R., Barton, A. & McGivney, E. 2018) [33].

However, it is impossible to overlook the critical role that human intelligence (HI) plays in teaching foreign languages. "Language is a cognitive activity that has its roots in social culture." (Jr, 1973). Five schools of thought exist: dystopian, Optimistic realists, productivity skeptics, utopians, and technology optimists (Knickrehm, M. 2019) [18]

Human-to-electronic communication has been steadily increasing in recent years.

Literature Review
English Language Teaching and Learning
Language is defined in a few ways. According to Webster's Third New International Dictionary of English Language (1961), as cited in Brown (2000: 5), language is a systematic way of expressing thoughts or emotions via the use of conventionalized signs, sounds, gestures, or markings that have poorly understood meanings. Brown provides a succinct description of language in the meantime. According to his definition, a language is:

1. Language is organized.
2. A collection of random symbols makes up language.
3. Although they may also be visual, those signals are mostly spoken.
4. The symbols correspond to meanings that have been conventionalized.
5. Communication is accomplished through language.
6. A speech group or culture is where language functions.
7. Although it may not be unique to humans, language is fundamentally human.
8. All persons acquire language in a similar manner, and both language acquisition have universal traits.

The process of gaining information about a subject or a skill through study, experience, or instruction is therefore defined as learning (Brown 2000:6). Brown divides learning into the following components based on the aforementioned statement:

1. Learning is "getting" or acquiring.
2. Learning is the process of retaining knowledge or abilities.
3. Memory, storage systems, and cognitive structure are all implied by retention
4. Learning entails paying attention to and responding to external circumstances in an active, aware manner.
5. Although learning is largely permanent, it can be forgotten.
6. Practice, possibly encouraged practice, is a necessary component of learning.

7. Learning is a behavioral shift.

Numerous acronyms are frequently linked to different subtleties and historical patterns as scholars and practitioners concentrate their efforts on the planning, execution, and learning of English language proficiency. Language learning technology is the main emphasis of computer-assisted language learning (CALL) and mobile-assisted language learning (MALL). Learning English as a language is the main goal of English as a second language (ESL), English for speakers of other languages (ESOL), and English as a foreign language (EFL). The teaching of English is the focus of other words like TESL, TESOL, and TEFL.

English as the target language for people whose first language is not English is the main emphasis of this study, which also looks into several facets of teaching and learning.

English language teaching and learning (ELT/L) has been chosen for usage in this study since it is a word that has been used in prior academic works (e.g., Margana, 2016, as cited in Crompton, 2024) [22].

The instructor of a foreign language has a responsibility to expose students to the language and provide learning chances through classroom activities (Cameron, 2001: 11–12) [7]. It is required of teachers to provide a conducive learning environment in the classroom. The next step should be the development of appropriate educational materials that can enhance the process of teaching and learning.

It's critical that educators understand the goals of their instruction.

Rivers (1981:8) suggests the following as the goal of instruction:

1. To enhance the student's cognitive abilities by studying a different language.
2. To enhance the student's individual culture by studying the great works of philosophy and literature, for which the new language is essential.
3. To help students better grasp how language works and to make them more conscious of how their own language works by having them study another language.
4. To help students learn to read another language with understanding so they can stay up to date with current knowledge, research, and writing.
5. To provide students with the opportunity to express themselves verbally, kinetically, and culturally within a different framework.
6. To increase students' comprehension of individuals from different countries by providing them with empathetic insight into the lifestyles and thought processes of those who speak the language they are studying.
7. To provide students the tools they need to interact verbally and, to a lesser extent, in writing with speakers of other languages as well as with individuals from different countries who have also acquired this language in social or professional settings.

In addition to, AI has been increasingly prevalent in recent years, and empirical research (e.g., Crompton et al., 2022) shows that AI is being used more often in writing and language acquisition than in other fields. ELT/L has benefited greatly from the use of technology (Rivera Barreto, 2018) [26].

The Partnership between AI and HI
Foreign language instruction, a crucial component of

developing global talent, is confronted with previously unheard-of possibilities and problems in light of the significant shifts in the global education ecosystem and the profound integration of information technology into the educational process. AI should go beyond the dichotomy of subject and object and become a significant part of the whole learning environment rather than only being an external "tool" or resource that students manage (Kern, 2024). Crucial components AI and HI are not mutually exclusive; rather, they deeply integrate and complement one another to create a new paradigm in foreign language instruction, offering a powerful source of inspiration for raising the caliber of instruction and fostering students' overall growth.

