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PERSPECTIVE

English Language Teaching in the Age of Artificial Intelligence: Tools, Techniques, and Methodologies

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Abstract: This article discusses the prospect of generative artificial intelligence (GenAI) to transform English language teaching (ELT) practices. The article briefly remarks on the current trends in ELT, including traditional grammar-translation to communicative, task-based, post-method, and technology-enhanced approaches. Then, it highlights the ELT trends in Nepal with a nuanced discussion on unique challenges and opportunities posed by diversity and the potential of leveraging technology and innovative practices of language teaching, particularly the integration of GenAI. The article foregrounds how different GenAI chatbots, such as ChatGPT, Gemini, and Perplexity, stimulate conversational practices, imparting students with interactive platforms to foster their language skills. In addition, the article strains the potential of different GenAI tools, such as Quizzes, Diffit, and Magic School, to help teachers in developing resources and learning materials to facilitate differentiated instruction to furnish to the needs of diverse classrooms. Besides the benefits of GenAI integration in ELT, the article also offers ethical concerns, data privacy, equity, access, and the potential bias of AI algorithms impacting students' learning experiences. The article contributes to the discourse of GenAI integration in language teaching, implying formulating standards for GenAI and AI integration in ELT classrooms.

Keywords: GenAI chatbots, resource development tools, ethical issues, differentiated instruction, ChatGPT, perplexity

1 Historical Trends in English Language Teaching

Language teaching methodologies have evolved over the centuries, shaped by pedagogical theories, technological advancements, and societal needs. From the dominance of the Grammar Translation Method (GTM) to the rise of post-method pedagogy and ICT integration, these shifts reflect a dynamic interplay between tradition and innovation. GTM appeared in the 19th century as an offshoot of classical language instruction in Latin and Greek (Richards & Rogers, 2014; Larsen-Freeman, 2008). Its primary focus was developing learners' reading and writing skills by translating literary texts. Teachers emphasized memorization of grammar rules and vocabulary, often neglecting oral communication (Larsen-Freeman, 2008; Brown, 2014). While GTM laid a foundation for systematic grammar instruction, it faced criticism for its lack of emphasis on speaking and listening skills. Richards and Rodgers (2014) argue that the method's rigidity hindered communicative competence, making it unsuitable for meeting learners' needs. Nevertheless, educators prioritizing exam-oriented learning employ GTM, as evident in Nepal. In the 20th century, the Direct Method (DM) appeared, emphasizing immersion and requiring learners to think and communicate directly in the target language. Grammar was taught inductively, with a strong focus on listening and speaking (Howatt & Widdowson, 2004). Teachers and learners are encouraged to learn the target language directly without using their native language (Brown, 2014; Richards & Rodgers, 2014; Larsen Freeman, 2008). Building on DM, the Audiolingual Method (ALM) gained prominence in the mid-20th century, using behaviorist theories of learning (Brown, 2014; Richards, 2014). ALM looked to instill correct language usage through repetitive drills and habit formation. However, its reliance on rote learning and lack of meaningful context led to its decline, paving the way for communicative approaches that prioritized functional language use (Larsen Freeman, 2008; Marlina, 2024).

The advent of Communicative Language Teaching (CLT) in the 1970s marked a change in thinking in language education. Rooted in the work of scholars such as Hymes (1972), CLT emphasizes the development of communicative competence, focusing on the ability to use language

appropriately in diverse social contexts (Richards & Rodgers, 2014; Brown, 2014). Interactive activities such as role-plays, discussions, and problem-solving tasks fostered collaboration and real-world application in CLT. Savignon (2002) argues that CLT revolutionized ELT by prioritizing interaction and real-life communication, focusing on fluency and meaning over grammatical accuracy, and preparing learners for practical language use. While its adaptability has driven its global popularity, its implementation often meets challenges, especially in resource-constrained settings with large class sizes and traditional teaching practices (Richards, 2006; Brown, 2014). Postmethod Pedagogy appeared in the 1990s as a response to the rigidity of prescriptive methodologies and one-size-fits-all perspectives (Marlina, 2024; Paudel, 2018). Postmethod pedagogy advocates for context-sensitive teaching over uniform methodologies, emphasizing particularity (context-specific teaching), practicality (linking theory to practice), and possibility (addressing social and political dimensions) (Kumaravadivelu, 1994). It underscores teacher autonomy and reflective practice, empowering educators to navigate diverse classroom contexts effectively. Instead of adhering to pre-defined methodologies, ELT practitioners are encouraged to adapt teaching methods based on local contexts, such as the institution's vision, mission, and sociolinguistic environments (Selvi & Yazan, 2021; Marlina, 2024). This adaptive approach also requires careful consideration of factors related to the social identities of teachers and students, including race, age, class, gender, sexual orientation, and ethnicity, as these elements influence teaching and learning processes. Postmethod pedagogy ensures the integration of translanguaging spaces in language teaching and learning (Li & Garcia, 2022). Translanguaging spaces challenge monolingual ideologies by fostering linguistic and cultural inclusivity and empowering learners by acknowledging their existing knowledge and capabilities. Marlina (2024) argues that translanguaging recognizes the adaptive nature of language and values bilingual learners' diverse linguistic abilities, emphasizing the use of their entire linguistic and semiotic repertoire for communication and meaning-making.

