American Journal of Alternative Education
ISSN: 2997-3953 (Online)
Vol. 3, No. 01, Jan 2026,
Available online at: https://scientificbulletin.com/index.php/AJAE

Using Artificial Intelligence to Personalize Language Learning In Tesol

Soliyeva Mohinabonu Ma'rufovna
Asia International University, Assistant Teacher of Foreign Language and Social Sciences Department

Article information:
Manuscript received: 11 Nov 2025; **Accepted:** 11 Dec 2025; **Published:** 13 Jan 2026

Abstract: The rapid development of Artificial Intelligence (AI) has significantly influenced educational practices, particularly in the field of Teaching English to Speakers of Other Languages (TESOL). One of the most promising contributions of AI to language education is its capacity to personalize learning by adapting instruction to individual learners' needs, abilities, and learning styles. This article examines how AI supports personalized language learning in TESOL contexts using the IMRAD framework. The study explores existing literature and educational practices to analyze the role of AI in enhancing language skills, learner autonomy, and instructional efficiency. The findings suggest that AI-driven tools, such as adaptive learning platforms, automated feedback systems, and conversational agents, contribute positively to personalized TESOL instruction. However, challenges related to ethics, teacher roles, and equitable access remain significant. The article concludes that AI, when used responsibly and pedagogically, can serve as a powerful complement to human-centered TESOL instruction.

Keys words: Artificial Intelligence; TESOL; Personalized Learning; Language Education; Adaptive Learning; Educational Technology

Introduction. The global demand for English language proficiency has increased dramatically due to globalization, international education, and digital communication. As a result, TESOL has become a vital field within applied linguistics and education. Traditional TESOL classrooms, however, often face challenges in addressing the diverse needs of learners who differ in proficiency level, linguistic background, motivation, and learning pace. These challenges have encouraged educators to explore technological solutions that enhance instructional effectiveness.

Artificial Intelligence has emerged as a transformative force in education by enabling data-driven and adaptive learning environments. In TESOL, AI offers opportunities to move beyond one-size-fits-all instruction toward personalized language learning. Personalized learning aims to tailor instruction, materials, and feedback to individual learners, thereby increasing engagement and learning outcomes. This article investigates the role of AI in personalizing language learning within TESOL contexts and examines its pedagogical implications.

The purpose of this article is to analyze how AI contributes to personalized TESOL instruction, identify its benefits and limitations, and discuss the evolving role of teachers in AI-supported language education.

Main body. This article adopts a qualitative, literature-based research methodology. Academic journal articles, books, and conference papers related to AI in education, TESOL, and personalized learning were reviewed and analyzed. Sources were selected based on their relevance, academic credibility, and

publication recency.

The analysis focuses on three main areas: (1) AI tools used in TESOL for personalization, (2) their impact on language learning processes and outcomes, and (3) pedagogical and ethical considerations. The IMRAD structure is employed to systematically present and interpret findings from the reviewed literature.The analysis of existing literature reveals several key ways in which AI supports personalized language learning in TESOL. AI-powered adaptive learning platforms adjust content difficulty, pacing, and sequencing based on learners' performance. These systems identify strengths and weaknesses through continuous assessment and provide customized practice activities. In TESOL contexts, adaptive systems have been shown to improve vocabulary acquisition, grammar accuracy, and reading comprehension.

AI-based feedback tools provide immediate and individualized feedback on learners' written and spoken production. Automated writing evaluation systems assist learners by highlighting grammatical errors, suggesting vocabulary improvements, and improving coherence. Speech recognition technologies enable pronunciation practice and fluency development through real-time feedback.

AI-driven chatbots simulate human interaction and provide learners with opportunities to practice speaking in low-anxiety environments. These tools support personalized interaction by adjusting responses based on learner input and proficiency level. Research indicates that conversational agents enhance learner confidence and speaking fluency.

Personalized AI tools encourage learner autonomy by allowing students to control their learning pace and monitor progress. Learners report higher motivation when instruction aligns with their individual goals and abilities, leading to increased engagement and sustained learning.

The findings highlight AI's potential to address long-standing challenges in TESOL, particularly learner diversity and limited instructional time. Personalized AI systems complement communicative and learner-centered approaches by providing targeted practice and feedback beyond the classroom.

However, the integration of AI in TESOL raises important pedagogical and ethical concerns. Teachers must critically evaluate AI tools to ensure alignment with learning objectives and avoid over-reliance on automated feedback. Additionally, issues related to data privacy, algorithmic bias, and unequal access to technology require careful consideration.

The role of TESOL teachers is evolving rather than diminishing. Teachers act as facilitators, evaluators, and ethical guides who contextualize AI feedback and provide emotional and cultural support that AI cannot replace. Effective professional development is essential to help teachers integrate AI meaningfully into their practice.

Conclusion. Artificial Intelligence has the potential to significantly enhance personalized language learning in TESOL by adapting instruction to individual learner needs. AI tools support skill development, learner autonomy, and motivation while offering efficient feedback and practice opportunities. Nevertheless, AI should be integrated thoughtfully and ethically, with teachers maintaining a central role in guiding learning.Future research should explore empirical classroom-based studies to measure long-term learning outcomes and investigate best practices for AI integration in diverse TESOL contexts. When balanced with sound pedagogy and human interaction, AI can become a valuable asset in modern TESOL education.

References

1. Baker, T., & Smith, L. (2019). *Educ-AI-tion Rebooted*. Nesta. This report explores the applications of AI in education and provides foundational insights into adaptive learning and personalized instruction.
2. Chapelle, C. A. (2020). *Computer-Assisted Language Learning*. Cambridge University Press. This book offers a comprehensive overview of technology use in language learning, including AI-

based tools relevant to TESOL.

3. Godwin-Jones, R. (2018). Emerging technologies: AI and language learning. *Language Learning & Technology*, *22*(3), 1–7.
4. The article discusses recent AI technologies and their implications for language learning and teaching.
5. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence Unleashed: An Argument for AI in Education*. Pearson.
   This work examines the theoretical foundations of AI in education and emphasizes personalized learning models.
6. Zawacki-Richter, O., et al. (2019). Systematic review of research on AI applications in higher education. *International Journal of Educational Technology in Higher Education*, *16*(39). This systematic review provides evidence-based insights into AI use, challenges, and future directions in education.