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INTEGRATING AI TOOLS INTO CELTA-BASED ENGLISH LANGUAGE TEACHING: A COMPARATIVE ANALYSIS OF TRADITIONAL AND TECHNOLOGY-ENHANCED APPROACHES

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Abstract. This article examines the integration of artificial intelligence (AI) tools into English language teaching within the CELTA framework. It provides a comparative analysis of traditional and AI-enhanced approaches, focusing on learner engagement, communicative competence, and classroom interaction. Drawing on both theoretical insights and practical teaching experience gained during a CELTA course in the United Kingdom, the study highlights how AI can support lesson planning and learner autonomy while emphasizing the need to preserve communicative principles.

Keywords: artificial intelligence, CELTA, EFL, communicative approach, classroom interaction.

Annotatsiya. Ushbu maqolada sun’iy intellekt (AI) vositalarining CELTA asosidagi ingliz tilini o‘qitish jarayoniga integratsiyasi tahlil qilinadi. Tadqiqot an’anaviy va AI bilan boyitilgan yondashuvlarni qiyoslab, ularning o‘quvchi faolligi, kommunikativ kompetensiya va dars samaradorligiga ta’sirini o‘rganadi. Natijalar AI vositalaridan muvozanatli foydalanish ta’lim sifatini oshirishini ko‘rsatadi.

Kalit so‘zlar: sun’iy intellekt, CELTA, EFL, qiyosiy tahlil, kommunikativ yondashuv.

Аннотация. В статье рассматривается интеграция инструментов искусственного интеллекта в преподавание английского языка на основе методики CELTA. Проводится сравнительный анализ традиционных и технологически обогащённых подходов с акцентом на вовлечённость учащихся, коммуникативную компетенцию и эффективность обучения. Результаты показывают, что сбалансированное использование AI повышает качество обучения.

Ключевые слова: искусственный интеллект, CELTA, EFL, сравнительный анализ, коммуникативный подход

INTRODUCTION.

The growing role of English as a global lingua franca has significantly influenced language education systems worldwide. In response to this demand, teaching methodologies have evolved to prioritize communicative competence, learner autonomy, and practical language use. At the same time, rapid developments in artificial intelligence (AI) are reshaping educational

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environments, introducing new tools and possibilities for both teachers and learners.

AI technologies, including text-generating systems and automated feedback tools, are increasingly being integrated into English language teaching. These tools offer advantages such as instant feedback, personalized learning pathways, and efficient material generation. However, their integration raises important pedagogical questions, particularly in relation to established teaching frameworks.

The CELTA methodology represents one of the most widely recognized approaches to teaching English as a foreign language. It is grounded in communicative language teaching (CLT), which emphasizes interaction, real-life communication, and student-centered learning. A key principle of CELTA is the careful management of Teacher Talk Time (TTT) and Student Talk Time (STT), ensuring that learners are given maximum opportunities to actively use the language (Harmer, 2007) [1].

Based on personal teaching experience during a CELTA course in the United Kingdom, it was observed that even minor changes in classroom interaction patterns can significantly affect learner engagement.

The aim of this study is to analyze how AI tools can be integrated into CELTA-based teaching and to compare traditional and AI-enhanced approaches in terms of interaction, engagement, and communicative outcomes.

LITERATURE REVIEW AND METHODOLOGY.

Literature Review

The role of technology in language education has evolved from simple digital tools to complex, adaptive systems. Early Computer-Assisted Language Learning (CALL) approaches focused primarily on drills and controlled practice (Warschauer, 1996) [4], whereas modern AI-based tools are capable of simulating communication and generating contextually appropriate language.

Scholars argue that AI can significantly enhance learner autonomy by allowing students to practice language outside the classroom and receive immediate feedback (Luckin et al., 2016) [5]. However, there is also concern that excessive reliance on AI may reduce opportunities for authentic communication, which remains central to communicative competence (Richards, 2006) [3].

Communicative Language Teaching emphasizes interaction as both the means and the goal of language learning. Within the CELTA framework, this is operationalized through techniques such as pair work, group discussions, role plays, and task-based learning. These techniques are designed to maximize STT and create meaningful communicative contexts (Scrivener, 2011) [2].

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From a theoretical perspective, the integration of AI into this framework can be viewed as an extension of pedagogical scaffolding, where technology supports but does not replace human interaction.

METHODOLOGY.

This study adopts a qualitative, experience-informed comparative approach. The analysis is based on reflective teaching practice during CELTA training in the United Kingdom, classroom observations, and comparison of lesson stages with and without AI integration.

Two lesson formats were analyzed:

1. Traditional CELTA Lesson

Lead-in → Elicitation → Controlled Practice → Freer Practice

Focus on minimizing TTT and maximizing STT

2. AI-Enhanced Lesson

Use of AI tools for generating materials, prompts, and contextualized examples

Support in lesson planning and task variation

The analysis focused on interaction patterns, student participation, and fluency development.

DISCUSSION.

The comparison revealed several important insights. Traditional CELTA-based lessons provide structured interaction and ensure consistent student participation. During CELTA training in the UK, it was observed that reducing Teacher Talk Time led to increased learner engagement and confidence.

AI-enhanced lessons introduced greater flexibility and creativity. For instance, AI-generated role-play scenarios enabled students to engage in more realistic communicative tasks. In one observed case, learners simulated job interviews using AI-generated prompts, resulting in more extended and meaningful interaction.

However, challenges were also identified. Excessive reliance on AI sometimes increased Teacher Talk Time, particularly when explaining AI-generated materials. This contradicts CELTA principles, which emphasize student-centered learning.

Students generally perceived AI as a helpful tool, especially for vocabulary development and idea generation. Nevertheless, they continued to rely on the teacher for clarification and feedback, highlighting the irreplaceable role of human interaction.

RESULTS.

The findings indicate that both approaches have distinct strengths.

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- **Engagement:** AI-enhanced lessons increased motivation through dynamic content while fostering greater learner autonomy and facilitating more personalized, adaptive learning experiences.
- **Interaction:** Traditional lessons maintained stronger STT balance
- **Fluency:** AI-supported tasks improved learner fluency
- **Teacher Role:** Shift toward facilitator-designer model

Overall, AI proved most effective as a supplementary tool rather than a replacement for communicative teaching.

Conclusion and Practical Recommendations

The integration of AI into CELTA-based teaching offers significant potential but requires careful implementation. The following recommendations are proposed:

- Use AI primarily for lesson planning
- Maintain focus on Student Talk Time
- Adapt AI-generated materials
- Preserve authentic interaction
- Develop digital and pedagogical competence

A balanced approach ensures that technological innovation enhances rather than replaces effective teaching practices.

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