This collaborative approach is the main way to address the various learning demands of students and encourage creative advancement in foreign language instruction, in addition to following the trend of educational modernization. AI-based teaching resources and equipment will be essential learning partners for college students (Bie & Guo, 2024) [5].

Five Schools of Thought in AI and Language Education
Five schools of thought were distinguished by (Knickrehm, 2018) [18]: optimistic realists, productivity skeptics, utopians, dystopians, and technological optimists.

1. The optimistic realists
The optimistic realists believe that productivity improvements equal to those of earlier technological waves will be driven by digitization and smart machines. There will be more jobs generated, but smart technology will amplify existing trends that show a decline in demand for middle-skilled people and an increase in demand for both high- and low-skilled individuals whose skills might be readily automated. There are no easy answers, to discover successful approaches, thus further study into the actual link between salaries, employment, and output is required to find effective strategies.

2. The productivity skeptics
The productivity doubters believe that any gains in national productivity levels would be low, even with the power of smart technology. When you add challenges from aging populations, wealth disparity, and the expense of addressing climate change, the United States' Gross Domestic Product (GDP) growth will be close to zero. Ultimately, the only thing advanced economies can do is prepare for slow growth.

3. The utopians
According to the utopians, intelligent computers will replace humans in even more employment, but the outcome will be unheard-of affluence rather than economic deterioration. AI and computer technology will advance to "the singularity"—the point at which computers can replicate every aspect of the human brain's functioning—in the next 20 years. The majority of the cognitive labor will be done by billions of human brains that have been "scanned" and "downloaded" to computers. Robots will handle the hard lifting, while people will use their skills to create meaningful things.

4. The dystopians
In the dystopian future, machines will triumph over humans in a competition. Robots will do low-skilled labor, while AI systems will handle the essential duties of mid- and high-skilled occupations.

5. The technological optimists
Because businesses are still researching how smart technology may alter their operations, the productivity boom that has already started is not shown in official statistics, according to technology optimists. When businesses fully use smart technology, productivity increases would result in a digital surplus that would raise living standards and spur economic growth.

AI in English Language Teaching and Larning (ELT\L)
Technology is now a crucial component of many different disciplines. The rapid advancement of technology in education is also evident in the rise of innovative online learning resources. Among these is artificial intelligence (AI), which is applied to the teaching and learning of English. New teaching and learning strategies that are now being tested in various settings are being produced using artificial intelligence (Russel, 2010) [28]. For instance, AI can now evaluate open-ended replies in the assessment domain that were previously believed to be limited to human evaluation. AI and machine learning have enormous promise to give adult learners focused speaking practice in the speaking learning domain.

In order to achieve one-on-one tailored teaching and learning, artificial intelligence is crucial (J. Huang et al., 2021) [15]. AI systems may automatically modify courses and offer them to students in a way that best fits their needs and skills by gathering and analyzing student attributes (H. Gao, 2021; Wu, 2020).

AI is now one of the digital learning resources that support English teachers and students (Setiamunadi, 2023) [30].

AI is an advanced technology that can be used by three different types of people: (1) students, who use it to learn; (2) teachers, who use it to assist in teaching tasks like grading; and (3) administrative staff, who use it to manage and analyze student data (Pokrivčáková, 2019) [24].

With their mobility, universality, sharing, and uniqueness, mobile devices have long been hailed as the ELT/L tool (Ma, 2021). With voice synthesis, big data, and intelligent systems, AI apps that are now accessible on such devices enhance ELT/L capabilities (Luo & Cheng, 2020) [20]. These artificial intelligence systems approximate humanness, albeit being distant from it. An endless chat buddy with a human-like voice and a range of English dialects is provided by voice assistants (Dizon & Tang, 2020) [11].

ELT now has a ton of potential thanks to the emergence of chatbots that can react to human speech. A chatbot is a computer software that uses artificial intelligence (AI) to have intelligent discussions with students in any subject by utilizing language that seems human (Haristiani, 2019) [14].