The 21st century has brought a change in basic assumptions in language teaching by integrating ICT and introducing new dimensions to pedagogy (Dahal, 2019). Online platforms such as Duolingo and Rosetta Stone provide learners with interactive, self-paced courses, while blended learning combines face-to-face instruction with digital resources for greater flexibility (Warschauer & Healey, 1998). Technology, including generative AI tools, has become a standard feature in many language classrooms, easing diverse learning experiences and improving accessibility (Reiss, 2021). Research highlights the effectiveness of digital technologies in enhancing language learning, the competencies needed from ELT practitioners in today's digital age, and the professional development required to ensure their effective use (Moorhouse et al., 2023). These tools provide opportunities for language teachers to innovate and adapt, ensuring that learners are prepared for modern communicative demands.

Artificial intelligence (AI) tools such as Grammarly, ChatGPT, Gemini, Perplexity, Diffit, and Magic School have significantly enhanced the learning experience by providing personalized feedback and grammar correction (Aravantinos et al., 2024). Gamification, which integrates game-like elements like points, badges, and leaderboards, has become popular for its ability to motivate learners, especially younger audiences (Deterding et al., 2011). Mobile-assisted language learning (MALL) applications like Memrise and Babbel allow students to practice language skills on the go, promoting accessibility and convenience (Kukulska-Hulme & Shield, 2008). The evolution of language teaching methodologies, from the Grammar Translation Method to Postmethod Pedagogy and ICT integration, reflects a dynamic response to changing educational paradigms. While traditional methods laid the groundwork for linguistic analysis, contemporary approaches emphasize communicative competence, learner autonomy, and technological innovation. As global trends continue to shape language education, the challenge lies in balancing the benefits of innovative technologies with ethical considerations and ensuring equitable access to resources. Integrating artificial intelligence, virtual reality, and interdisciplinary approaches can create transformative learning experiences for learners worldwide, potentially revolutionizing language teaching and learning paradigms. This article highlights the potential of GenAI in revolutionizing English Language Teaching (ELT) in Nepal, addressing the needs of learners. It particularly emphasizes the multicultural and multilingual contexts of Nepali educational terrain and how GenAI or AI can support English language teaching by catering to the needs of classrooms.

2 Artificial Intelligence and Language Teaching

Nepal is a multilingual and multicultural country with more than 124 languages spoken and 142 ethnic communities living in the country (National Population Census, 2021). Nepal's classrooms reflect its rich mix of languages and cultures. Even though many ethnic languages are

spoken across the country, English and Nepali are the main languages used for teaching (Paudel, 2024). This monolingual approach poses significant challenges for students from ethnic and linguistic minorities who may lack ability in these dominant languages, potentially hindering their educational progress (Phyak, 2013). Such students may require individualized attention, differentiated instruction, and self-paced learning opportunities, for which GenAI can be a boon.

The role of GenAI in ELT in Nepal is not only emerging but transformative. AI-powered tools like language learning apps, virtual tutors, and automated assessment systems are gaining traction in schools and universities. These technologies help bridge resource gaps in rural and urban areas, offering personalized learning experiences and enhancing teacher efficiency. GenAI has the potential to revolutionize ELT by fostering inclusivity and innovation. By leveraging GenAI, educators can create more engaging and interactive learning environments that cater to diverse linguistic and cultural needs. For instance, GenAI can support multilingual students by providing adaptive content and enabling teachers to integrate global perspectives into their pedagogy. If paired with policy support and infrastructure development, GenAI could be crucial in reshaping ELT in Nepal, aligning it with global standards while preserving its local relevance. Artificial Intelligence (AI) has been one of the driving forces in many sectors, including education and English language teaching. As GenAI has the potential to make machines imitate human intelligence and change their processes of functioning accordingly, it can foster teaching and learning as an assistant (Johnson & Lee, 2023). Because of this, the integration of AI and its influence on education, particularly in English Language Teaching (ELT), is increasing day by day. AI's integration into ELT is changing teaching methodologies, learner engagement, and overall educational outcomes, marking a shift in how language is taught and learned (Singh, 2023).

