



PEDAGOGICAL INTEGRATION OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: MODERN TOOLS AND PRACTICES

INTEGRACIÓN PEDAGÓGICA DE LA INTELIGENCIA ARTIFICIAL EN LA ENSEÑANZA DEL IDIOMA INGLÉS: HERRAMIENTAS Y PRÁCTICAS MODERNAS

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ABSTRACT

The article examines the pedagogical potential of applying artificial intelligence (AI) tools in English language teaching within EFL and ESP programs. The study focuses on three of the most in-demand tools: chatbots for developing professional communication skills, the Twee platform for automatic task generation, and neural text-to-speech systems for creating adaptive audio materials. Findings based on classroom observations, analysis of student-produced work, and short learner surveys (B1–C1 CEFR) indicate that chatbots significantly expand opportunities for speaking practice outside the classroom, enhance fluency, develop pragmatic competence, and prepare students for professional interviews. At the same time, the need for pedagogical mediation becomes evident: instructors correct inaccuracies, monitor register, address stylistic inconsistencies, and ensure the methodological relevance of chatbot-based dialogues. The Twee platform accelerates the creation of lexical and grammatical exercises, though its automatically generated materials require refinement to improve accuracy and level alignment. The authors conclude that AI tools can substantially enrich the learning process; however, their effectiveness depends directly on the active and informed involvement

of the teacher, who ensures the quality, reliability, and pedagogical relevance of all materials. AI is viewed as a supplementary resource that enhances, rather than replaces, the professional work of the instructor.

Keywords:

AI tools, Foreign Language Teaching, Task Generation, Chatbots, Neural Text-To-Speech Technologies.

RESUMEN

El artículo examina el potencial pedagógico de la aplicación de herramientas de inteligencia artificial (IA) en la enseñanza del idioma inglés dentro de los programas de inglés como lengua extranjera (EFL) y para fines específicos (ESP). El estudio se centra en tres de las herramientas más demandadas: chatbots para desarrollar habilidades de comunicación profesional, la plataforma Twee para la generación automática de tareas y sistemas neuronales de conversión de texto a voz para crear materiales de audio adaptativos. Los hallazgos basados en observaciones en el aula, análisis de trabajos producidos por estudiantes y encuestas breves a estudiantes (B1-C1 MCER) indican que los chatbots amplían significativamente las oportunidades para practicar la expresión oral fuera del



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aula, mejoran la fluidez, desarrollan la competencia pragmática y preparan a los estudiantes para entrevistas profesionales. Al mismo tiempo, se hace evidente la necesidad de mediación pedagógica: los instructores corrigen imprecisiones, supervisan el registro, abordan inconsistencias estilísticas y garantizan la relevancia metodológica de los diálogos basados en chatbots. La plataforma Twee acelera la creación de ejercicios léxicos y gramaticales, aunque sus materiales generados automáticamente requieren refinamiento para mejorar la precisión y la alineación de niveles. Los autores concluyen que las herramientas de IA pueden enriquecer sustancialmente el proceso de aprendizaje. Sin embargo, su eficacia depende directamente de la participación activa e informada del docente, quien garantiza la calidad, la fiabilidad y la relevancia pedagógica de todos los materiales. La IA se considera un recurso complementario que mejora, en lugar de reemplazar, el trabajo profesional del instructor.

Palabras clave:

Herramientas de IA, Enseñanza de Idiomas Extranjeros, Generación de Tareas, Chatbots, Tecnologías Neuronales de Conversión de Texto a Voz.

INTRODUCTION

For many decades, applied linguistics has been devoted to developing effective educational environments that foster communicative competence and address the real needs of learners across diverse instructional contexts. In recent years, the rapid spread of digital technologies (Lavado et al., 2025) has profoundly transformed the field of language education, creating new opportunities for personalized learning, automated feedback, and adaptive course design.

