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The Impact of Artificial Intelligence on English Language Learning: A Systematic Review of Tools, Methods, and Outcomes in Language Skills

El impacto de la inteligencia artificial en el aprendizaje del idioma inglés: una revisión sistemática de herramientas, métodos y resultados en las destrezas lingüísticas

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Abstract

Artificial Intelligence has emerged and quickly become an important tool for the acquisition and development of the English language. Providing a large number of tools and platforms that improve the teaching and learning process. However, there is still knowledge regarding how long these learnings last and if they can become long-term for learners, as well as the pedagogical implications that these generate when applied in the classroom. The primary objective of this literature review is to examine the impact of Artificial Intelligence on enhancing English language learning. The review synthesizes the findings from multiple studies that assess the efficacy of AI in enhancing listening, speaking, and writing abilities. The research employs a qualitative approach with a descriptive scope, in which six criteria were used to select the papers to be included. The findings of this research demonstrated that certain AI tools, including LyricsTraining and Praktika, have been observed to enhance learners' listening comprehension and speaking skills, while ChatGPT assists learners in crafting organized academic documents. However, the results of the literature review show that Artificial Intelligence must be implemented in the current educational model as an extra tool for the teaching and learning process, rather than its implementation as a primary means of teaching. To mitigate the limitations presented by the use of Artificial Intelligence effectively, a comprehensive educational framework that balances technology with personal instruction must be developed. An educational model that adapts to them must be established.

Keywords: Artificial Intelligence; Foreign languages; Language development; Skills development.

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Resumen

La Inteligencia Artificial (IA) ha aparecido y ha señalado de forma rápida su posición como recurso relevante para el aprendizaje y la adquisición del inglés, brindando gran cantidad de recursos y plataformas que enriquecen el proceso enseñanza-aprendizaje. Aun en la fecha actual, sin embargo, no se conoce cuánto dura estos aprendizajes y su durabilidad, ni cuál es la gravedad pedagógica que provoca al ser implementada en la sala de misión. El objetivo principal de esta revisión bibliográfica es analizar el impacto de la IA en la mejora del aprendizaje del inglés. La revisión sintetiza los hallazgos de múltiples estudios que evalúan la eficacia de la IA para mejorar las habilidades de escucha, habla y escritura. La investigación emplea un enfoque cualitativo con alcance descriptivo, en el que se utilizaron seis criterios para seleccionar los trabajos incluidos. Los resultados de esta investigación confirmaron que ciertas herramientas de inteligencia artificial, como Praktika y Lyrics-Training, han mejorado el reconocimiento auditivo y la producción oral del estudiante, mientras que ChatGPT facilita a los estudiantes la redacción de documentos académicos estructurados. Sin embargo, los resultados de la revisión bibliográfica muestran que la Inteligencia Artificial debe implementarse en el modelo educativo actual como una herramienta adicional para el proceso de enseñanza-aprendizaje, en lugar de como un medio principal de enseñanza.

Palabras clave: Inteligencia Artificial; Lenguas Extranjeras; Desarrollo del Lenguaje; Desarrollo de Habilidades.

Introduction

Recently, Artificial Intelligence (AI) has become more and more a part of our daily lives, especially in education and in English language learning. Consequently, traditional methodologies, characterized mostly by teacher-centered classrooms and standardized approaches to target learning needs, have made way for innovative techniques based on AI. Indeed, these software and programs place direct attention to students' needs and the context (Zartashia et al., 2024).

In this sense, the demand for English as a language for global communication continues to increase, prompting teachers and students to use AI-driven technologies more frequently to strengthen language learning, personalize teaching methods, and address differences in accessibility and engagement. Technologies such as intelligent tutoring systems, speech recognition applications, adaptive learning environments, and AI chatbots have become essential for updating the process of learning this foreign language (Woo & Choi, 2021).

Recent studies show that AI fosters English learning outcomes, acknowledging that it also helps with learners' retention, engagement, and personal learning needs (Xu et al., 2022). Hence, since English is perceived as a lingua franca, an increasing number of teachers and researchers are implementing new ways to improve English language teaching; in this process, AI plays a fundamental role (Li & Huo, 2020).