The application of AI in English language teaching and learning has developed significantly in recent years. AI tools, such as intelligent tutoring systems and generative AI, provide personalized learning experiences by adapting to individual learners' needs (Lee & Cho, 2023). These tools give instant feedback on grammar, vocabulary, and pronunciation by helping learners improve their skills efficiently. Similarly, with AI- platforms such as Duolingo and Grammarly, learners can track their progress and figure out which lessons to focus on (Smith, 2024). In addition, learners also experience fundamental and practical conversation skills through generative AI tools like ChatGPT, which help them enhance their linguistic ability by understanding their languages in real-time (Tan & Lim, 2024). As Ghimire et al. (2024) highlighted, AI's ability to adapt and provide immediate feedback makes it a valuable addition to language learning. The implementation of AI in teaching English in Nepali schools is not very widespread. Despite the increasing implementation of AI tools in educational facilities in urban areas, most schools and colleges in rural areas, continue to use conventional approaches to learning (Rana & Adhikari, 2023). A study by Ghimire et al. (2024) revealed that teachers in Nepal are increasingly aware of AI's potential but face challenges in adopting these technologies due to a lack of resources and training. Despite these limitations, initiatives such as government-sponsored digital literacy programs and private-sector investments in educational technology are creating opportunities for broader AI adoption in the country's education system (Shrestha & Tamang, 2024).

However, the ELT with the infusion of AI is not without challenges. The first is access to AI tools that learners with low incomes and living in remote areas cannot afford (Joshi et al., 2023). Lack of infrastructure, poor internet connectivity, and device unavailability aggravate this problem (Giri & Subedi, 2024). At the same time, there are opportunities for teachers' professional development in the sphere of using AI as a tool in teaching and learning (Thapa & Shrestha, 2023). Therefore, the gap in awareness of the capabilities and disadvantages of AI tools influences many educators' implementation of AI technologies. Thus, while technology holds the potential to democratize education in Nepal, its impact hinges on inclusive design, affordable access, and systemic support (training and infrastructure). Without deliberate efforts to prioritize marginalized groups, tech tools risk amplifying existing divides. Success requires collaboration between policymakers, educators, and communities to ensure no one is left offline, or behind (Lavidas et al., 2024).

Likewise, coordinated action in Nepal's ed-tech ecosystem across sectors is necessary to address ethical challenges such as academic dishonesty and algorithmic bias. Policymakers, educators, and technology developers must work together to ensure ethical principles follow context-specific solutions. To mitigate algorithmic bias, which may favor dominant languages such as Nepali or urban-centric data, policymakers could implement transparency standards that require dataset audits for ethnic, linguistic, and geographic inclusivity. Providing funding for localized data collection in rural schools would guarantee that the tools used in Nepal represent the country's diversity. Educators play a critical role in advocating for multilingual content,

such as Maithili or Newari, and contextual examples that are connected to local livelihoods, such as farming or mountain ecology. Corrective action may be started in response to biases in reporting, such as automated grading systems that penalize regional accents. Technologists should collaborate with Nepali linguists and researchersto co-design culturally relevant algorithms. This should involve the integration of bias-mitigation frameworks, such as using open-source models that are adaptable to the community's needs. For example, urban-centric skewing could be mitigated by an AI tutor who has been trained on datasets that span Kathmandu and Humla. The necessity of reimagining evaluation methods is necessitated by academic dishonesty, which is further exacerbated by mismatched assessment designs and limited proctoring resources. Policymakers may encourage project-based or oral exams through community radio, thereby decreasing their dependence on high-stakes online tests. They may also provide funding for low-tech solutions, such as SMS-randomized quizzes. Educators could promote integrity through hybrid proctoring models that combine offline verification with local teacher oversight and digital literacy workshops. Developers should prioritize developing tools compatible with Nepal's collaborative learning norms, such as group project platforms, and generate offline plagiarism checkers for USB drives. This method is illustrated by a collaboration between Nepal's National Examination Board and developers to implement SMS-based randomized question banks. Systemic collaboration is essential. Mixed ethics review panels could assess the cultural appropriateness of tools, while pilot programs in diverse regions such as the Terai or Himalayas would assess the equity impacts. The demystification of AI biases could be achieved through public awareness campaigns conducted through community radio, and government-backed platforms may distribute educational resources that are free of bias. Thus, success is contingent upon the establishment of structured roles: policymakers establish equitable standards, educators guarantee local relevance, and developers adopt adaptive design. Stakeholders can convert ethical challenges into opportunities for inclusive progress by emphasizing Nepal's communal values, low connectivity, and linguistic diversity.

Another important challenge is that the use of AI may have a negative effect on the distribution of roles, so excessive use of AI may reduce the importance of teachers (Singh & Yadav, 2024). Even though AI is beneficial, it is insufficient to offer individual attention to help students develop critical thinking skills and emotional ties. Striking a balance between AI integration and human involvement is essential to ensure comprehensive learning experiences. Ghimire et al. (2024) emphasize creating a framework for using AI without suppressing the teacher's decision-making position in the learning process. Despite these challenges and difficulties, some measures can be taken to realize the full potential of the AI approach in ELT. First, teacher training programs should include a module about using AI tools for language teaching (Subedi et al., 2023). Ideally, these programs should train teachers to use these technologies in their work and enhance their digital literacy. Second, we see the importance of funding connectivity like high-speed internet and affordable devices in eradicating the digital gap (Shrestha & Bhandari, 2024). State and local governments, along with education ministries, should work to ensure fair access to AI across all states and regions. Furthermore, using cultural and linguistic approaches, it is possible to design localized AI apps that will be more accepted in Nepal (Rai & Bista, 2023). For example, AI applications that hold Nepali-English bilingual designs can fulfill the demands of learners in Nepal (Rai et al., 2024). Similarly, AI companies, educational institutions, and government bodies can jointly design and incorporate AI-enabled solutions for the education system of a country (Dahal & Joshi, 2024).