Within this evolving context, artificial intelligence (AI) tools have begun to play an increasingly prominent role, assisting teachers in generating instructional materials, compiling glossaries and conducting formative assessment. At the same time, their growing use raises a number of methodological and ethical issues, particularly those related to the teacher's role, the extent of learner autonomy, and the balance between authentic and machine-generated language input. Rather than replacing traditional pedagogical approaches, AI technologies now complement them by facilitating lesson preparation, expanding the variety of classroom activities, and stimulating students' interest in contemporary English usage. The present study examines how such technologies can be thoughtfully integrated into the teaching of English as a Foreign Language (EFL) and English for Specific Purposes (ESP). Combining theoretical insights with classroom-based examples, it seeks to identify strategies for the responsible, pedagogically

grounded, and ethically sound use of AI in modern language education.

Contemporary changes in education are driven by the intensive digitalization of the educational environment and by the growing diversity of instructional materials that vary in form, level of complexity, and didactic purpose. Under these circumstances, one of the key tasks of language instructors is the careful selection of materials that ensure relevant vocabulary input, meaningful contextual examples, and the development of professional competencies.

Recent analyses of ESP development in the digital age further emphasize that contemporary ESP instruction is increasingly shaped by digital tools, multimodal resources, and technology-driven learning environments, which collectively redefine how professional communication skills are taught and assessed (Narimani, 2026; Setiawan et al., 2025). The impact of AI on foreign language learning is debated. Authors found a medium positive effect of chatbots on second-language acquisition across different uses. Yet this does not mean general-purpose AI can replace specialized educational systems. As Godwin-Jones (2024) cautions, current tools lack the social and cultural awareness central to human communication. Thus, responsible, supervised integration remains essential. Otherwise, overreliance on AI may lead to inaccuracies, superficial learning, and weaker critical thinking. Teachers therefore play a key mediating role, guiding students to reflect on and verify AI-generated content.

Research increasingly shows that effective AI use relies on balancing learner autonomy with teacher guidance. Werdiningsih et al. (2024) found that EFL students use AI for academic writing but still seek peer and teacher feedback when outputs fail to meet task requirements, treating AI as support rather than a substitute. Purpose-built tools demonstrate how AI can be integrated responsibly. The Twee platform can generate lesson plans, gap-fills, transcripts, and vocabulary tasks under instructor supervision (Evstigneev, 2023), offering structured scaffolding without disrupting methodology. Within a solid pedagogical framework, Twee-based materials can strengthen both receptive and productive skills while preserving teacher agency (Williyan et al., 2025). These findings underscore the need for pedagogical oversight: AI should assist teaching, not automate it.

Beyond generating content, AI is increasingly associated with broader educational benefits, including creativity, motivation, self-efficacy (Lodge et al., 2023; Wang et al., 2023), and improved inclusion and accessibility (Bozkurt, 2023). Adaptive AIED systems can analyze learner data, personalize assessments, and offer targeted feedback (Nasir et al., 2024). Interactive tools, such as VR applications and gamified platforms, boost engagement and

retention (Djibrán et al., 2024), while AI-supported project-based learning fosters analytical thinking and sustained motivation. However, these opportunities come with challenges.

Unequal access to digital tools and resistance to innovation can hinder equitable implementation. Thurzo et al. (2023) argue that curricula and teaching practices must adapt to the emerging “AI paradigm shift”. Generative systems like ChatGPT already reshape higher education by enabling more accessible and individualized learning (Ali et al., 2024; Mogali, 2024) and by supporting teachers in producing instructional materials (Nasir et al., 2024). Yet concerns about authenticity, quality, assessment integrity, and ethics persist. As Chan (2023) notes, governance frameworks must prioritize pedagogical value, ethical standards, and institutional accountability to ensure that AI strengthens rather than limits teacher autonomy. Sustainable AI adoption ultimately depends on balancing innovation with human expertise, keeping the teacher central as the designer and interpreter of learning experiences.

In summary, the contemporary sources revised demonstrate both the potential and the complexity of integrating AI into language teaching. The reviewed studies highlight the need for balanced, ethically grounded use of AI that complements teacher expertise while expanding instructional possibilities. Building upon this foundation, the present study examines four applied models of AI-supported English language teaching: chatbots, the *Twee* platform, and neural text-to-speech tools to evaluate their pedagogical effectiveness and identify conditions for responsible classroom integration.

