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Sowmya MA
Assistant Professor,
Department of English
Acharya Institute of Graduate Studies, Bengaluru,
Karnataka, India

Vinay KY
Assistant Professor,
Department of Commerce
Government First Grade College, Hosadurga,
Karnataka, India

Correspondence Author;
Sowmya MA
Assistant Professor,
Department of English
Acharya Institute of Graduate Studies, Bengaluru,
Karnataka, India

Impact of Artificial Intelligence on English Language Teaching for Commerce students: Pedagogical shifts and future prospects

Sowmya MA and Vinay KY

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Abstract
The integration of Artificial Intelligence (AI) in education is reshaping English Language Teaching (ELT), particularly in domain-specific disciplines such as commerce. This study investigates the influence of AI-based tools on the teaching and learning of English among undergraduate commerce students, focusing on their effectiveness in enhancing linguistic competence, learner engagement, and academic outcomes. The research adopts a mixed-method approach, collecting data through surveys, classroom observations, and semi-structured interviews with both students and educators across three universities.

Findings indicate that AI tools such as grammar checkers, intelligent tutoring systems, language learning apps, and conversational agents significantly improve learners' writing accuracy, vocabulary development, and confidence in business communication. Additionally, students reported increased motivation and a preference for personalized, self-paced learning environments. However, the study also highlights limitations, including a risk of overreliance on AI, insufficient critical thinking development, and varying levels of digital literacy among students and faculty.

The paper suggests incorporating AI tools as supplementary aids rather than replacements for traditional teaching, promoting blended learning strategies, and providing training for educators in digital pedagogy. Institutions are also encouraged to align AI integration with curriculum goals specific to commerce-related language competencies. Future research should explore longitudinal impacts of AI-assisted learning, comparative studies across academic disciplines, and the development of AI tools tailored to the contextual needs of non-native English-speaking commerce students.

Keywords: Artificial Intelligence, Commerce Education, Digital Learning Tools, English Language Teaching, Higher Education,, Pedagogical Innovation, Personalized Learning

Introduction

The integration of Artificial Intelligence (AI) in education has opened new avenues for personalized, efficient, and data-driven learning experiences, particularly in the field of English Language Teaching (ELT). Recently, educators have increasingly adopted AI-powered tools, such as intelligent tutoring systems, automated writing evaluators, speech recognition software, and language learning chatbots, to enhance students' linguistic skills. These tools offer personalized feedback, real-time language assessments, and adaptive learning paths that support diverse learner needs (Zawacki-Richter *et al*. 3). For commerce students, who require a strong command of English for business communication, report writing, and global interaction, the role of AI in language instruction is both timely and essential. The discipline-specific needs of commerce students demand English language instruction that is not only accurate but also contextually relevant to the business environment. AI tools are now being used to bridge this gap by offering real-world language applications, improving fluency, and reinforcing grammar and vocabulary in a dynamic way (Hwang *et al*. 2). However, despite the promise of AI in ELT, educators face challenges such as technological dependence, limited digital literacy among both teachers and students, and ethical concerns regarding AI-generated content (Zawacki-Richter *et al*. 6). These concerns underline the importance of examining how AI affects not just linguistic competence, but also learner autonomy, engagement, and long-term academic development.

This study examines the effects of AI-based tools on English language instruction among undergraduate commerce students, concentrating on their impact on learning outcomes, student motivation, and pedagogical efficacy. By exploring both the benefits and limitations

of AI in this context, the research aims to contribute to a more informed and balanced integration of emerging technologies in higher education language curricula.