AI has the advantage of providing more competent, flexible, and interesting personalized learning of English. Although progressive advancement has been experienced worldwide, some countries like Nepal must go a long way to manage the digital divide, teacher training, and ethical issues to ensure the best AI technology. Therefore, the effective use of AI solutions in ELT, including integrating both the technological resources and the applicability of the human-centered module, eases development in the understanding and delivery of English language education. According to the study of Ghimire et al. (2024), to underscore the realistic plausibility, it will be requisite to commit to exploring and applying pragmatic techniques to carry out significant outcomes of AI in English language teaching and learning. However, challenges like limited technological infrastructure, inadequate teacher training, and digital literacy remain significant barriers to maximizing AI's potential in Nepal.

3 GenAI Chatbots: ChatGPT, Gemini, and Perplexity

Chatbots that use generative artificial intelligence (GenAI) constitute a significant development in conversational AI technology, with a wide range of industrial applications. Generative AI chatbots are revolutionizing higher education with their potential to improve research, pedagogy,

and student support (Rudolph et al., 2024). These advanced chatbots can offer educators and learners interactive aid, real-time feedback, and customized learning experiences (Ilieva et al., 2023). Because AI chatbots can help with coding, correcting, and student inquiries, their integration into language education promises to enhance learning outcomes and educational quality (Morales Chan et al., 2023).

However, obstacles like labor displacement, embedded biases, and issues with academic integrity demand that their implementation be approached critically (Rudolph et al., 2024). It is essential to prioritize ethical considerations, cultivate critical AI literacy among educators and students, and implement a comprehensive approach that improves the educational experience to improve AI Chatbots' advantages in the classroom (Ilieva et al., 2023; Rudolph et al., 2024). Some of the GenAI Chatbots are ChatGPT, Gemini, and Perplexity, which are discussed here as they enhance pedagogy by developing students' language skills.

3.1 ChatGPT

ChatGPT enhances pedagogical approaches and functions as a dynamic tool for language skills development with various interactive and engaging features. Its usefulness in language acquisition can be broken down into multiple important categories. ChatGPT allows students to practice having conversations in real time. It eases language exchange by mimicking conversations, which enhances fluency and comprehension (Puri & Baskara, 2023). Research shows that conversational practice is crucial for language learning because it encourages active engagement with the content (Doughty & Long, 2003). ChatGPT's capacity to deliver real-time feedback is one of the major benefits of using AI in language instruction. Learners can receive suggestions and corrections on language use to foster a deeper comprehension of grammar, syntax, and vocabulary (Karataş et al., 2024). The argument aligns with the Social Development Theory of Vygotsky (1978), which emphasizes the value of feedback in the learning process. ChatGPT can introduce language learners to various dialects, colloquial expressions, and linguistic cultural twists. Since it prepares students for communication in the real world, exposure to various linguistic contexts is essential for language development (Krashen, 1985).

ChatGPT's flexibility enables it to accommodate students with varying levels of ability (Murgia et al., 2023). To improve students' engagement and comprehension, educators can use it to develop differentiated assignments that meet the needs of each learner (Tomlinson, 2001). ChatGPT increases learner autonomy by giving them a platform to practice their language skills. Little (2007) added that self-directed learning is essential for encouraging motivation and a sense of ownership over one's educational journey. For instance, Figure 1 illustrates aiding learners in better English practice.

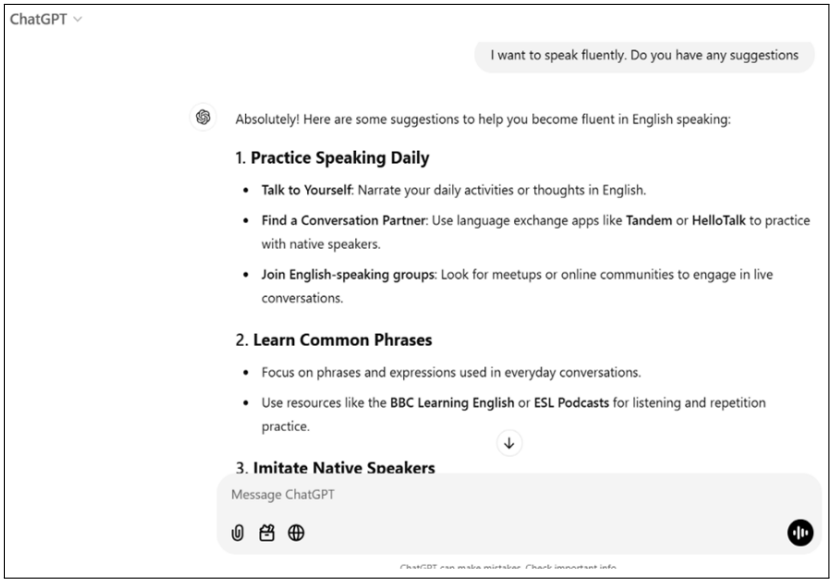

Figure 1 Assisting Learners in Better English Practice (Source: ChatGPT, 2024)

ChatGPT is a revolutionary resource for language learning, not just a tool. Its ability to promote learner autonomy, expose students to various linguistic contexts, enable differentiation, provide tailored feedback, and facilitate conversational practice all mesh well with modern pedagogical frameworks.

