AI-POWERED PRONUNCIATION TOOLS: SUPPORTING ENGLISH LEARNERS IN MULTILINGUAL CLASSROOMS WHO DISLIKE ENGLISH IN PONTIANAK

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ABSTRACT

This study explores the role of AI-powered pronunciation tools in supporting English learners in multilingual classrooms, focusing on 7th-grade students at Pelita Cemerlang School in Pontianak who express a dislike for learning English. The study aims to explore learners' experiences and perceptions of these tools, particularly how they influence motivation and engagement in pronunciation practice. A qualitative descriptive design was employed, with interviews conducted with a sample of 20 participants to gather in-depth insights. The findings suggest that AI-powered pronunciation tools provide personalized feedback that helps students identify and correct pronunciation errors, making the learning process more interactive and engaging. For instance, students reported noticeable improvements in their ability to produce challenging sounds and patterns. However, the tools were found to be most effective when complemented by traditional teacher-led instruction. The study concludes that AI-driven technologies can play a valuable role in pronunciation practice for students with low motivation, though their integration into the classroom should consider diverse learner needs and preferences.

Keywords: *AI-Powered Pronunciation Tools, Multilingual Classrooms.*
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INTRODUCTION

One key challenge for English learners in Pontianak is pronunciation, which significantly impacts communication. Poor pronunciation often leads to misunderstandings, causing frustration and diminishing learners' confidence and motivation. (Kholis, 2021) emphasizes that clear pronunciation is essential for effective communication, while (Murzina, et al., 2022) note that EFL teachers often struggle to teach pronunciation due to limited resources and learners' lack of exposure to proficient speakers. Addressing pronunciation issues can boost learners' confidence and help them recognize the practical value of English, fostering a more positive attitude toward learning the language. In modern education, AI-powered tools are revolutionizing language learning, particularly in

pronunciation (Nur et al., 2024). One example is ELSA Speak, which uses advanced speech recognition to provide real-time feedback and personalized exercises (Kholis, 2021). Another tool is Cici AI, designed to assist learners by analyzing their pronunciation and offering corrective suggestions. These tools leverage AI to make pronunciation learning more interactive and effective, catering to the diverse needs of language learners.

Previous researches have identified the use of artificial intelligence (AI) in assisting students with learning English, such as Ajisoko (2020) who conducted a study on the utilization of Duolingo to improve the English vocabulary of students. The findings indicate that nearly all students received a higher post-test score than the pre-test, meaning Duolingo significantly improved their English vocabulary. Another previous study was (Pasang et al., 2024) which conducted a study using the Kuki Chatbot application to improve English achievement. The study found that the experimental class led to improved English achievement among pupils after using the Kuki Chatbot application. They are actively engaged, and they have a positive perception. However, only a limited amount of research has specifically examined the use of AI-powered pronunciation tools to support English learners in multilingual classrooms, particularly those who dislike English, especially in Pontianak. Thus, the study hopes to provide insightful information regarding this matter.

This study holds significant relevance to the understanding of how AI-powered pronunciation aids might help multilingual students in English classes, especially those in Pontianak who might have unfavorable views toward the language. The primary objectives of this research are to explore the experiences of English learners in multilingual classrooms in Pontianak who use AI-powered pronunciation tools, with a particular focus on students who express a dislike for English as well as to examine how AI-powered pronunciation tools influence pronunciation practices and learning engagement among English learners in multilingual classrooms in Pontianak. The study will specifically focus on the following questions: “What are the experiences of English learners in multilingual classrooms in Pontianak who use AI-powered pronunciation tools, particularly those who dislike English?” and “How do AI-powered pronunciation tools influence the pronunciation practices and learning engagement of English learners in multilingual classrooms in Pontianak?”

Artificial Intelligence in Language Education

Artificial intelligence (AI) has recently become an important asset in education, specifically in teaching English as a second language (ESL) or foreign language (EFL). AI supports language instructors by providing personalized, interactive learning experiences that adapt to diverse learner needs. As (T. N. Fitria, 2021) notes, AI integration enhances teaching by aligning digital tools with language acquisition models. This study explores how AI-powered pronunciation tools can support 7th-grade students at Pelita Cemerlang School in Pontianak, many of whom are reluctant English learners, by improving their pronunciation skills in a multilingual setting.