MATERIALS AND METHODS

This study employed a mixed-methods research design that integrated analytical, descriptive, and evaluative approaches to examine the pedagogical integration of artificial intelligence tools into English Language Teaching (ELT) and English for Specific Purposes (ESP). The methodological framework was designed to capture both the instructional possibilities offered by artificial intelligence technologies and the practical conditions that influence their implementation in higher education. Rather than evaluating artificial intelligence as an isolated technological innovation, the study approached these tools as components of a broader instructional environment in which technology, pedagogical objectives, learner characteristics, task design, and teacher mediation interact.

The research was structured around three applied instructional models representing distinct but complementary areas of artificial intelligence-enhanced language education: chatbots for developing business communication

skills, the *Twee* platform for generating instructional tasks and supporting vocabulary control, and neural text-to-speech technologies for creating adaptive audio materials. These models were selected because they address several core dimensions of language learning, including lexical development, oral and written communication, listening comprehension, task generation, content adaptation, and exposure to contextually relevant language.

The selection of the three technologies was guided by pedagogical rather than exclusively technological criteria. Particular attention was given to their relevance to the learning objectives of ELT and ESP courses, their potential for integration into existing teaching practices, their accessibility to instructors and students, and their capacity to support differentiated learning activities. This selection also made it possible to examine artificial intelligence across different stages of the instructional process, from the preparation and adaptation of teaching materials to learner interaction, language production, and comprehension practice.

Each applied model was examined according to four interrelated analytical dimensions: pedagogical objectives, technological affordances, instructional procedures, and the degree and type of teacher mediation required for effective implementation. The first dimension considered the specific linguistic or communicative competencies targeted by each technology. The second examined the functions provided by the artificial intelligence tool and their correspondence with instructional needs. The third focused on how the technology was incorporated into classroom and extracurricular activities. The fourth analyzed the role of the teacher in selecting, adapting, supervising, contextualizing, and evaluating artificial intelligence-generated materials and learner interactions.

The study was conducted within undergraduate English courses at Russian universities specializing in economics, business, and communication studies. Participants were first- and second-year undergraduate students enrolled in non-linguistic degree programs. Their English proficiency ranged from B1 to C1 according to the Common European Framework of Reference for Languages (CEFR). This range allowed the instructional models to be considered across different levels of language competence and provided an opportunity to examine how artificial intelligence-supported activities could be adapted to learners with varying linguistic needs and degrees of communicative independence.

The instructional intervention incorporated both classroom-based and extracurricular activities. Artificial intelligence tools were integrated as complementary resources rather than substitutes for established teaching practices. Classroom activities provided opportunities

for guided interaction, collaborative work, immediate teacher support, and observation of learner performance. Extracurricular activities, in turn, enabled students to interact with selected technologies more independently and to practice language skills beyond scheduled class time. This combination facilitated an examination of artificial intelligence-supported learning under both teacher-guided and more autonomous conditions.

For the chatbot-based model, instructional activities centered on simulated professional and business communication situations. Students interacted with conversational systems through tasks designed to reproduce communicative scenarios relevant to their academic and professional preparation. The emphasis was placed on using artificial intelligence as an interactive environment for repeated language practice while maintaining teacher oversight of task objectives, linguistic appropriateness, and communicative relevance.

The Twee-based model focused primarily on the preparation and adaptation of instructional materials. The platform was used to support the generation of language-learning tasks and the organization of vocabulary-oriented activities. Teacher mediation was particularly important in this model because automatically generated exercises required pedagogical review before implementation. Generated materials were therefore treated as adaptable instructional resources rather than as finished teaching products.

The neural text-to-speech model addressed listening comprehension and the production of adaptable audio materials. Textual content could be transformed into spoken input appropriate to particular instructional purposes, enabling teachers to diversify listening activities and adjust materials according to course content and learner needs. The pedagogical value of this model was examined in relation to its capacity to expand access to audio input and facilitate the preparation of listening materials without removing the teacher's responsibility for selecting suitable texts and designing meaningful comprehension tasks.

Teacher-researchers performed a dual role throughout the study as instructional mediators and evaluators. Their responsibilities included defining learning objectives, selecting appropriate artificial intelligence functions, adapting generated content, monitoring classroom implementation, identifying limitations in automatically produced materials, and evaluating the correspondence between technological outputs and pedagogical requirements. This role was central to the methodological design because the study did not assume that the educational value of artificial intelligence derives automatically from the technology itself. Instead, effective implementation was examined as a

process dependent on deliberate pedagogical planning and continuous professional judgment.