In the Indian higher education context, the implementation of Artificial Intelligence in English language instruction is gaining momentum, particularly within professional and commerce-related programs. With India's rapidly growing digital infrastructure and strong emphasis on employability, institutions are beginning to incorporate AI-based tools such as automated writing assistants, speech-to-text software, and AI-powered learning apps to enhance English proficiency among students. Mastering English remains a crucial requirement for commerce students, who must communicate effectively in global business environments. However, challenges such as unequal access to digital tools, linguistic diversity, and a wide urban-rural education divide complicate the seamless adoption of AI in language classrooms (Kumar and Sharma 89). Moreover, many Indian educators are still in the early stages of adapting to AI-supported pedagogy due to limited training and resource availability. Despite these constraints, pilot programs and EdTech startups in India have shown promising results in improving learners' grammar, vocabulary, and confidence in using English for business purposes. This study positions itself within this evolving landscape to assess the educational and technological implications of AI-enhanced ELT for Indian commerce students.

Review of Literature

Recent studies highlight the transformative impact of Artificial Intelligence (AI) on English Language Teaching (ELT). AI technologies offer personalized learning experiences, enhance student engagement, and improve learning outcomes (Umar, 2024) [14]. Various AI applications, such as automated writing evaluation tools and intelligent tutoring systems, are being integrated into ELT (Umar, 2024) [14]. While AI presents numerous opportunities, including plagiarism detection and grammatical error correction (Idham *et al*., 2024) [4], it also raises ethical concerns and challenges, such as data privacy and algorithmic bias (Umar, 2024; Al-Othman, 2024) [14, 144]. Teachers recognize the need for digital literacy and professional development to effectively implement AI in classrooms (Idham *et al*., 2024; Al-Othman, 2024) [4, 1]. The future of ELT may involve expanded open-source learning channels and widespread use of robots (Al-Othman, 2024) [1]. As AI continues to shape language education, responsible and inclusive implementation is crucial (Eshmamatov), emphasizing the importance of balancing technological advancements with ethical considerations in ELT.

Artificial Intelligence (AI) is transforming the Indian education system by enhancing personalized learning, improving teaching efficiency, and expanding access to quality education. AI applications include intelligent tutoring systems, automated grading, and predictive analytics for student outcomes (Dubey *et al*., 2022) [2]. While AI offers promising solutions for bridging educational gaps and tailoring learning experiences, challenges such as infrastructure constraints, digital literacy, and data privacy concerns persist, particularly in rural areas. Educational technology firms are developing AI-based applications for personalized learning, recommendation systems, and adaptive assessments (Jaiswal & Arun, 2021) [5]. However, the integration of AI in education requires a balanced approach that maintains crucial human interactions and addresses potential negative impacts, such as learning gaps and employment concerns for traditional teachers (Dubey *et al*., 2022) [2].

Research Questions

- How do AI-based tools impact the English language proficiency of undergraduate commerce students?
- What effect does the use of AI have on learner motivation and engagement in English language learning for commerce students?
- What challenges do educators and students face in integrating AI technologies into English language teaching in commerce education?

Research Objectives

- To assess the effectiveness of AI tools in enhancing the English language skills of commerce students.
- To examine the influence of AI on student motivation, engagement, and autonomy in English language learning.
- To identify the primary challenges in implementing AI-assisted English language instruction in commerce-focused classrooms.

Theoretical Discussion

The use of Artificial Intelligence (AI) in English Language Teaching (ELT) represents a paradigm shift in contemporary pedagogy, particularly in discipline-specific contexts such as commerce education. Grounded in theories of constructivism, self-directed learning, and connectivism, the integration of AI into ELT is transforming how language skills are acquired, practiced, and assessed. From a constructivist perspective, AI tools foster active learning by providing students with interactive environments where they can construct knowledge through real-time feedback, contextualized practice, and experiential learning. Tools such as chatbots, AI-powered writing assistants (e.g., Grammarly), and voice recognition software allow learners to practice English in meaningful contexts aligned with their academic and professional needs in commerce (Zawacki-Richter *et al*. 6). These platforms offer simulations of business dialogues, report writing, and email communication, which are essential for commerce students developing domain-specific language proficiency.