3.2 Gemini

Gemini is a potent Large Language Model (LLM) from Google. It has a tool for enhancing teaching and language ability development. Its extensive natural language understanding, generation, and translation capabilities have the potential to revolutionize language instruction and learning. Gemini can offer exercises and feedback to the requirements and speed of each learner. Students with different learning styles and abilities might gain the most from this customized approach. Gemini can create interactive and captivating learning experiences, such as chatbots and virtual tutors, which simulate in-person interactions and provide immediate feedback (Tiwari et al., 2024). This could make learning a language more engaging and effective. Gemini can aid with a variety of writing tasks, from brainstorming and text drafting to editing and proofreading. This could improve students' writing skills and overall language competency. Gemini can provide customized grammar and vocabulary exercises that consider the learner's level of ability and pinpoint areas that require improvement (Alnasib & Alharbi, 2024). This can speed up language learning and enhance understanding of linguistic concepts.

Gemini can aid teachers in creating assessments, organizing lessons, and providing students with feedback. For instance, Figure 2 illustrates feedback through proofreading. This could free up more time for teachers to use more creative and engaging teaching methods (Wu, 2024). Teachers can use Gemini's ability to analyze student performance data to find areas of strength and weakness to inform their lessons and personalize learning opportunities.

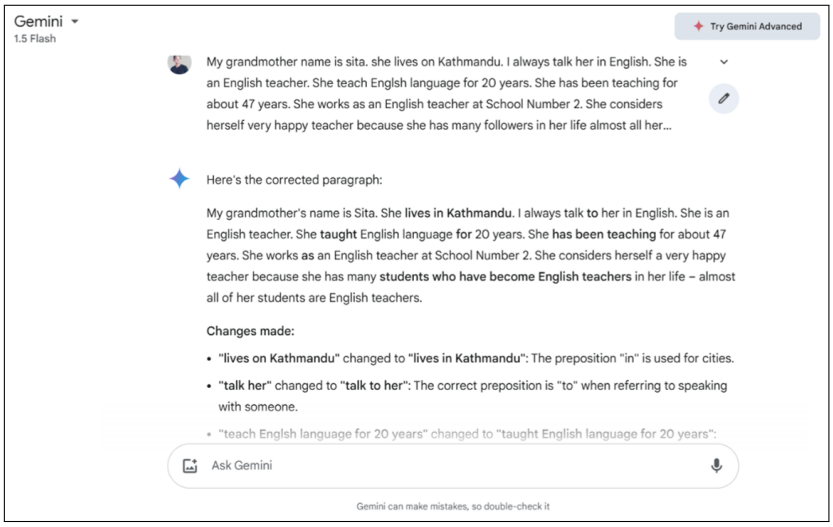

Figure 2 Feedback Through Proof Reading (Source: Gemini, 2024)

Gemini can help students use project-based and collaborative learning to solve language-related issues and create valuable content. Gemini can transform language instruction with individualized instruction, engaging and dynamic exercises, and helpful support for teachers and students (Bonner et al., 2023). Teachers can create more prosperous and fair learning environments where students can develop strong language skills using LLMs.

3.3 Perplexity

Perplexity AI can significantly enhance language skills development for students by transforming pedagogical approaches through interactive and personalized learning experiences. Perplexity AI enables teachers to ask questions during class and receive prompt responses, creating a more engaging learning environment. This interaction improves students' comprehension of language concepts by aiding them in at once clearing up any doubts they may have (Yun, 2024). Perplexity allows students to practice their language skills in a relaxed environment by simulating conversations (Ulfa, 2023). This exchange simulates conversations from everyday life, which is essential for language learning.

This AI can create exercises and prompts that are specific to the student's needs. For instance, students having trouble understanding certain grammar rules can request proper explanations and examples for their comprehension level. Lists of idioms or vocabulary pertinent to their academic requirements or areas of interest are available upon request. This focused method increases the relevance and interest of learning. Perplexity can help students quickly understand valuable information by summarizing long articles or complex texts (Walter, 2024). This feature

is especially helpful for non-native speakers with trouble understanding complex texts.

This tool offers trustworthy sources and information to help with research for assignments and projects. Students' critical thinking abilities are improved, and they are encouraged to delve deeply into subjects. Students who ask for clarifications on difficult grammar concepts can get thorough explanations and examples, which helps them grasp challenging subjects. Enhancing pronunciation is essential for successful communication in any language, and Perplexity can suggest resources and tools for this purpose (Fatima, 2024).