Woo and Choi (2021), state that integrating AI into language acquisition is not new. Indeed, these principles go back to early computer-assisted language learning (CALL) from the 1960s and 1970s, which then progressed into more advanced intelligent CALL (ICALL) systems during the 1990s. In this regard, during the past decade, AI has begun to show its potential as a teaching aid for English language learning by enhancing the four linguistic skills: writing, listening, speaking, and reading.

The use of AI for language teaching has allowed teachers and students to receive instant feedback, real-time and data-driven assistance, so that learning becomes meaningful (Godwin-Jones, 2021).

Per these ideas, some researchers have even acknowledged that AI is so frequently used in language teaching that it is becoming conventional. However, some others discussed the enduring impact it may have on learning skills and its actual effectiveness. Therefore, most of the analyzed data focus on the implications of AI rather than the pedagogical effects of it on the learning process (Zawacki-Richter et al., 2019).

In addition, since the development of linguistic skills depends on human and real-life interaction, it is crucial to foster the development of communicative competence, critical thinking, and creativity among teachers and learners. The overuse of AI may dismiss the mentioned crucial interaction (Chambers, 2020). Therefore, teachers must design properly planned activities and methods with the help of AI tools, ensuring long-term learning and pedagogical effectiveness. So, it must be highlighted benefits and challenges every time AI is employed in the classroom.

Consequently, the main objective of this paper is to analyze the impact of artificial intelligence on enhancing English language learning. Consequently, some AI-driven tools, methods, strategies, and activities will be examined according to the extant literature, so pedagogical approaches underpinning the use of IA, as well as other elements such as students' motivation and engagement, will be analyzed.

Methods

This research follows a qualitative approach with a descriptive scope, as indicated by Hernández-Sampieri and Mendoza (2018). This approach aims at describing the information gathered rather than explaining its causes. Similarly, this article includes many ideas regarding the central topic, so it does not intend to propose a hypothesis (Creswell & Creswell, 2018).

According to Norris and Ortega (2006), this article is also a systematic review, in which many concepts will be defined and analyzed according to different authors. To be consistent with the quality of papers selected for this literature review, scholarly databases such as Dialnet, Google Scholar, ERIH PLUS, and SCOPUS were examined. The following criteria were employed for the selection process:

Table 1. Inclusion criteria for choosing sources

Criterion	Included
Domain	AI for English language learning
Research type	Systematic review; qualitative, quantitative, and mixed studies.
Source	Journal articles, dissertations
Language	English or Spanish
Publication year	2021 to 2025

Criterion	Included
Type of access	Free access

Source: Valeria (2025).

Similarly, other criteria methods were followed to ensure a more precise selection process, in which specific terms and quotation marks were used to minimize the number of papers selected. The final effective corpus included 15 research papers that were methodically arranged and condensed in a synthesis matrix to identify trends and gaps in the extant literature.

Results

In this context, considerable research has explored the ways in which AI impacts students' language proficiency. To deepen our understanding of this phenomenon and to underscore benefits and challenges of AI for language teaching, a selection of 15 studies was carefully compiled based on predefined criteria.