Data were collected through multiple complementary sources in order to obtain a broader understanding of the instructional experience. Classroom observations were used to document student participation, interaction with the selected technologies, and difficulties encountered during implementation. Task-performance outcomes provided evidence concerning students' completion of the activities and their ability to work with artificial intelligence-supported materials. Short reflective surveys were also used to gather students' perceptions of the usefulness, accessibility, and educational relevance of the activities.

The quantitative component of the study was based on observable task-performance outcomes and structured responses obtained through the reflective surveys, whereas the qualitative component drew primarily on classroom observations and students' reflective feedback. The integration of these sources enabled the researchers to compare observable instructional performance with learners' perceptions of their experiences. This triangulation was intended to reduce dependence on a single form of evidence and to provide a more comprehensive evaluation of how the selected technologies functioned within actual teaching and learning processes.

The analysis focused not only on the potential advantages of the three artificial intelligence applications but also on the conditions necessary for their pedagogically appropriate use. Particular attention was therefore given to the relationship between technological functionality and instructional purpose, the need to verify and adapt generated content, differences in learner proficiency, and the continuing role of teachers in structuring and evaluating artificial intelligence-supported learning. Through this methodological framework, the study sought to determine how chatbots, automated task-generation platforms, and neural text-to-speech technologies can be incorporated into ELT and ESP as pedagogically mediated resources that extend existing instructional practices rather than replace teacher expertise.

RESULTS AND DISCUSSION

The three AI-based instructional models demonstrated complementary benefits across communication, task design, and listening comprehension.

Developing Business Communication Skills in English Using Chatbots

AI chatbots can act as accessible conversational partners when classroom time is limited, supporting the development of productive language skills, especially in business and professional contexts. This case study explored the

use of chatbot technology to enhance students’ interview communication skills. The participants were first-year university students from non-linguistic majors engaged in extracurricular professional dialogue practice. The study-case aimed to determine how chatbot interactions could improve oral fluency, pragmatic competence, and communicative confidence in simulated job interviews. A *mixed-methods approach* was used, combining qualitative observation and quantitative feedback. Students engaged in structured chatbot sessions as part of their homework assignments, complementing regular classroom instruction. The didactic principles guiding the practice included:

- Interactivity — instant responses and corrective feedback from AI;
- Communicativeness — learning through real dialogue and role-play;
- Variability — exposure to different interaction formats;
- Individualization — personalization based on student goals;
- Regularity — consistent language practice at a self-paced rhythm.

Learners were encouraged to experiment with three chatbots, *Character AI*, *Replika*, and *PraktikaAI*, each offering distinct advantages for interactive language learning. Students analyzed the platforms’ communicative style, level of professional relevance, and feedback mechanisms (Table 1).

Table 1. Comparison of chatbots for interview skill development

Chatbot	Primary Focus	Language Support	Interaction Style	Cost	Interview Skill Development
Character AI	Conversational AI for general topics	Multiple languages	Highly adaptive; customizable roles	Free / Paid tiers	Moderate — suitable for creative conversation and role-play; limited structured interview format
Replika	Personalized emotional companion	English dominant	Empathetic, supportive, text-based	Freemium	Limited — effective for confidence-building, weak professional focus
PraktikaAI	Professional communication and tutoring	English-focused	Scenario-based, structured with text and audio modes	Subscription	High — strong focus on professional dialogue, interview scenarios, and feedback

Students began with exploratory sessions using several platforms to find their preferred interaction format. After becoming familiar with the tools, they chose a primary chatbot, most often *PraktikaAI*, and engaged in regular dialogue practice over several weeks.

A common prompt was: “Hi! I’m applying for a marketing manager position. Could you conduct a mock job interview with me?”

These sessions helped students practice professional vocabulary such as *overcame*, *mitigated*, *adapted*, *resolved*, and *proactive*. For example: “In my previous role, I overcame a project delay by proactively organizing team meetings and reallocating resources, which mitigated further disruptions”.

