

Next-Gen Language Pedagogy: Leveraging Generative AI to Support Inclusive English Language Learning

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Abstract— *In an increasingly globalized and linguistically diverse world, English Language Teaching (ELT) must evolve to address the needs of all learners, including those from marginalized, multilingual, and neurodiverse backgrounds. The integration of Generative Artificial Intelligence (AI) into language pedagogy marks a significant paradigm shift toward inclusivity, personalization, and accessibility. This paper explores how generative AI technologies such as ChatGPT, Grammarly, ELSA Speak, and other adaptive platforms can support inclusive ELT practices by aligning with frameworks like Universal Design for Learning (UDL), translanguaging pedagogy, and culturally responsive teaching. This paper highlights how AI tools are democratizing English education, especially in resource-constrained environments. However, the paper also critically examines the ethical and pedagogical challenges associated with AI, including algorithmic bias, overreliance, privacy concerns, and the digital divide. By addressing both the affordances and limitations of generative AI, this study underscores the importance of thoughtful integration strategies grounded in equity and learner empowerment. The research ultimately advocates for a hybrid model of AI-enhanced pedagogy that preserves the irreplaceable role of human teachers while embracing the transformative potential of AI. The findings aim to contribute to ongoing discussions around sustainable, ethical, and inclusive practices in 21st-century English language education.*

Keywords— *Generative AI, Inclusive Education, English Language Teaching, UDL, Multilingual Learners, Educational Technology, ChatGPT*

The 21st century classroom is increasingly characterized by linguistic heterogeneity, neurodiversity, and multiculturalism. With these shifts, traditional “one-size-fits-all” methods in English Language Teaching (ELT) are no longer sufficient. The emergence of generative AI machine learning systems capable of producing human-like text, feedback, and responses offers promising avenues to reimagine English education in ways that are inclusive, dynamic, and learner-centered. Platforms like OpenAI’s ChatGPT, Google Bard, and adaptive apps like Elsa Speak or Duolingo Max have begun to revolutionize language instruction, personalizing learning experiences based on each student’s pace, proficiency, and cultural context. This paper explores how generative AI can support inclusive ELT practices while addressing the ethical and infrastructural challenges that accompany its implementation.

The digital revolution has dramatically reshaped educational paradigms across the globe,

especially in the field of English Language Teaching (ELT). As English continues to function as a global lingua franca in academic, professional, and social domains, the demand for accessible, adaptive, and inclusive language instruction has intensified. Simultaneously, language classrooms have become more diverse than ever before—populated by learners from varied cultural, linguistic, cognitive, and socioeconomic backgrounds. These shifts present both a challenge and an opportunity for educators and institutions striving to ensure equitable access to English language learning.

In this dynamic context, the emergence of Generative Artificial Intelligence (AI), AI systems capable of generating human-like language, feedback, and content represents a groundbreaking development. Tools like OpenAI’s ChatGPT, Google’s Gemini, Grammarly, and ELSA Speak are transforming the landscape of language pedagogy by offering real-time assistance, context-sensitive support, and adaptive

learning experiences. These tools can not only personalize content delivery based on learners' proficiency levels and needs but also provide multilingual scaffolding, assistive features for learners with disabilities, and culturally relevant engagement strategies.

While the possibilities are expansive, they are not without complications. Generative AI raises critical questions about data privacy, algorithmic bias, technological dependency, and access inequality. Moreover, AI cannot replace the empathy, cultural sensitivity, and pedagogical judgment that human educators bring to the classroom. Therefore, this paper aims to investigate the role of generative AI in fostering inclusivity in ELT by evaluating its affordances, examining real-world case studies, and offering ethical, pedagogically grounded strategies for responsible integration

To anchor the study in sound pedagogical principles, this research draws upon Universal Design for Learning (UDL), a framework that emphasizes flexibility in the ways information is presented, learners express themselves, and students engage with content. Developed by CAST (2018), UDL advocates for inclusive practices that proactively address the needs of all learners, especially those with disabilities or non-normative cognitive styles. In the context of English Language Teaching (ELT), UDL promotes the integration of visual, auditory, and kinesthetic elements into lessons, allowing students to access content in diverse ways. Generative AI tools such as text-to-speech engines, speech-to-text applications, and AI-powered grammar feedback systems align with UDL by offering multiple entry points into language learning and reducing barriers to participation.

Translanguaging, as conceptualized by García and Wei (2014), challenges the notion of linguistic purity in language classrooms and embraces the dynamic interplay between a learner's full linguistic repertoire. In multilingual classrooms, especially in postcolonial or migrant contexts, students often draw upon their home languages to construct meaning and navigate new linguistic systems. Generative AI tools can support translanguaging by offering real-time translation, context-based code-switching, and feedback that respects linguistic hybridity. AI platforms with multilingual capabilities thus become instrumental in validating students' linguistic identities and providing culturally and linguistically responsive support throughout the learning process.