Table 2. Synthesized Studies Matrix

Source	Sample	Results on AI for English language learning
1. Ng et al. (2021).	The study is a conceptual and exploratory review rather than an empirical investigation, so it does not include a participant sample. Instead, it synthesizes findings from 18 peer-reviewed articles to define and frame the concept of AI literacy.	The main results of the study included the proposal of a four-dimensional framework for AI literacy, encompassing the following components: • "Know and understand," which refers to foundational knowledge of AI concepts and technologies • "Use," which refers to the practical application of AI tools • "Evaluate," which refers to a critical assessment of AI's effectiveness and limitations • "Ethical Issues," which refers to awareness of privacy, bias, and responsible use While not exclusively focused on English language learning, the study underscores that AI literacy is imperative for both learners and educators to effectively integrate AI tools into language education. The study underscores the imperative for teacher training, curriculum development, and ethical guidelines to ensure that AI is employed meaningfully and responsibly in educational settings. This foundational work helps to establish a framework for the thoughtful integration of AI into English language learning by equipping users with the skills to understand, use, and critique AI technologies.
2. Belda and Calvo (2022).	176 undergraduate students from two educational institutions—115 from Spain and 61 from Poland. These participants engaged with three AI chatbots (Replika, Kuki, and Wysa) over a four-week period.	The present study investigated the use of AI chatbots as conversational partners in language learning, focusing on pre-service teachers' experiences. The primary outcomes indicated that the participants exhibited favorable attitudes towards the incorporation of chatbots in language learning. The chatbots were found to be easy to use and engaging, especially in terms of improving speaking fluency and confidence. The study introduced the Chatbot–Human Interaction Satisfaction Model (CHISM), a multifaceted framework designed to assess the interaction between humans and chatbots. While attitudes and perceived usefulness were high, behavioral intention to continue using chatbots was more moderate. The investigation revealed gender-based disparities in satisfaction with chatbot design and interaction subjects. The findings indicate that AI chatbots have the potential to serve as effective instruments for enhancing communicative competence, particularly in informal, low-pressure environments.

Source	Sample	Results on AI for English language learning
3. Rusmiyanto et al. (2023).	This was a literature-based review, so it did not involve a direct participant sample. Instead, the authors analyzed existing research and publications on AI in English language education.	The present study explores the manner in which artificial intelligence supports the development of communication skills in English language learners. The primary findings indicate that AI technologies can substantially improve communication abilities, encompassing speaking, listening, reading, and writing, through the provision of targeted teaching, interactive tools, feedback, augmented learner engagement, and enhanced motivation. The authors placed particular emphasis on how AI can influence language teaching. However, they also acknowledged the necessity for additional research on the long-term impacts of AI in this field and the optimal methods for its integration.
4. Gao and Izadpanah (2023).	The study used a descriptive and correlational design with 402 EFL learners from Zanjan, Iran, selected through two-stage cluster sampling. Participants were lower and upper-intermediate level students based on the Oxford Placement Test. Originally, 453 students were approached, but 51 responses were excluded due to non-participation or incomplete data.	The study examined the relationship between computer games (CGs) and computer self-efficacy (CSE) on academic engagement (AE), with creativity serving as a mediating factor, particularly EFL students. The findings indicated a substantial positive correlation between computer game experience, CSE, creativity, and academic engagement. Creativity functioned as a mediator, indicating that students with higher levels of creativity demonstrated greater aptitude in translating their gaming experience and technological confidence into academic engagement. The integration of game-based learning and AI-enhanced digital tools can foster engagement and creativity in EFL contexts. The study supports the notion that digital fluency and interactive tools—such as AI-powered games—can significantly improve language learning outcomes by enhancing both motivation and skill development.
5. Edmett et al. (2023).	The study analyzed 43 research papers and included a global survey of 1,348 English language teachers from 118 countries and territories. This broad scope provided insights into both academic research and real-world classroom practices.	The study offers a thorough examination of the integration of AI into English Language Teaching on a global scale. The main findings indicated that AI tools are extensively employed to enhance speaking, writing, and reading skills, while their use in fostering listening skills is comparatively limited. Teachers reported that AI assists learners in practicing English outside the classroom, reducing anxiety, and increasing motivation. However, there are challenges, which include limited teacher training, technical issues, and concerns about bias in AI models. The report underscores the necessity of AI literacy among teachers and students alike, and it advocates for the establishment of explicit ethical guidelines and data privacy policies. Additionally, it underscores some knowledge limitations concerning AI's impact on receptive skills, particularly listening, and in assessment methodologies. This study presents a nuanced depiction of AI in the context of ELT, offering a balanced perspective that incorporates both optimism and caution.
6. Liang et al. (2023).	The study surveyed 389 students using a structured questionnaire to assess their interaction with generative AI, self-efficacy, cognitive engagement, and academic achievement.	The study analyzed ChatGPT during learning. The study focused on cognitive engagement in this process. The primary findings indicated a substantial positive correlation between student–AI. The study posits that self-efficacy and cognitive engagement function as individual mediators, with cognitive engagement exhibiting a more pronounced effect. A serial mediation effect was also identified, indicating that AI interaction enhanced self-efficacy, which subsequently augmented cognitive engagement, leading to an improvement in achievement. The study employed propensity score matching (PSM) to mitigate bias, thereby enhancing the validity of the findings. It offers substantial empirical evidence that lends support to the hypothesis that generative AI can enhance the outcomes of language learning by empowering learners from both a cognitive and an emotional standpoint.
7. Quistil et al. (2024).	16 first-year students from the Instituto "Universitario 17 de Julio".	The study investigated the potential of AI to augment English listening competencies through the utilization of the LyricsTraining application. The method entailed students undergoing a diagnostic listening evaluation, utilizing the AI-powered application for a period of three weeks, and subsequently undergoing a second evaluation. The primary outcome revealed enhanced listening abilities and a more favorable disposition towards language acquisition. The application's integration of music and interactive lyric completion activities contributed to the development of skills and the enhancement of learner motivation.
8. Reis (2024).	The research was qualitative and exploratory, based on a literature review rather than empirical testing with a participant group. It did not involve a specific sample of learners but instead analyzed existing studies and theoretical frameworks	The present study examined the potential of AI, particularly the Praktika application, to facilitate the development of English language competencies, specifically focusing on speaking and listening skills. The primary outcome of this study was the identification of several effective strategies for enhancing oral production and comprehension through the utilization of AI tools such as Praktika. These included conversation simulations on different topics, pronunciation and linguistic variation practice, feedback mechanisms for oral communication, and an emphasis on the communicative approach to language learning. The findings indicate that AI can enhance learners' oral skills by providing interactive, personalized, and feedback-rich environments.