The theory of self-directed learning, as outlined by Knowles, is also highly relevant in this context. AI-powered platforms let students set their own pace and style of learning, which gives them control over their own progress. Adaptive learning systems, for instance, adjust the difficulty of tasks based on learner performance, promoting autonomy and mastery (Hwang *et al*. 596). For commerce students, who must develop both fluency and accuracy in business communication, this personalized support enhances their engagement and motivation, which aligns with the second research objective. Connectivism, a learning theory suited to the digital age, posits that knowledge is distributed across networks and technologies, and learning involves navigating and drawing connections within these systems (Siemens). AI technologies facilitate this by linking learners to digital resources, peer communities, and real-time communication tools. In commerce education, where English proficiency is closely tied to career readiness and global connectivity, AI

supports not only linguistic development but also professional digital literacy.

Despite these benefits, the integration of AI into ELT also presents several pedagogical and infrastructural challenges, especially in the Indian higher education context. Studies have shown that many Indian institutions face barriers such as limited access to technology, lack of teacher training, and uneven digital infrastructure (Kumar and Sharma 90). Moreover, while AI can enhance accuracy in grammar and vocabulary, it may not fully address the nuances of critical thinking, creativity, and intercultural communication—skills that are essential in business environments. This concern aligns with the third research objective, which seeks to identify the limitations of AI adoption in commerce-focused ELT.

Benefits of Artificial Intelligence on English Language Teaching

The incorporation of Artificial Intelligence (AI) into English Language Teaching (ELT) has introduced a dynamic shift in the methods and effectiveness of language instruction, especially for commerce students in India. AI-powered tools and platforms are increasingly being used to facilitate personalised learning, promote student engagement, and improve overall language proficiency in ways that were not previously possible through traditional instruction alone. In the context of commerce education, where students require practical communication skills for global business environments, AI offers tailored, efficient, and scalable solutions that align closely with both academic and industry demands.

1. Personalized Learning and Adaptive Instruction

One of the greatest benefits of AI in ELT is its ability to personalise instruction. Unlike traditional one-size-fits-all models, AI systems adapt to individual learner needs based on real-time performance data. Tools such as intelligent tutoring systems and language learning apps (e.g., Duolingo, ELSA Speak, or ScribeSense) offer lessons that adjust difficulty levels, repetition cycles, and feedback mechanisms to suit the learner's pace and ability (Hwang *et al*. 598). For commerce students, who may have varying levels of English proficiency and distinct business communication goals, such personalisation ensures more targeted skill development. This adaptive learning capability also enhances learners' autonomy by allowing them to access content anytime and anywhere, creating opportunities for self-directed learning. This is particularly relevant in India, where students often juggle academic responsibilities alongside internships or part-time work. AI's flexible nature empowers learners to take ownership of their progress, an essential skill for professional and lifelong learning.

2. Enhanced Writing and Speaking Proficiency

AI has a significant role in improving the productive language skills—speaking and writing—that are crucial in commerce-related domains. Tools like Grammarly and QuillBot provide instant feedback on grammar, coherence, tone, and vocabulary usage, which helps students refine their writing skills over time. For business communication, where precision and formality are essential, such tools help students meet industry expectations (Raman and Sharma 80). Similarly, AI-powered speech recognition software helps students enhance pronunciation, intonation, and fluency. Applications like Google's Read Along and ELSA Speak use machine learning to identify errors in pronunciation and provide corrective feedback. These tools support oral communication development, a key requirement for commerce students who must participate in presentations, client meetings, and international business interactions.

3. Real-Time Assessment and Feedback

Timely feedback is a cornerstone of effective learning. AI makes it possible to automatically assess language outputs—essays, reports, and emails—and deliver instant, detailed feedback. This immediate response not only corrects errors but also fosters a process of continuous improvement. In traditional classrooms, especially those with large student numbers (as is often the case in Indian universities), such individualized feedback is difficult to achieve manually (Zawacki-Richter *et al*. 11). Moreover, AI systems can track longitudinal learning patterns, helping both students and instructors monitor progress and identify persistent weaknesses. For example, dashboards on platforms like Microsoft Reading Progress or Classkick provide insights that teachers can use to adjust instruction accordingly, making classroom teaching more data-informed and effective.