Culturally Responsive Pedagogy (CRP), as articulated by Geneva Gay (2010), advocates for teaching that affirms and reflects students' cultural knowledge, lived experiences, and worldviews. In ELT, this means moving beyond standardized content to include local narratives, idiomatic expressions, and culturally meaningful texts. Generative AI can contribute to CRP by generating prompts, examples, and stories tailored to students' cultural backgrounds. When carefully curated or customized, AI-generated materials can help students feel seen and respected in the curriculum, enhancing motivation and relevance. Thus, the thoughtful integration of AI within these three frameworks UDL, translanguaging, and CRP positions it as a powerful enabler of inclusive, learner-centered English language education.

Generative AI enables real-time customization of content based on learner profiles. Applications like ChatGPT can adjust reading complexity, grammar exercises, or vocabulary tasks to a learner's current proficiency level. For instance, a beginner-level student struggling with past tense verbs can receive instant, level-appropriate practice sentences with corrective feedback.

Generative AI systems can translate content, instructions, or feedback into a learner's native language, facilitating understanding while building confidence. Tools like DeepL, Google Translate APIs, and GPT-based multilingual chatbots support translanguaging pedagogy, especially in contexts where English is a second or third language.

AI-powered text-to-speech, speech recognition, and spelling correction tools assist learners with dyslexia, ADHD, or auditory processing challenges. Grammarly's tone detector and CoWriter's predictive text features, for example, allow neurodiverse students to participate in writing tasks more confidently and independently. Teachers can leverage AI systems to generate instant feedback on writing, pronunciation, or grammar, allowing them to focus on higher-order instruction and emotional support. Moreover, AI tutors are available 24/7, extending learning beyond classroom hours.

AI systems are trained on predominantly Western datasets, which may reflect implicit biases and underrepresent non-Western cultures or idioms. For example, learners from rural India or Africa may find that AI tools fail to recognize region-specific names, accents, or cultural contexts, potentially reinforcing linguistic imperialism. Students may become overly dependent on AI-generated corrections, undermining

deep language acquisition or critical thinking. The teacher's role in scaffolding and metacognitive reflection remains irreplaceable. Access to AI tools requires stable internet, smart devices, and digital literacy, resources often unavailable to learners in under-resourced schools or rural regions. Inclusion, therefore, also demands systemic investments in infrastructure and training. Many AI tools collect user data, raising concerns about surveillance and informed consent, especially when used by minors or in public education systems.

For generative AI to meaningfully contribute to inclusive English language learning, its implementation must be intentional, ethically grounded, and pedagogically informed. Technology alone does not guarantee equitable outcomes, it is the thoughtful integration of AI within teaching practices that shapes learner experiences. Effective strategies should center on empowering both educators and students while upholding core values such as equity, critical thinking, and cultural relevance.

A key principle in responsible integration is teacher mediation. Generative AI should act as a supportive tool, not a replacement for human instruction. Teachers play a crucial role in interpreting AI-generated content, correcting inaccuracies, and helping learners make sense of the feedback they receive. For instance, a chatbot may provide a grammatically correct sentence, but it might lack cultural nuance or contextual appropriateness. Teachers must guide students in reflecting on AI outputs, making informed choices, and understanding language beyond surface-level correctness.

Another essential strategy involves promoting student agency. Learners should be encouraged to engage critically with AI tools questioning suggestions, exploring multiple responses, and using AI as a creative collaborator rather than a passive answer generator. Assignments that require learners to compare AI-generated outputs with their own writing or to reflect on AI feedback help build metacognitive awareness. Such activities foster autonomy, creativity, and deeper engagement with language, moving beyond rote learning toward active knowledge construction.

Curriculum design should incorporate generative AI in ways that reflect learners' identities, lived experiences, and sociocultural realities. This includes creating tasks that ask students to write AI-assisted narratives based on local events, translate traditional proverbs, or analyze AI-generated texts for cultural relevance. By embedding AI within a culturally

responsive and contextually grounded curriculum, educators ensure that the technology supports rather than erases linguistic and cultural diversity.

To implement these strategies effectively, professional development is essential. Teachers need structured training in AI literacy, including how to evaluate AI tools, recognize biases in datasets, and use generative models ethically. Workshops, peer mentoring, and collaborative lesson planning can help educators develop confidence and creativity in incorporating AI meaningfully into their pedagogy. Equipping teachers with these skills is especially critical in underserved schools, where technological unfamiliarity can widen the equity gap. Community and policy engagement must accompany classroom-level interventions. Efforts to promote inclusive AI use in ELT should be supported by broader educational reforms, including national curriculum guidelines, investment in digital infrastructure, and clear policies for data privacy and AI ethics. Stakeholder collaboration, between educators, policymakers, parents, and tech developers is crucial to ensure that AI integration aligns with equity goals and meets the diverse needs of learners at scale. The global landscape of education reflects an increasing interest in the integration of generative AI to bridge gaps in English language instruction. Several pioneering initiatives and platforms provide practical insight into how AI can be deployed to foster inclusion and linguistic diversity.