Source	Sample	Results on AI for English language learning
9. Fornet and Rea (2024).	The study employed a qualitative approach, analyzing university-level EFL students' experiences with AI writing tools. While the exact number of participants isn't specified, the research focused on learners engaged in academic writing tasks using AI assistance.	The present study examined the advantages and constraints of AI-driven academic writing, with a particular focus on its application for English learning. The primary findings indicated that the utilization of AI tools resulted in enhancements in grammar, vocabulary, and coherence in the students' writing. The tools also facilitated the generation and structuring of arguments, thereby rendering academic writing more accessible. However, there are also limitations concerning over-reliance on AI and potential loss of critical thinking. The study underscored the significance of balanced integration; wherein artificial intelligence provides support without superseding the cognitive and creative processes that are indispensable to academic writing. This research contributes to the growing conversation about how AI can be a powerful ally in language learning—if used thoughtfully.
10. Wang et al. (2024).	The research involved 327 primary school students who interacted with an AI language coach designed to support second language (L2) learning.	The study examined how learners perceive AI as a humanized agent in language learning, utilizing the Community of Inquiry (CoI) framework. The primary findings indicated that the participants perceived the presence of social, cognitive, and teaching aspects within AI system. Specifically, the presence of cognitive elements and the perception of affection in AI's appearance were found to have a substantial influence on the enjoyment experienced by the learners of a second language (L2). Conversely, L2 enjoyment exhibited a positive influence on learning outcomes. A notable finding was the negative correlation between teaching presence and learning outcomes, suggesting that overly directive AI may impede autonomous learning. It has been demonstrated that students who perceived a higher social and cognitive presence and who held a more positive opinion of the AI's appearance used it more frequently and achieved better results. This study contributes to know how AI can be designed to foster engagement and effectiveness in language learning. It demonstrates that this can be achieved not only through functionality, but also through emotional and social resonance.
11. Fathi et al. (2024).	65 EFL learners, randomly assigned to two groups: experimental group (n = 33), engaged in AI-mediated speaking activities using the Andy English Chatbot; and control group (n = 32) participated in traditional face-to-face peer interaction activities.	The study investigated the influence of AI-mediated interactions on speaking skills. The primary outcomes indicated that the AI-mediated group exhibited a substantial enhancement in speaking proficiency, particularly in terms of fluency, coherence, vocabulary, grammar, and pronunciation. In addition, learners in the AI group exhibited a higher propensity for communication in comparison to the control group. A review of the qualitative feedback indicates that the participants have a favorable attitude toward AI-mediated instruction. The learners have expressed appreciation for the interactive and low-pressure environment facilitated by the chatbot. This study underscores that AI improves technical and affective aspects of language learning.
12. Anjum et al. (2024).	The research used mixed methods (qualitative and quantitative) and gathered insights from a diverse cohort of students learning various second languages. While the exact number of participants isn't specified, the study emphasizes a broad and varied student base.	The study investigated the imfluence of ChatGPT on motivation and engagement. The findings indicated that ChatGPT significantly enhanced student motivation by providing immediate feedback, customized learning experiences, and a wide range of conversational practice opportunities. It was reported by students that they experienced a greater degree of engagement, which they attributed to the dynamic, responsive, and judgment-free environment created by AI interactions. The tool was regarded as a valuable supplement to traditional methods, and promoted a more immersive and holistic learning experience. The study underscores ChatGPT's capacity to transform language learning by rendering it more interactive, supportive, and learner-centered.
13. Khoso et al. (2025).	The study used a quantitative empirical design with a sample of 370 tertiary-level EFL students from Yangzhou University, China. Data were collected via a structured survey.	The present study examined the impact of generative artificial intelligence—specifically ChatGPT—on creativity and engagement in Chinese EFL students. The primary outcomes demonstrated that ChatGPT significantly augmented language learning engagement. Engagement functioned as a mediator between ChatGPT utilization and student creativity. The relationship was moderated by creative self-efficacy, with students demonstrating higher levels of self-efficacy exhibiting more pronounced gains in creativity. The findings indicate that the integration of ChatGPT can enhance engagement and promote creative outcomes in the context of EFL education. This study underscores the capacity of AI in not only supporting language acquisition but also in fostering learner motivation and innovation.