By the end of 2022, chatbot capabilities had significantly increased thanks to AI transformers and big language models, such as Apple's Apple GPT, Google's Bard, Microsoft's Chat GPT, and Anthropic's Claude.

Even if these AI technologies have a lot to offer ELT/L, their affordances can only be realized by knowing which tools are accessible and how pedagogies and andrologies work best with them to promote ELT/L. After experimenting with AI in writing classes, I don't think it will ever replace teachers; rather, I view it as a means of giving students more time to connect and receive feedback on their work.

Methods
The research is exploratory in character (pilot study). When

researchers want to gain a more comprehensive understanding of a specific phenomenon or a wider perspective, they use the exploratory study design methodology, which allows for a small sample size (Creswell, 2018). This is the case with the current study, where the researchers try to determine the differences between the two student groups.

A total of 60 university students from two complete classes took part in the study. While the control group got conventional language training, the experimental group received instruction mediated by AI. To assess English learning performance in a number of areas, such as grammar, vocabulary, reading comprehension, and writing abilities, pre-tests and post-tests were given.

To guarantee comparability, both groups' demographics are comparable, and attempts were made to account for factors like prior academic achievement and technological proficiency.

Results

The experimental group outperformed the control group in every measured area in terms of English learning results, according to quantitative analysis. They also used self-regulated learning techniques more extensively and had higher L2 motivation. These findings imply that English learning success is positively impacted by AI-mediated instruction and its collaboration with human intelligence.

Discussion

This study contributes to the growing body of information regarding the use of analytical rubrics to improve learning outcomes and peer assessment when the partner employs AI or human assistance. By evaluating the effectiveness of analytical rubrics for peer assessment when the partner uses AI or human assistance in the context of EFL teaching and learning in Iraq. this study provides helpful evidence-based insights that can guide the development and implementation of AI applications in EFL settings.

The practical implications of these findings indicate that although AI can offer effective feedback, it should be carefully combined with human interaction in educational settings (Banihashem et al., 2024) [3] in what is known as a blended learning environment, which combines technology and human instruction (Al-Obaydi, 2021) [1]. In order to address the risk and uncertainty that come with using AI applications in the classroom, this combination can take use of AI's efficiency and objectivity while utilizing human input to promote deeper learning and interpersonal skills (Pikhart & Al-Obaydi, 2025) [1].

Conclusion

We unavoidably encounter a number of difficulties in the combined practice of AI and HI. From an ethical standpoint, robots' lack of empathy and adaptability causes them to disregard morals, human rights, emotions, educational justice, and educational accountability while interacting with pupils (Li & Sun, 2018).

To some extent, the deep development of collaboration is hampered by issues with data privacy and security at the technical level, algorithmic bias, limitations of traditional educational concepts and inadequate policy support, as well as teachers' lack of information technology application and data interpretation skills. However, we are optimistic in progressively overcoming these challenges by bolstering data

security protection, improving algorithms, developing novel educational concepts, boosting policy support, and carrying out teacher training.

AI and HI are complimentary rather than interchangeable, bringing fresh energy to the teaching of foreign languages through a variety of cooperative techniques. Teachers of foreign languages ought to embrace this. AI technology, incorporating it naturally into the current educational framework to provide excellent results and push foreign language instruction to new levels of reform (Wen, 2024).

The deep integration of AI and HI in foreign language education is anticipated to further break down the barriers of traditional foreign language instruction, create a more individualized, effective, and intelligent new ecology of foreign language education, and lay the groundwork for developing top-notch foreign language talent with global vision, cross-cultural communication skills, and creative thinking. This is due to the ongoing advancements in artificial intelligence technology and the ongoing updating of educational concepts.

To create a high-quality artificial intelligence education new ecology it is crucial to understand the development strategy of innovative talents driven by the intelligent era, concentrate on the essential components of education innovation driven by AI, and reshape the blueprint of future education ecology boosted by AI (Gu & Li, 2022).

In addition to bringing numerous comforts to human existence, the development and widespread use of artificial intelligence technology has emerged as one of the most important facets of the transformation of English language instruction. It is crucial to emphasize that the use of AI in English language training is meant to complement and improve human-to-human interaction rather than to replace human instruction.

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