India's Ministry of Education launched the DIKSHA (Digital Infrastructure for Knowledge Sharing) platform as part of its National Digital Education Architecture (NDEAR). DIKSHA incorporates AI-driven tools for personalized learning and has been exploring the inclusion of AI-based English language modules, particularly in collaboration with regional language interfaces. These initiatives allow students from underserved rural and tribal communities to access English instruction with multilingual support in Hindi, Tamil, Bengali, Marathi, and other languages, aligning with translanguaging pedagogy.

In regions where access to quality English instruction is limited, generative AI embedded within such platforms enables learners to receive real-time feedback, adaptive assessments, and voice-guided reading assistance. The tools not only cater to linguistic diversity but also help teachers personalize learning for large classrooms with varied proficiency levels. ELSA (English Language Speech Assistant) is a generative AI-powered app developed to improve pronunciation through real-time voice recognition. Widely adopted in

countries like Vietnam, Brazil, and Indonesia, ELSA helps learners with varying accents and local dialects achieve clearer pronunciation in English. The app uses machine learning algorithms to detect phonetic errors and provides corrective exercises based on native-like speech models.

ELSA's success lies in its inclusive design, it accommodates different English varieties and encourages self-paced learning, making it particularly valuable in low-resource or remote settings where qualified English phonetics instructors are scarce. By incorporating gamification, cultural scenarios, and voice repetition drills, ELSA promotes engagement among younger learners and non-traditional adult learners alike.

In university settings, instructors are experimenting with tools like ChatGPT and GrammarlyGO to aid academic writing among ESL students. At institutions in South Korea, the Philippines, and parts of Eastern Europe, educators report that AI prompts help learners brainstorm ideas, refine grammar, and engage in peer-editing simulations.

A pilot study at a university in the Philippines (Flores, 2024) showed that when paired with reflective activities, ChatGPT encouraged students to improve their vocabulary and self-edit their essays before submission. Moreover, learners with writing anxiety reported increased confidence and autonomy when receiving private AI feedback before public critique. These implementations emphasize AI as a co-writer, not a replacement for human creativity. They also show that guided use of generative AI enhances learner agency and reduces linguistic exclusion in academic discourse communities.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has launched multiple initiatives to ensure equitable AI integration in education. Its 2021 report, *AI and Education: Guidance for Policymakers*, outlines recommendations for using AI to advance Sustainable Development Goal 4 inclusive and equitable quality education for all. UNESCO-supported projects in Sub-Saharan Africa and Southeast Asia include piloting AI chatbots in English learning for out-of-school youth, AI-powered reading companions for early literacy, and low-bandwidth AI tools for rural educators. These initiatives foreground ethical concerns, cultural contextualization, and gender sensitivity, especially in underrepresented learner communities.

The future of generative AI in inclusive English Language Teaching (ELT) lies in the collaborative

efforts of technologists, educators, linguists, and policymakers. For AI to achieve its full potential in supporting diverse learners, its development must go beyond generic solutions and move toward culturally and contextually relevant applications. One pressing need is the creation of region-specific AI corpora that represent local dialects, multilingual expressions, and cultural narratives. This will help reduce algorithmic bias and allow AI tools to reflect the linguistic realities of learners in diverse geographies, particularly in the Global South. Another promising avenue is the development and dissemination of open-source generative AI tools specifically designed for public education systems, low-resource schools, and nonprofit educational organizations. Commercial AI platforms often remain inaccessible to underserved communities due to subscription costs, data privacy concerns, or a lack of customization. Open-access, community-driven tools can bridge the digital divide and democratize AI-enhanced ELT, especially when supported by multilingual interfaces and offline functionalities. Equally crucial is the integration of ethical AI education into teacher training programs. As AI becomes a staple in digital pedagogy, teachers must be equipped not only with technical know-how but also with ethical frameworks to evaluate AI's role in their classrooms. Including AI ethics, data privacy, and critical digital literacy in teacher education will ensure that educators act as informed mediators, capable of guiding students in reflective and responsible AI use.

Finally, there is a growing need for longitudinal research on the effects of generative AI on language acquisition. While short-term gains in fluency and writing accuracy have been observed, little is known about how AI impacts deeper cognitive skills such as creativity, critical thinking, and long-term retention. Future studies should assess how AI influences learner identity, intercultural competence, and the development of communicative autonomy over time.

With equitable infrastructure, transparent data policies, and a commitment to inclusive and human-centered design, generative AI can become a transformative tool in the pursuit of global language equity. By shaping policies, technologies, and pedagogical practices in tandem, we can harness AI not as a substitute for educators, but as a partner in delivering meaningful, just, and accessible English education for all.

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