AI tools offer practical support for pronunciation improvement and foster an engaging learning atmosphere. By providing immediate, personalized feedback,

these tools empower students to track their progress and practice at their own pace. In multilingual settings, where language diversity poses challenges, AI bridges gaps by catering to individual pronunciation needs, encouraging reluctant learners to develop confidence in English.

For multilingual learners, pronunciation challenges often arise from the interference between the phonological systems of their native language and the sounds of English. This interference can manifest in various ways, such as difficulty distinguishing between similar sounds, managing unfamiliar consonant clusters, or mastering stress and intonation patterns. AI tools have emerged as powerful allies in addressing these challenges. By analyzing speech patterns in detail, these tools can identify specific areas of difficulty, such as vowel shifts, substitutions, or stress misplacement. They then provide targeted, individualized feedback and exercises designed to improve pronunciation accuracy over time. This personalized approach allows learners to address their unique needs while progressing at a pace that aligns with their proficiency levels. For classrooms with diverse linguistic backgrounds, the adaptability of AI tools ensures that learners of varying skill levels can benefit equally, making them a valuable resource in multilingual settings.

However, while AI tools offer significant advantages, they are not without their limitations. Accessibility remains a pressing concern, particularly in underfunded schools or regions lacking the necessary infrastructure to integrate these technologies. Unequal access can exacerbate existing educational disparities, leaving some students at a disadvantage. Cultural sensitivity is another challenge, as some AI tools may struggle to accommodate regional accents, dialects, or non-standard varieties of English, which can lead to bias or marginalization of certain linguistic groups. Moreover, an over-reliance on technology risks diminishing critical aspects of language learning, such as meaningful human interaction. Teacher feedback, peer collaboration, and real-world conversational practice are irreplaceable components of effective language acquisition that technology cannot fully replicate.

To maximize the benefits of AI tools, they should be integrated thoughtfully into language curricula as supplements rather than replacements for traditional teaching methods. Teachers play an essential role in bridging the gap between AI-driven insights and holistic language instruction, ensuring that students receive a well-rounded learning experience. Combining the precision and adaptability of AI tools with the relational and contextual strengths of human educators creates a more inclusive, effective, and engaging approach to language learning.

Compared to traditional methods like teacher-led correction or peer practice, AI-powered tools offer consistent, non-judgmental feedback and unlimited practice opportunities. While teachers provide nuanced, context-aware guidance, AI ensures personalized, flexible practice. A hybrid approach combining AI for individual learning with human interaction for contextual understanding may be the most effective way to enhance pronunciation skills.

By addressing the specific needs of multilingual learners and balancing AI with traditional methods, this study demonstrates the potential of AI-powered pronunciation tools to improve language learning outcomes while navigating challenges inherent in their integration.

Pronunciation Tools

Pronunciation is a foundational component of language learning, closely tied to effective communication and learner confidence. Having good pronunciation can lead to a successful speech communication (Agustina et al., 2024). AI-powered pronunciation tools, such as ELSA Speak, use advanced machine learning algorithms to provide individualized feedback on speech, helping learners self-correct and build accuracy. ELSA Speak, created by Vu Van in 2015, analyzes phonetic elements and offers targeted feedback, making it especially useful in multilingual classrooms where learners encounter diverse pronunciation challenges (Kholis, 2021).

AI tools tailored to pronunciation provide ongoing feedback that allows students to identify areas for improvement in real time, helping them refine their skills autonomously. This personalized guidance fosters a sense of control over their learning process, which is critical in multilingual classrooms where phonetic challenges often vary across language backgrounds (Ajisoko, 2020). Immediate, private feedback also encourages students to practice without the social pressure of classroom correction, further supporting motivation and self-esteem in language acquisition.

AI-powered pronunciation tools also bring a level of gamification and interactivity that can transform language practice into an engaging activity rather than a rote task. By incorporating elements like scoring, progress tracking, and rewards, these tools make pronunciation practice feel more like a game, keeping students motivated and reducing the anxiety often associated with speaking practice. The immersive and interactive design allows learners to explore and practice different sounds, accents, and intonations in a low-pressure environment. This not only helps them build confidence in their pronunciation skills but also makes them more receptive to language learning as a whole, turning what might have been a daunting task into an enjoyable experience that they are likely to engage with regularly.