Chatbots provided feedback on vocabulary, coherence, and tone. Students then reviewed the transcripts, reflected on their performance, and discussed insights with the instructor. Additional reinforcement came from targeted Quizlet vocabulary practice.

Using AI for Task Generation and Vocabulary Control: The Twee Platform

Among the rapidly expanding range of AI-driven educational tools, Twee distinguishes itself as a platform purposefully developed for language instruction. It provides a suite of digital tools for creating tasks across six major skill areas: grammar, vocabulary, reading, writing, speaking and listening. Some tools are freely available, while others require subscription. Even in its free mode, however, Twee allows educators to diversify classroom activities and test the pedagogical quality of AI-generated materials.



The analysis of this instrument focuses on *vocabulary-oriented tasks*, examining how Twee supports the creation of exercises aligned with the user’s linguistic goals, particularly regarding target vocabulary, difficulty level, and genre adaptation.

The workflow involves two core steps:

1. generating a text based on the selected vocabulary and parameters;
2. converting this text into a fill-in-the-gap exercise that extracts the key terms.

When creating a text, the platform offers several adjustable options:

1. **Language** — 19 choices, including British and American English;
2. **Topic and target vocabulary** — up to 25 words or collocations;
3. **Level** — selectable by CEFR, grade or age group;
4. **Genre** — 10 text types, including blog post, newspaper article, report, and narrative;
5. **Length range** — from 50–100 to 350–500 words.

The teacher begins by entering a topic and a list of vocabulary items that students have recently studied. However, the system does not automatically detect spelling errors in input vocabulary, which requires teacher verification before task generation. Once confirmed, Twee successfully produces a coherent text that integrates the selected lexical items in bold. The system then allows automatic conversion of these highlighted terms into a *gap-fill exercise*, reinforcing vocabulary recognition and recall (Table 2).

Table 2: Evaluation of AI-driven task generation features in the Twee platform.

Parameter	System Capability	Observed Limitation	Pedagogical Recommendation
Vocabulary generation	Automatically integrates up to 25 user-specified lexical items	Misspelling not detected; possible semantic mismatch in collocations	Teacher verification before task creation
Level selection (CEFR)	Offers choice from A1–C2	AI interpretation may not fully align with user expectations; C1 texts often closer to B2	Adjust level manually; focus on lexical learning goals
Genre selection	10 options including blog, article, report	Weak differentiation between similar genres (e.g., blog vs. article)	Edit generated text to ensure genre consistency
Lexical context	Words correctly placed and bolded for gap creation	Occasionally produces unnatural or illogical sentences (e.g., “hierarchy systems”)	Post-edit for collocational accuracy
Output accuracy	Fast, coherent text creation with vocabulary integration	Some gaps lack contextual clues, reducing task clarity	Provide additional context or examples in classroom
Educational value	Efficient vocabulary practice and task automation	Requires human moderation and adaptation	Use as a draft generator for task variety and personalization

Developing Audio Learning Materials with Neural Network Technologies

Modern artificial intelligence technologies make it possible to create not only written but also spoken materials, thereby significantly expanding the methodological toolkit of foreign language teachers. Neural text-to-speech (TTS) systems enable the development of authentic and adaptable audio resources that correspond to learners’ proficiency levels, professional fields, and individual interests. One of the most effective and accessible tools of this kind is the Zvukogram platform (<https://zvukogram.com/>), which converts written text into high-quality audio with natural, human-like voices. This model explores how Zvukogram can be effectively used to design listening comprehension and pronunciation materials for EFL and ESP learners, emphasizing its pedagogical flexibility and adaptability.

The process of creating an audio task through Zvukogram includes four main stages:

1. Selecting the text-to-speech option.
2. The instructor opens the “Text-to-Speech” section on the platform interface.
3. **Creating the text.**
4. The teacher prepares a text on a specific topic, either manually or by using AI text-generation tools such as Deep.
5. Seek. The prepared text is entered into the system for audio conversion.



- 6. *Choosing voice parameters.*
- 7. Users can select the desired *voice, language, pitch* and *speech rate*, then press *Generate Voice* to synthesize the recording.
- 8. *Generating and saving the audio file.*
- 9. Once the audio track is created, it can be downloaded and used for listening comprehension, pronunciation modeling or role-play activities.