Perplexity enhances the educational process and gives students more control over their learning process when it is incorporated into language instruction. For instance, Figure 3 illustrates the essay evaluation rubric. By using its features, teachers can establish a dynamic learning environment that encourages participation, customization, and skill improvement.

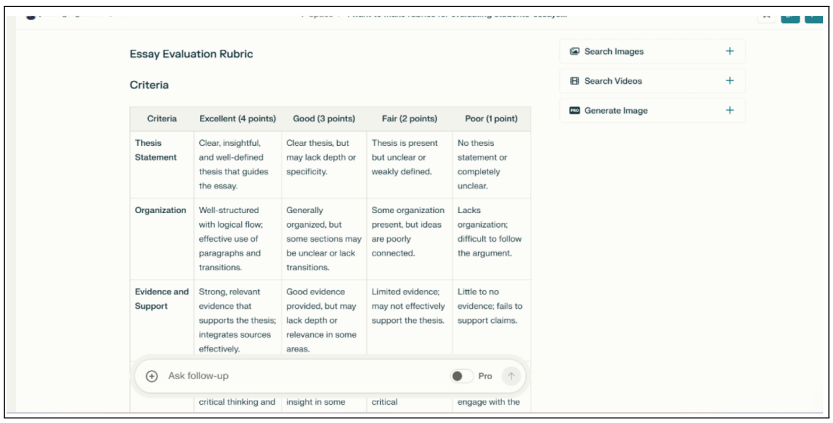

Figure 3 Essay Evaluation Rubric (Source: Perplexity, 2024)

4 Resource Development Tools: Quizzes, Diffit, and Magic School

Incorporating technology into language instruction is critical in today's fast-changing educational landscape. Quizzes, Diffit, and Magic School are at the forefront of this transformation, providing innovative approaches to improving both teaching and learning. This article explores how these tools can be effectively integrated into language education and how they influence educational efficacy.

4.1 Quizzes Improve Engagement and Assessment

Quizizz is an educational game-based platform that has become a significant tool in Mobile and Computer-Assisted Language Learning (MALL and CALL). It eases interactive and engaging learning experiences through multiplayer activities, transforming traditional lessons into dynamic and enjoyable formats (Quizizz Support, n.d.). As a versatile tool for formative assessment, Quizizz enables educators to evaluate students' language ability and monitor their progress. Key features such as instantaneous feedback, review options, and the ability to customize or generate new quizzes enhance the learning process and foster active participation (Jorgensen, n.d.). The platform's intuitive interface and compatibility across various devices promote collaborative learning and provide real-time feedback, creating a more interactive and effective educational environment. Quizizz supports diverse question types, including multiple-choice, polls, fill-in-the-blank, open-ended responses, drawing tasks, voice input, video responses, and slide presentations. Educators can conduct live quizzes or assign asynchronous tasks, allowing for flexible learning modalities. A distinctive feature of Quizizz is its live dashboard, which tracks participants' progress during live quizzes. This feature enables teachers to show correct and incorrect responses in real time, easing immediate feedback and targeted instruction. Additionally, quizzes can be created in various formats, such as true/false, multiple-choice, and fill-in-the-blank, and can be shared publicly or kept private. Public quizzes allow educators to collaborate by sharing resources across a wider teaching community (Jorgensen, n.d). To start a quiz, teachers share a unique game code with students, who join the activity using their mobile devices. Upon joining, students are assigned unique avatars, which have been shown to enhance engagement and motivation. Customization options, such as background music, ranking settings, and question randomization, allow educators to tailor quizzes to specific classroom needs (Sitompul et al.,

2023). Assigning quizzes as homework further supports individualized learning by enabling students to complete tasks asynchronously.

During the quiz, students receive instant feedback after each question. Positive reinforcement is provided through entertaining memes for correct answers, while incorrect answers prompt corrective or encouraging messages. A live scoreboard adds an element of competition, motivating students to perform better. Upon completing the quiz, students can review their answers and explanations, fostering reflection and deeper learning. Quizizz also equips teachers with performance metrics, aiding in the identification of student's strengths and areas requiring improvement (Futurity Education, 2023). Quizizz stands for an innovative integration of gamification into language learning, offering a blend of engagement, formative assessment, and immediate feedback. Its adaptability and user-friendly design make it an indispensable tool for enhancing teaching and learning experiences in diverse educational settings.

These days, Quizzes have long been used in schools to assess and reinforce learning. Gamification and interactivity on digital platforms have changed the traditional quiz format. Educators can use platforms like Quizlet and Kahoot! to design interactive quizzes that are tailored to specific language learning aims. These tools provide students with immediate feedback, allowing them to better understand and learn from their mistakes. Furthermore, gamifying these platforms boosts student motivation and participation, making learning more engaging and effective (Degirmenci, 2021). Interactive tools have the potential to significantly improve student engagement and learning outcomes. Gamification and interactivity on digital platforms have reshaped the traditional quiz. Educators can use platforms like Quizlet and Kahoot! to create interactive quizzes based on specific language learning goals. These tools give students instant feedback, allowing them to understand better and learn from their mistakes. Furthermore, gamifying these platforms increases student motivation and participation, making learning more enjoyable and effective.