Source	Sample	Results on AI for English language learning
14. Rahimi et al. (2025).	The researchers collected data from 133 Iranian EFL learners who used ChatGPT in a language institute. Participants completed a questionnaire measuring their personalized L2 motivational self-system (PEL2MSS) and personalized self-regulation (PESRL).	The study investigated the manner in which ChatGPT facilitates personalized motivation and self-regulation. The findings indicated that ChatGPT provided substantial assistance to learners in both their current and "ought-to" L2 selves, aiding them in the establishment of objectives and the observation of their advancement. Learners exhibited indications of digital self-authenticity, signifying heightened motivation and congruence with their learning identity when utilizing ChatGPT. The study employed a hybrid PLS-SEM and artificial neural network (ANN) approach, which confirmed that motivation and self-regulation were strongly influenced by learners' perceptions of ChatGPT as a personalized tool. A novel conceptual framework for personalized language learning (PLL) was proposed, thereby shifting the focus from the emotional to the cognitive dimensions of AI-assisted learning. This study contributes to the extant literature on the subject by demonstrating the potential of AI to not only promote practice but also autonomy.
15. Sahito et al. (2025).	The researchers used a quasi-experimental design involving two groups of ESL students. The experimental group received instruction using AI tools—specifically speech recognition software, virtual tutors, and text-to-speech (TTS) systems—while the control group followed traditional listening practices.	The study investigated the influence of AI on listening skills. The findings indicated that the experimental group exhibited a 26.15-point enhancement in listening comprehension scores, in contrast to an 8.30-point increase observed in the control group. The use of AI in educational settings has been demonstrated to facilitate customized learning environments, instantaneous feedback, and interactive sessions, thereby significantly enhancing listening abilities. The challenges encountered included limitations in the algorithmic framework and issues with the accuracy of automatic speech recognition. The study concluded that blending AI with traditional methods yields optimal results in ESL listening instruction. This research underscores the value of AI in creating responsive, learner-centered environments that enhance listening comprehension.

Source: own elaboration

Development

Artificial Intelligence in Language Learning

AI used to promote language learning has been frequently debated, which has promoted the introduction of different methodologies and approaches. This process has been able to develop due to a number of tools and platforms for enhancing the teaching of students' speaking, writing, reading, and listening, to provide a more personalized learning experience, real-time feedback, and immersive communication scenarios (Godwin-Jones, 2021). Consequently, all this has a direct influence on creativity, critical thinking, and long-term language acquisition, thereby requiring much more insight (Chambers, 2020).