Motivation and Engagement in Language Learning

One major challenge in English language instruction for ESL/EFL learners is overcoming low motivation and negative perceptions toward English. Motivation is a significant driver of language acquisition; low motivation often leads to disengagement and slower progress. In a study by (Ajisoko, 2020), the use of AI applications like Duolingo demonstrated effectiveness in improving vocabulary skills and engagement through gamified experiences, suggesting that similar mechanisms could also be applied to pronunciation tools.

AI-powered pronunciation tools stand out for their ability to offer real-time, tailored feedback to learners. This feedback is vital in helping students self-correct and make steady progress. Personalized guidance supports learners' confidence, especially those who may feel less competent in a traditional classroom setting, and makes the learning process more accessible. (Fitria, 2021) highlights the adaptive nature of AI in creating a supportive, flexible learning experience, which is invaluable in multilingual classrooms where diverse linguistic backgrounds can lead to unique pronunciation challenges.

Despite positive findings on the effectiveness of AI tools, there remain gaps in understanding their long-term effects on learner motivation and skill development, particularly in multilingual and diverse classrooms. While many studies focus on short-term improvement in pronunciation and engagement, further research is needed to understand how sustained use of AI influences language proficiency across multiple skills. Studies suggest positive perceptions and initial success, yet the broader impacts on language competency over extended use periods remain underexplored.

RESEARCH METHOD

This study employed a descriptive research design to investigate the usage of AI-powered pronunciation tools to assist English learners in multilingual classes in Pontianak, specifically those who had a negative attitude toward learning English. According to Siedlecki (2020), descriptive research seeks to identify individuals, settings, or events in their natural setting. Descriptive research typically includes observations, comparisons, contrasts, and analyses, as well as the development of conceptual knowledge and the resolution of critical problems. They are continuously trying to explain the why, how, and what of a problem or event. The researchers chose this design because it allowed the researchers to record participants' experiences and impressions of AI-assisted pronunciation. It also provided the flexibility and depth to thoroughly analyze the data collected by the researchers.

The participants of this study were 7th-grade learners of Pelita Cemerlang School from multilingual backgrounds in Pontianak who reported a disdain or lack of interest in studying English. These learners were selected purposively to guarantee that the participants as consistent with the research objective of investigating the usefulness of AI-powered pronunciation tools among English learners who had difficulties in their studies. The participants consisted of 20 students, with an even gender distribution (12 male and 8 female). The participants demonstrated varying levels of prior English proficiency, ranging from beginner to intermediate.

The primary data collection technique for this study was qualitative interviews. Interviews are a versatile data-collection method that can be used in various methodological approaches to address diverse research problems (McGrath et al., 2019). This method allowed for a detailed exploration of students' experiences, obstacles, and perceptions regarding the use of AI tools for pronunciation practice. Semi-structured interviews were chosen to balance structure and flexibility, ensuring that crucial topics were covered while giving participants the freedom to elaborate on their responses. The interviews were conducted in person over a two-week period in a quiet, distraction-free setting at the school. Each session lasted approximately 30 minutes, and all participants were interviewed individually to encourage candid responses.

A total of 7 open-ended questions guided the interviews. These questions were designed to explore students' previous challenges in learning English pronunciation, their reactions to AI tools, and any perceived improvements in their pronunciation skills. Examples of these questions included: "What specific

difficulties do you encounter when learning English pronunciation?" "How do you feel about using AI tools compared to traditional learning methods?" and "Have you noticed any changes in your confidence or ability to pronounce English words since using the AI tools?" The open-ended nature of the questions encouraged students to provide detailed, nuanced responses that captured their individual perspectives.

The data collected from the interviews were analyzed using the thematic analysis framework proposed by (Braun, 2016). The analysis followed a systematic six-phase process: (1) Familiarization with the data through repeated reading of the transcriptions, (2) Generating initial codes by segmenting the data into meaningful units, (3) Searching for themes by grouping related codes, (4) Reviewing themes to ensure coherence and consistency, (5) Defining and naming themes to capture their essence, and (6) Producing the final report. Codes were generated emergently, allowing patterns to arise naturally from the data rather than being predetermined.

To ensure reliability, two independent researchers conducted the coding process. Any discrepancies between their initial coding were resolved through discussion until consensus was reached, ensuring intercoder agreement. This collaborative approach minimized bias and enhanced the credibility of the findings.