4. Contextual and Commerce-Specific Language Practice

Another unique benefit of AI in ELT for commerce students is the ability to simulate real-world, discipline-specific communication. AI chatbots, for instance, can be programmed to simulate customer interactions, business negotiations, or formal email exchanges, giving students the opportunity to practice relevant vocabulary and scenarios. These domain-specific simulations enhance both the functional and cultural appropriateness of students' language use (Patel 114). Such tools help bridge the gap between academic English and professional communication, an essential goal of English instruction in commerce programs. This also aligns with India's employability agenda, as fluency in workplace English is often a prerequisite for job readiness in multinational corporations and competitive industries.

5. Increased Engagement and Motivation

AI-driven learning environments are often interactive, gamified, and visually stimulating, which contributes to higher student engagement. Gamification elements such as points, levels, and rewards make language learning enjoyable and less intimidating, especially for students with low confidence in their language skills. This is particularly important in Indian classrooms, where English is often a second or third language, and learners may suffer from linguistic anxiety (Kumar and Sharma 91). AI tools also allow for multi-modal learning, integrating text, audio, and visuals. For example, augmented reality (AR) in AI-powered learning apps can make abstract language concepts more tangible, thus catering to diverse learning styles and cognitive needs.

Challenges and Limitations of Artificial Intelligence in English Language Teaching in India

While Artificial Intelligence (AI) holds immense potential to redefine English Language Teaching (ELT), its

integration—particularly in commerce education—also faces a host of challenges and limitations. These barriers stem from technological, pedagogical, linguistic, and socio-economic factors that impact both students and educators. In the Indian context, where infrastructural diversity and educational disparities are prevalent, the successful implementation of AI-assisted ELT requires more than just technological availability—it requires thoughtful adaptation to local contexts, continuous teacher support, and critical awareness of AI's constraints.

1. Infrastructure and Digital Divide

One of the primary challenges is the digital divide that separates urban and rural institutions in India. Many colleges, especially in tier-2 and tier-3 cities, lack the necessary infrastructure, such as high-speed internet, updated hardware, and reliable electricity, to fully utilize AI tools. According to Kumar and Sharma, while private institutions in metropolitan areas are rapidly adopting AI-based educational platforms, government colleges often struggle with limited budgets and outdated computer labs (91). This unequal access exacerbates educational inequality and prevents uniform implementation of AI-enhanced ELT across the country. Moreover, students from economically disadvantaged backgrounds may not own smartphones or laptops, making it difficult for them to engage with AI-based platforms outside of classrooms. This technological gap not only limits access but also impacts learners' digital literacy and confidence in using AI tools effectively (Raman and Sharma 82).

2. Teacher Preparedness and Resistance

Another significant barrier is teacher readiness. Many English language instructors in India lack formal training in educational technologies, l*et al*one AI. This lack of familiarity often leads to resistance or underutilization of available tools. Teachers may feel overwhelmed by the pace of technological change and uncertain about how to integrate AI into their teaching practices in meaningful ways (Zawacki-Richter *et al*. 12). Additionally, traditional pedagogical mindsets and examination-driven curricula discourage innovation. English instruction in commerce education often remains focused on grammar, comprehension, and rote learning, leaving little room for the kind of communicative and creative exercises that AI tools support. Bridging this gap requires sustained professional development and administrative encouragement to move beyond conventional methods.

3. Linguistic and Cultural Limitations of AI Tools

AI-based tools are often designed with Western linguistic norms in mind, making them less responsive to the multilingual and culturally nuanced communication needs of Indian learners. For example, pronunciation correction tools may not recognise regional accents or Indian English idioms, flagging them as incorrect even when they are widely accepted in global business communication (Patel 113). Such feedback can frustrate learners and reinforce a sense of linguistic inferiority. Moreover, translation features in many AI platforms struggle with regional Indian languages, leading to inaccurate or misleading outputs. Such behaviour is particularly problematic for students who are not fluent in standard English and rely on translational support during early stages of learning. These limitations reduce the effectiveness of AI tools for commerce students, many of whom operate in bilingual or trilingual environments.