4.2 Diffit: Modifying Instructional Materials

Diffit is a tool that enables teachers to create differentiated instructional materials. Diffit enables teachers to create personalized reading passages, exercises, and assessments that address individual learning needs in language classrooms for students with varying ability levels. Educators can design appropriately challenging materials for each student by entering specific parameters, promoting inclusivity and personalized learning. This customization ensures that all students, regardless of ability level, can interact meaningfully with the content, thereby improving their overall learning experiences. Personalized educational resources have been shown to improve language-specific skills (Tafazoli, 2023). Diffit tool generates a variety of engaging resources, such as grammar exercises, vocabulary quizzes, comprehension tasks, and discussion prompts, to create a dynamic and interactive learning environment. Furthermore, Diffit AI promotes the development of critical language skills by providing contextualized reading, writing, listening, and speaking opportunities.

4.3 Magic School a Creativity Tool

Magic School is a platform that offers a suite of tools for simplifying various educational tasks. It has language educator tools such as lesson plan generators, assessment creators, and interactive content creators. Magic School simplifies these processes, freeing teachers to focus on direct instruction and student interaction. Furthermore, the platform's ability to generate creative content, such as story prompts and language games, adds variety to the learning experience while keeping students engaged and motivated. Woo and Choi (2021) found that integration in educational settings increased teaching efficiency and effectiveness. Incorporating technology into language instruction is critical in today's rapidly changing educational landscape. Quizzes, Diffit, and Magic School are at the forefront of this transformation, offering novel ways to improve both teaching and learning.

Quizzes, Diffit, and Magic School are examples of practical ways to incorporate resource development tools into language teaching and learning. These tools supplement traditional teaching methods by offering added resources for reinforcing learning and measuring comprehension. Quizzes, for example, can be used as an extra tool to help students practice and remember what they have learned in a more interactive setting. Diffit also makes it easier to create custom learning materials based on each student's specific needs, resulting in more personalized learning experiences. It ensures that all learners can interact meaningfully with the content by catering to varying ability levels. Furthermore, tools such as Magic School help teachers with routine tasks like lesson planning and assessment creation, significantly reducing their administrative workload. This allows teachers to spend more time interacting with and supporting students, which results

in a more engaging learning environment. These tools also improve the quality of instruction and learning. They engage students by incorporating interactive and creative elements into lessons, which often results in improved material retention and comprehension. Moreover, these educational tools make teaching and learning effective as well as increase academic performance.

5 Ethical Concerns

The use of artificial intelligence (AI) has revolutionized and widened its scope in many fields. AI in education is regarded as a powerful tool to support technological advancements, new paradigms of instruction, and pioneering educational research that is considered impractical in traditional classroom settings (Nguyen et al., 2022). However, the ethical use of artificial intelligence is of central concern these days (Russell, 2020). It is "a critical area of consideration in the digital age" (Dahal, 2024, p. 727). It is impossible to ignore the possible misuse, bias, and moral dilemmas (Al-kfairy et al., 2024) that can arise due to the advancement and growth in the field of artificial intelligence technologies. As AI technologies have been embraced and are increasingly employed in higher education, it is important to tackle the ethical concerns related to their use (Slimi & Carballido, 2023).

The dependence on AI to complete course assignments and academic works by learners can result in academic dishonesty, leading to plagiarism (Walczak & Cellary, 2023; Acion et al., 2023). Moreover, the concern of security and privacy matters much when integrating AI tools into education (Chan & Hu, 2023). In other words, the privacy of sensitive data and the possible misuse of this information make one concerned about the wider range of AI applications (Mandapuram et al., 2018). The use of artificial intelligence in tracking and predicting student conduct has brought up great moral concerns about the concept of human freedom and surveillance (Akgun & Greenhow, 2022). The AI-powered tools require access to high-speed internet and technological devices, which might lead to the digital gap and restrict educational opportunities for underprivileged groups, thus creating inequalities (Isotani et al., 2023). Moreover, issues such as the digital divide between well-resourced and under-resourced schools can also be a barrier (Vassilakopoulou & Hustad, 2021) to incorporating AI into educational practices. There is often a lack of human interaction while using AI in education (Gasevic et al., 2023). Although interest in AI is rising, many educators still lack the proper skills to incorporate AI into their teaching practices (Trivedi, 2023). Another obstacle to using AI in education is the possibility of biases in AI algorithms, which can lead to inequality and compromise the efficacy and fairness of AI-driven educational systems (Eden et al., 2024). The "biases in AI algorithms may arise from various sources, including biased training data, algorithmic design choices, and societal prejudices encoded in the data used to train AI models" (Eden et al., 2024, p. 9). This could further lead to disparities in learning opportunities and results (Zaman, 2023).