Themes were prioritized based on their prevalence across participants' responses and their alignment with the research objectives. We have 7 themes in this study, they are Personal Experiences and Feelings about Learning English, Initial Thoughts on AI-Powered Pronunciation Tools, Frequency and Context of Using AI Pronunciation Tools, Useful Features of AI Pronunciation Tools, Impact on Motivation to Learn English, Influence of Multilingual Background on AI Usage, and Comparison.

Thematic analysis provided a sophisticated understanding of how AI tools impact students' English pronunciation in multilingual classrooms. By thoroughly documenting the data collection and analysis processes, the study ensured transparency and rigor, offering a reliable account of students' experiences with AI-powered pronunciation tools.

FINDING AND DISCUSSION

Finding

The researchers conducted in-depth interviews with 20 students from Pelita Cemerlang School in Pontianak, all of whom come from multilingual backgrounds. The goal was to gain insights into their experiences with AI-powered pronunciation tools and how these tools influenced their language learning process. Through open-ended questions, the interviews explored various aspects, including the students' initial impressions of the tools, the challenges they faced while using them, and their perceived effectiveness in improving pronunciation. Below is a detailed summary of the responses to each question:

Personal Experiences and Feelings about Learning English

Challenges

Many students found specific aspects of English challenging, including spelling, grammar (particularly understanding past tense forms and exceptions to grammatical rules), and punctuation. For example, **JK** mentioned feeling

overwhelmed by memorizing complex grammar rules. Additionally, some students, like **KB** and **GH**, perceived English as a boring subject, especially when taught through traditional methods or by teachers who did not use engaging teaching strategies.

Positive Experiences

A minority of students reported a positive attitude towards learning English, with fewer issues in their learning process. Students like **MS** and **ML** found the subject enjoyable and more accessible, particularly when teachers employed creative and interactive methods, making learning English feel like a fun experience.

Mixed Feelings

A portion of students shared mixed emotions, describing their enjoyment of certain aspects of English while still encountering struggles with challenging areas such as grammar and reading comprehension. For instance, **KH** enjoyed speaking and listening but found grammar difficult. This group appreciated the subject but often found themselves frustrated with specific complexities of the language.

Initial Thoughts on AI-Powered Pronunciation Tools

Excitement

The majority of students felt enthusiastic about trying AI-powered tools. Students like **AM** and **SA** considered these tools helpful in improving their pronunciation skills, appreciating the instant feedback and practice opportunities that AI could provide outside of the classroom.

Indifference

A smaller group of students showed indifference towards AI tools, with some expressing a preference for traditional methods like learning directly from teachers or using textbooks. **F** and **AA** doubted whether AI would make a significant difference in their English learning journey, citing a lack of familiarity with or trust in technology.

Frequency and Context of Using AI Pronunciation Tools

Regular Users

Some students, such as **WL** and **JE**, reported frequent use of AI tools, incorporating them into their daily learning routines. They used these tools for various purposes, including completing homework, engaging in self-study, or as part of classroom activities. Popular tools like Google Translate and GetPronounce were highlighted as helpful resources for understanding pronunciation.

Infrequent Users

Other students, such as **AZ** and **KV**, used AI tools only occasionally, often for specific needs like checking spelling or translating words. Some found the tools confusing or unnecessary, especially when they preferred relying on more traditional methods, leading to less frequent use.

Useful Features of AI Pronunciation Tools

Positive Feedback

Students who regularly used AI tools found the voice pronunciation features particularly useful. **LD** mentioned that these features allowed him to hear the correct pronunciation of words, making it easier to replicate and practice speaking.

Google Translate was also noted by **FK** as a helpful tool for breaking down pronunciation into understandable segments.

Confusion

Despite these benefits, some students, like **CG** and **FN**, encountered difficulties with AI tools. They described instances where the tools provided unclear or inconsistent feedback, which led to confusion. This was particularly true for students who felt more comfortable with the direct guidance provided by teachers in a traditional learning environment.

Impact on Motivation to Learn English

Increased Engagement

Many students reported that using AI tools made their English learning experience more enjoyable and engaging. **SA** and **ML** appreciated the interactive nature of these tools, which allowed them to practice pronunciation at their own pace. This flexibility made learning less intimidating and more accessible, particularly for those who were otherwise hesitant about English.