Beyond simple text narration, Zvukogram also allows for *multi-speaker dialogues*, which can simulate authentic communicative scenarios. By inserting pauses or adding additional speakers through the *“Add Speaker”* option, teachers can customize materials for different learning levels and comprehension tasks (Table 3).

Table 3: Pedagogical application of Zvukogram for AI-generated audio materials.

Parameter	Functionality / Observation	Pedagogical Implication
Platform	Zvukogram (neural text-to-speech system)	Converts text into natural-sounding speech for instructional use
Input Options	Manual text entry or imported AI-generated content	Enables flexible content adaptation to course objectives
Voice Configuration	Adjustable language, pitch, tone, and speed	Supports differentiation by proficiency level
Dialogue Creation	“Add Speaker” option for multi-voice scenarios	Allows role-play and conversational practice
Customization Features	Emphasis, pauses, intonation control	Enhances authenticity and comprehension clarity
Output Format	Downloadable MP3 or WAV files	Facilitates offline or blended learning integration
Limitations	Occasional monotony or limited emotional prosody	Requires teacher adjustment for expressive balance
Pedagogical Benefits	Expands listening resources, increases engagement, supports pronunciation and self-paced study	Encourages multimodal learning and adaptive instruction

The pedagogical implementation of Zvukogram demonstrates how neural TTS systems can transform the preparation of listening comprehension and pronunciation training materials.

The platform’s intuitive interface and customizable options make it particularly suitable for teachers who lack access to studio recording equipment. Its multilingual and multi-voice functionality enables the simulation of diverse professional or conversational contexts, aligning closely with ESP course requirements. However, despite the overall high quality of generated speech, instructors note that the intonation patterns of synthetic voices may sound slightly monotonous and lack the emotional range of natural human speech. To address this, teachers can introduce *intonation drills* or *paired-listening activities* where students compare AI-generated and authentic recordings. Such combined use fosters awareness of prosodic features and listening discrimination skills.

CONCLUSIONS

The spread of digital technologies has reshaped language education, changing how tools are used both in and beyond the classroom. AI now offers new ways to teach and learn English, each tool revealing its strengths and limitations in real instructional settings. This study examined several AI technologies currently used by language instructors.

AI tools expand opportunities for oral practice outside the classroom. This case study explored how chatbots support oral fluency, pragmatic competence, and communicative confidence through simulated job interviews. Students reported higher motivation, reduced speaking anxiety, and greater willingness to experiment with language. Immediate feedback helped them correct vocabulary and grammar, and many showed noticeable progress in pronunciation, vocabulary use, and interview readiness. Teachers highlighted additional advantages such as 24/7 accessibility and adaptability to different learning styles while noting limitations including contextual inaccuracies, uneven professional tone, and concerns about ethics and data privacy. A balanced approach involved combining platforms, PraktikaAI for structured simulations, Character AI for spontaneous dialogue, and Replika for confidence building. Together, these tools support both linguistic development and soft skills like adaptability, empathy, and reflection.

Beyond speaking practice, AI also diversifies instructional materials. The tool Twee offers broad opportunities for generating assignments. An analysis of a fill-in-the-gap task showed that while Twee produces coherent texts with



appropriate target vocabulary, issues remain: some collocations were inauthentic, genre distinctions were minimal, and C1-labelled texts contained mostly B1–B2 vocabulary. As a result, Twee-generated materials should be treated as drafts requiring teacher editing to ensure accuracy, naturalness, and pedagogical alignment. Its strengths lie in speed and versatility, whereas its main limitation is insufficient semantic and stylistic precision.

AI further enhances listening instruction through neural text-to-speech platforms such as Zvukogram, which enable rapid creation of level-adjusted audio materials. This makes listening practice more flexible and inclusive and supports autonomous learning as students replay, analyse, and shadow audio at their own pace. AI-generated audio complements rather than replaces human instruction and strengthens multimodal learning.

The study's findings reflect the authors' classroom experience and can be expanded with additional AI tools. As new applications appear almost monthly, teachers must continually monitor emerging technologies and select those that genuinely enhance lesson preparation and diversify classroom activities. Effective AI integration depends on informed, responsible use, and on the teacher's central role in guiding, verifying, and contextualizing digital resources.

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