4. Ethical Concerns and Over-Reliance

The use of AI in education raises ethical concerns regarding data privacy, surveillance, and algorithmic bias. Many AI platforms collect user data to personalise instruction, but students and teachers are rarely informed about how this data is used, stored, or shared. In India, where digital literacy remains limited, the lack of transparent data governance can compromise user privacy and institutional integrity (Saxena 147). Another issue is over-reliance on AI, where students depend too heavily on tools like Grammarly or QuillBot to correct errors instead of learning from them. This reduces critical thinking, weakens language retention, and can even encourage academic dishonesty in the form of AI-generated writing (Zawacki-Richter *et al*. 14). Teachers must strike a balance between using AI to support learning and encouraging students to develop independent linguistic competence.

5. Lack of Contextual Content for Commerce Students

AI platforms are often general-purpose and do not always provide domain-specific content relevant to commerce education. While some applications offer business communication modules, these are typically standardised and may not reflect local industry practices, cultural communication norms, or academic expectations for Indian commerce courses. As Raman and Sharma note, commerce students benefit most when language instruction is tailored to their professional context, including report writing, financial documentation, and client interaction simulations (83). The lack of tailored content limits the pedagogical value of AI tools in specialised programs.

Recommendations for betterment of AI usage in teaching

The integration of Artificial Intelligence (AI) in English Language Teaching (ELT) for commerce students offers promising avenues for personalised, efficient, and industry-aligned learning. However, to harness its full potential, systemic challenges must be addressed. Institutions in India—particularly in rural and underfunded urban areas—face infrastructural deficits such as inadequate internet access, outdated devices, and limited digital literacy among students. Bridging this digital divide requires substantial investment in technology infrastructure and equitable access to devices and platforms. Moreover, educator training is essential. Many language teachers are unfamiliar with AI tools and lack the pedagogical support to integrate them meaningfully. Institutional partnerships with EdTech firms and continuous professional development programmes can build capacity and reduce resistance to AI-enhanced instruction.

From a pedagogical standpoint, AI necessitates a shift from traditional, teacher-centric models to learner-centred and blended approaches. With AI tools managing grammar correction, vocabulary suggestions, and pronunciation feedback, teachers can redirect their focus toward higher-order communicative competencies such as business writing, presentations, and interpersonal communication—skills that are vital for commerce students. The use of AI also supports the flipped classroom model, allowing learners

to engage with content outside the classroom and use face-to-face time for interactive tasks. However, instructors must balance AI use with critical guidance to prevent over-reliance on automation and to encourage authentic learning. Curriculum design should embed AI literacy, training students not only to use tools like Grammarly or ELSA, but also to evaluate and apply feedback responsibly.

Finally, for AI integration to be genuinely transformative, both content and assessment must reflect contextual and professional relevance. AI tools should be localised to accommodate Indian English, regional languages, and commerce-specific vocabulary and scenarios. Currently, many tools lack this contextual sensitivity, which may hinder learning outcomes. Similarly, traditional exams must evolve to incorporate performance-based assessments like oral business pitches, written reports, and AI-facilitated portfolios. These approaches measure language proficiency and prepare commerce students for real-world communication challenges. Thus, thoughtful policy, inclusive design, and innovative pedagogy are key to unlocking the full potential of AI in English language education for India's future business professionals.

Conclusion

In conclusion, the integration of Artificial Intelligence into English Language Teaching for commerce students in India presents both transformative opportunities and notable challenges. While AI tools can enhance personalized learning, improve communication skills, and align language instruction with professional demands, their effectiveness depends on equitable access, teacher readiness, contextual relevance, and ethical use. For AI to serve as a catalyst for educational advancement rather than a source of division, institutions must invest in infrastructure, provide targeted teacher training, and adopt pedagogical strategies that blend technological innovation with human guidance. A balanced, inclusive, and context-aware approach will ensure that AI contributes meaningfully to the linguistic and professional development of commerce students in India's diverse educational landscape.

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