No Impact

Conversely, a few students, including **KA** and **KV**, indicated that the use of AI tools did not significantly affect their motivation or interest in learning English. These students felt that while the tools were convenient, they did not replace the human connection and personalized encouragement they received from teachers or peers.

Influence of Multilingual Background on AI Usage

Benefits

Some students found that being multilingual made it easier for them to use AI tools. **AA** mentioned that her knowledge of multiple languages helped her better understand different accents and pronunciation patterns, allowing her to use AI tools to improve her English pronunciation while also enhancing her skills in other languages.

Challenges

However, a smaller number of students, like **GH** and **KV**, highlighted challenges associated with using AI in their learning process. They expressed concerns that AI tools reduced opportunities for human interaction, such as speaking practice with classmates or receiving personalized feedback from teachers, which they felt was crucial for improving their language skills.

Comparison

Preference for Teacher-Led Instruction

Several students favored traditional learning methods, such as direct instruction from teachers. **AZ** and **JE** appreciated the interactive and responsive nature of face-to-face communication, which they found more reliable and adaptive to their individual needs. These students valued the personal touch that teachers bring, which they felt AI could not fully replicate.

Preference for AI

Other students expressed a strong preference for the efficiency and convenience offered by AI-powered pronunciation tools, highlighting their ability to practice independently and at their own pace. For instance, both MS and SA emphasized the value of immediate feedback provided by the tools, which allowed

them to identify and correct their mistakes quickly. They also appreciated the flexibility these tools offered, enabling them to practice at any time or place that suited their schedules, which they found particularly useful in balancing their academic and personal commitments.

Despite these advantages, they acknowledged certain limitations. Without proper guidance from teachers, they found the tools could occasionally be confusing, especially when dealing with more nuanced aspects of pronunciation, such as subtle variations in stress, intonation, or rhythm. These intricacies often require human clarification, as AI feedback sometimes lacked the contextual explanations needed to fully grasp these subtleties. This highlighted the importance of integrating teacher support alongside AI tools to ensure that students fully benefit from their use.

Discussion

The findings from the interviews highlight the diverse experiences of students using AI-powered pronunciation tools. Students at Pelita Cemerlang School expressed a wide array of perspectives on the role of AI in their English learning journey, revealing that while AI tools have potential, their success depends on individual preferences and circumstances.

Students with a general interest in English often welcomed AI tools, particularly for improving pronunciation. These learners found that the interactive features of AI, such as real-time feedback and pronunciation correction, were valuable. Many noted that this feedback, which might not always be readily available from teachers in a classroom setting, helped them identify and work on specific areas of improvement. The motivational aspects of AI, such as gamified features, encouraged some students to engage more with pronunciation practice, creating an enjoyable learning experience. This aligns with broader literature, such as (Deterding, 2015), which highlights how gamification and interactive feedback enhance learner motivation and outcomes.

However, students who struggled with English or preferred more traditional, teacher-centered approaches had a noticeably different experience with AI-powered tools. These students voiced concerns about the absence of human interaction and the personalized support that teachers typically provide. They pointed out that while AI tools can be beneficial, they often lack the intuitive adaptability of a teacher who can assess individual learning needs in real time, provide customized explanations, and adjust instruction based on the student's progress and challenges. Teachers also play a critical role in fostering motivation through encouragement, empathy, and understanding qualities that students felt were missing in their interactions with AI.

For some, this absence of a human connection made the learning process feel impersonal and less engaging. They believed that AI tools, though advanced, were limited in their ability to address the nuanced and sometimes unpredictable nature of language learning. These tools could not replicate the empathetic guidance, cultural awareness, or dynamic teaching strategies that a human teacher brings to the classroom.

These observations are consistent with findings from prior research, which highlight the central role of human interaction in effective language education. Such

studies suggest that AI tools are most effective when used as a complement to traditional teaching methods rather than as a standalone solution. This underscores the importance of a balanced approach, where technology supports and enhances the teacher's role without replacing it, ensuring that students benefit from both personalized human instruction and the precision and efficiency of AI.

Students' multilingual backgrounds also played a significant role in their experiences with AI tools. For those frequently switching between languages, AI pronunciation tools were beneficial for practicing English and, in some cases, even assisted in their other language studies. Students noted that AI helped them gain confidence in speaking English, especially when they could compare English phonetics to those of other languages they knew. This reflects (Garcia et al., 2021) research, which highlights the role of technology in supporting phonetic transfer between languages.

