

Chapter 6

AI-Powered Tools for Teaching English as a Second Language (ESL) in TNE

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ABSTRACT

This study looks into how artificial intelligence (AI) incorporating tools have revolutionized the field of English as a Second Language (ESL) teaching in the context of Transnational Higher Education (TNE). Among the examples are language learning apps, adaptive learning platforms, and virtual tutors that provide 45% and 32% more improvements in the engagement and language proficiency of learners, respectively. The three major advancements made are in the realms of hyper-personalization, multimodal learning, and enhanced natural language processing (NLP). However, the problems of data quality, ethical issues, and lack of supporting infrastructure remain. Future developments hold out greater integration, ethical AI, and improved teacher training. The study points to a balanced approach in leveraging AI for ESL with equitable access, ethical use, and continued professional development. As AI advances, it will turn out to be a key driver for reshaping ESL instruction, providing innovative, personalized, and effective learning experiences to varied learners around the world.

INTRODUCTION OF ESL

One of the most significant disciplines now is teaching English as a Second Language because the world of business, science, and technology is operating in English. A demand for ESL education has grown exponentially as people continue to embrace international mobility, globalization, and the recognition of English as an important skill for individual and professional success (Liu, 2023). This section will discuss explicit and in-depth coverage of the ESL instruction, the value or importance of this instruction, and the challenges that go with teaching people who are non-native English speakers; it will also cover how modern approaches to education, including technology, have revolutionized the field of ESL (Yuson & Oboza, 2021).

DOI: 10.4018/979-8-3693-7016-2.ch006

The Importance of ESL Training

The importance of ESL teaching can never be overestimated in a world where international communication has made English the language for all. Proficiency in English often correlates to better educational opportunities and earning capacity, along with more extensive career possibilities (Ridge, 2011). For sure, for non-native speakers, the advantages of mastering English open up before them far more doors than the mere ability to speak the language, permitting them to become an integrated member of English-speaking societies, either through the mode of immigration, study, or professional employment in industries in which English is the common language.

Challenges in ESL Instruction

At the same time, despite the growing demand for ESL, there are a few inherent challenges that come up when the issue of teaching English to non-native speakers is considered. The most acute challenge that practitioners face is that of the diversity of language among ESL learners who find themselves coming from diverse linguistic backgrounds and with a different degree of proficiency in English (Petrovic & Olmstead, 2001). This calls for ESL teachers to take up a differentiated teaching approach; thus, they have to adjust their methods and practices to the level of needs that each learner has.

Another major challenge is the cognitive load that comes with learning a second language. For most learners, gaining mastery of English means mastering complex grammatical structures, vocabulary building, and skills in speaking, listening, reading, and writing (Ganaprakasam & Karunaharan, 2020). This is, in most cases, a very daunting exercise, especially for the learner who is at the same time trying to fit into cultural and social adjustments in English-speaking environments.

In addition to these pedagogical challenges, teaching ESL is, in many instances, deficient in terms of available resources and support (Luís, 2024). Most educational institutions, especially in countries where English is not the first language, lack proper infrastructure, materials, or trained staff for delivering English language instructions effectively. Such deficits in resources often bring harmful effects to learning, in a way that most students fail to achieve fluency, even after several years of study.

Contemporary Approaches to Teaching ESL

In addressing these issues, a wide range of current ESL approaches were developed by educators and researchers that emphasize learner-centered pedagogy, the development of communicative competence, and the integration of technology.

Communicative Language Teaching (CLT)

One of the most frequently followed styles of ESL education is Communicative Language Teaching, in which students are taught the concept of obtaining communicative competences rather than grammatically sound language (Reynolds & Bartholomeusz, 2023). In this regard, students are suggested to interact and communicate in everyday life to help students use the English language in real-life contexts. The most commonly performed activities among students of the CLT approach are role-playing, discussion,

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