The role of academic institutions seems important to counter the above-discussed risks and challenges. The academic institutions can set the assignment in such a way that can require the learners to apply their knowledge, needs understanding and the necessity of critical thinking and critical thinking skills (Al-kfairy et al., 2024) to solve the problems. To address the issues of plagiarism and ownership, there is a requirement for legal regulations and ethical understanding (Imran & Almusharraf, 2023). Moreover, educating the learners to use AI technologies responsibly is necessary to create an ethical culture in the academic environments (Al-kfairy et al., 2024). Chan and Hu (2023) highlight the need to keep the privacy of learners, which includes proper consent processes, data anonymization, and rigorous security protocols for supporting the data. To support this, Oksuz (2022) said that there is a necessity for strong data security procedures to protect student privacy and to stop unwanted access to sensitive data. Similarly, ensuring the quality and accuracy of AI-related content is essential to stop further harm or misinformation (Mandapuram et al., 2018). Specific guidelines should be provided to ensure that human intellectual contributions are properly acknowledged while recognizing the contribution of artificial intelligence (Perkins & Roe, 2024). There should be proper collaboration among the policymakers, stakeholders, technology developers, and educators (Mello et al., 2023) to be concerned with ethical practices while integrating AI into education. Educators, policymakers, and technology developers can design inclusive AI solutions that all learners use to solve accessibility concerns (Eden et al., 2024).

It is vital to promote equal access, safeguard privacy, and maintain proper ethical practices for the responsible use of AI-powered tools in the education system. Educators and tech developers need to design and execute AI with the ideals of justice, accountability, and openness to lessen the biases in AI algorithms (Eden et al., 2024). Educating educators and learners must also name the various ethical challenges and implications of algorithm use (Akgun & Greenhow, 2022).

It is necessary to adopt a balanced strategy that blends the use of technology with a thorough comprehension of its ethical and pedagogical implications (Parra et al., 2024). Maintaining a balance between human interaction and AI- technologies is essential for a comprehensive educational experience (Mello et al., 2023). Furthermore, educators need extensive planning and time-bound support for successfully incorporating AI in their pedagogies to ensure that the technology enhances rather than disrupts class procedures (Farooqi et al., 2024).

6 Concluding Remarks

The evolution of English Language Teaching (ELT) methodologies, from grammar-focused approaches to communicative and postmethod pedagogies, reflects a significant shift toward learner-centered and context-responsive education. Integrating ICT and AI tools, such as adaptive platforms and generative chatbots, presents transformative potential, particularly in multilingual contexts like Nepal, where linguistic diversity and resource disparities pose significant challenges (Papadakis et al., 2021). While GenAI or AI tools can democratize access to education, personalize learning experiences, and bridge rural-urban divides, its success depends on addressing infrastructural limitations, digital inequalities, and ethical concerns, such as algorithmic bias, data privacy, and academic integrity. In Nepal, for successfully use AI, localized solutions, teacher training, and policies prioritizing minority languages and inclusive design are required. Collaborative efforts among policymakers, educators, and developers are essential to ensure ethical AI deployment that balances technological innovation with sociocultural relevance. The future of ELT lies in harmonizing AI's efficiency with human-driven pedagogy to create fair, engaging, and ethically grounded learning environments that empower all learners.

To effectively integrate AI into Nepal's education system, policymakers must prioritize infrastructure development, ensuring fair access to affordable devices and reliable internet, especially in rural areas. This includes subsidizing low-tech solutions, such as SMS-based tools, and implementing transparency standards to audit AI algorithms for linguistic, geographic, and cultural biases. Policymakers should collaborate with tech developers to co-design localized AI tools that reflect Nepal's multilingual context (e.g., Nepali-English bilingual interfaces) and fund pilot programs in diverse regions to assess the impacts on equity. Additionally, ethical guidelines must be set up to address data privacy and algorithmic fairness, supported by public awareness campaigns through community radio and television. For teacher training programs, adaptation is critical to bridging the digital literacy gap. Training should include AI competency modules emphasizing direct practice with tools like ChatGPT and Gemini for lesson planning, feedback, and personalized instruction. These programs must promote hybrid pedagogies that balance AI-driven efficiency with human-centered teaching, ensuring educators support autonomy while leveraging AI for administrative tasks. Focusing on ethical AI use, critical digital literacy, and strategies to address academic dishonesty (such as project-based assessments) will empower teachers to navigate the challenges posed by AI. Partnerships with NGOs and tech firms can provide ongoing professional development, ensuring that rural educators are not left behind. In this way, Nepal can harness AI to democratize education while preserving linguistic diversity and addressing systemic inequities by aligning infrastructure investment, localized AI design, and teacher empowerment.

Author Contributions

All the authors contributed equally and approved of the last version of the article.

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Conflicts of Interest

The authors declare that this perspective is free from commercial or financial relationships that could be seen as a potential conflict of interest.

Generative AI Statement

The authors declare that no Generative AI was used in the creation of this manuscript.

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