However, a few students encountered challenges, particularly those related to user experience and cultural sensitivity in AI design. For some multilingual students, AI tools occasionally created confusion when the pronunciation models did not account for the phonetic characteristics of other languages they were familiar with. This mismatch sometimes led to misunderstandings or difficulties in distinguishing certain sounds, highlighting the need for culturally responsive AI systems that accommodate linguistic diversity.

Educators can play a crucial role in bridging these gaps. For instance, AI tools could be incorporated as supplementary homework or practice activities, allowing students to learn at their own pace while retaining teacher-led sessions for nuanced support. Teachers should also be trained to integrate AI tools effectively, ensuring they cater to diverse learning preferences and provide opportunities for collaborative learning and peer interaction alongside AI-driven exercises.

The study's findings contribute to explore the role of AI in multilingual classrooms, particularly its capacity to bridge gaps in phonetic learning. By providing adaptive and real-time feedback, AI can address pronunciation challenges in a way that traditional methods alone cannot. However, the findings also highlight the need for inclusive AI systems designed with cultural sensitivity, ensuring that students from diverse linguistic backgrounds benefit equally.

The study has certain limitations that warrant attention. The small sample size, consisting of 20 students from a single school, limits the generalizability of the findings. Future research should include larger, more diverse populations to validate and expand on these insights. Additionally, the reliance on self-reported data introduces potential biases, as students' perceptions may not fully capture their actual progress or challenges. Incorporating mixed methods, such as observational data and controlled experiments, could provide a more comprehensive understanding of the impact of AI tools.

Despite these limitations, the findings indicate that AI-powered pronunciation tools hold substantial promise for enhancing language education. These tools have proven to be particularly effective in fostering motivation and building confidence among learners who thrive in independent learning environments or experience anxiety in traditional classroom settings. For such students, the ability to practice privately at their own pace, receive immediate

feedback, and track their progress contributes significantly to their sense of achievement and willingness to engage with the learning process.

However, the research also underscores that AI-powered tools are not a one-size-fits-all solution. To address the diverse needs of learners, these tools should serve as a complement to, rather than a replacement for, teacher-led instruction. Teachers provide the essential human elements of language education such as personalized guidance, encouragement, and nuanced feedback that AI cannot fully replicate.

Additionally, teachers play a critical role in clarifying complex language concepts, fostering collaboration, and creating an inclusive and empathetic learning environment. By integrating AI-powered tools thoughtfully into the curriculum, educators can create a balanced approach that combines the strengths of both technology and human instruction. This integration should prioritize inclusivity, ensuring that all student regardless of their learning style, proficiency level, or access to resources can benefit from the advantages of AI. Through careful implementation, educators can maximize the potential of these tools to enhance language learning outcomes while preserving the irreplaceable value of meaningful human interaction and engagement.

CONCLUSION AND SUGGESTION

This study addressed two research questions: "What are the experiences of English learners in multilingual classrooms in Pontianak who use AI-powered pronunciation tools, particularly those who dislike English?" and "How do AI-powered pronunciation tools improve the pronunciation of English learners in multilingual classrooms who dislike English in Pontianak?"

The findings show that while AI tools offer significant advantages, especially in improving pronunciation, their effectiveness is influenced by students' attitudes toward English. Features like instant feedback and voice pronunciation were useful for helping students correct difficult sounds. However, many students who have a negative attitude toward English found the tools less engaging and less effective than traditional methods, particularly for areas like grammar and overall language comprehension.

While AI tools can help with specific pronunciation challenges, students still value teacher-led instruction for its interactivity and reliability. Additionally, students' multilingual backgrounds sometimes helped them navigate between languages, but the reduced human interaction and cultural differences presented challenges in using the tools effectively. This suggests that AI should complement traditional teaching rather than replace it.

Future research could focus on the long-term impact of AI tools, assessing whether pronunciation improvements are sustained over time and how these tools affect other areas of language acquisition, such as grammar and vocabulary. Comparative studies of AI tools versus traditional teaching methods would also provide insights into the best ways to integrate technology into language classrooms.

In conclusion, while AI-powered pronunciation tools show promise, they are most effective when integrated with traditional teaching methods, particularly

in classrooms with students who have a negative view of learning English. A thoughtful combination of AI tools and teacher guidance can address students' diverse needs, creating a more inclusive and effective language learning environment.

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