Theories for AI in Language Learning

AI for language learning is supported by several pedagogical theories:

- **Constructivist Learning Theory.** Vygotsky's (1978), sociocultural theory can be promoted through the use of AI tools, which provide a dynamic learning environment. Indeed, students can acquire new knowledge and communicative skills through online platforms and systems (Huang & Yu, 2023). Similarly, Liu et al. (2022), studied the influence of AI chatbots on children's reading enthusiasm within the constructivist framework. The results of this study indicated that students' interest, motivation, and engagement largely increased, thus proving that AI is useful in enhancing reading skills in children.

Constructivist learning theory (Piaget, 1976) supports the notion that students should be active learners during problem-solving activities, where AI is an ally when proposing activities to achieve a meaningful and motivating learning scenario.

Vygotsky's (1978), Sociocultural Theory is based on social interaction and cultural context. Therefore, according to Huang and Yu (2023), the use of AI gives students the chance to interact no matter the location, facilitating cultural interaction and communication.

- **Cognitive Load Theory:** The capacity of AI to offer immediate, structured feedback is perceived as a way for reducing cognitive overload, thereby enabling them to focus on challenging and complex linguistic structures with minimal mental effort (Sweller, 2011). Conversely, when feedback is targeted, students can effectively assimilate and use it. This is particularly meaningful for students with lower proficiency levels (Almanea, 2025).

Cognitive Load Theory is supported by the idea that the working memory is essential, and that pedagogical design exerts a significant influence on learning efficiency (Sweller, 2011). The most important element of this theory has to do with the capacity of students to process new information, since it has been demonstrated the limitations of the brain to gather information. That is why AI could help improve this situation by providing structured and immediate feedback.

- **Communicative Language Teaching** (CLT) as a pedagogical approach emphasizes that communication should be meaningful to foster learning. Therefore, speech recognition and conversational chatbots could help by providing real-life communicative scenarios (Reis, 2024).

AI tools in language learning can deal with individual learning needs, fostering proficiency, since they could offer prompt, authentic responses and scenarios, which are promoted in CLT. They also provide new opportunities for practice through interaction, which strengthens students' communicative competence (Reis, 2024).

AI Tools for Enhancing Skills in Language Learners

As demonstrated by a significant number of reviewed papers, much of the world's population views AI as a technological tool capable of performing any kind of work, yet few focus on its educational impact on students' skill development, as stated by Quistial et al. (2024).

Therefore, in the present review, an analysis was conducted on select AI-powered tools. Of these, Praktika and LyricsTraining were singled out for their contributions to communicative competence and listening comprehension, respectively (Quistial et al., 2024; Reis, 2024). Additionally, the efficacy of ChatGPT in enhancing students' writing abilities has been a subject of extensive research (Shidiq, 2023; Fornet Vivancos & Rea Rizzo, 2024).

- **LyricsTraining:** The utilization of artificial intelligence in conjunction with music and lyrics has been demonstrated to enhance student engagement through the medium of songs and videos.
- **Praktika:** It is a program that generates virtual environments and promotes the development of communication skills in users.
- **ChatGPT:** This AI chatbot assists students in the creation of texts at a higher academic level. The tool facilitates the development of formal texts, essays, and other written assignments.

Quistial et al. (2024), state that LyricsTraining includes activities such as the presentation of music videos and the lyrics of students' preferred songs. Integrating this tool in the English lessons helps foster students' listening comprehension. Therefore, the experimental group of this study was composed of 16 children who engaged in auditory-intellectual activities for three weeks. The results of post-tests showed an important enhancement in their skills, thus reaffirming the idea that the software is very useful to strengthen listening skills.

Reis (2024), studied how to demonstrate the potential impact of AI on students' listening skills through the Praktika application, which proves to be essential for authentic conversational scenarios. Therefore, it was demonstrated a strong correlation, which is primarily attributed to the authentic practice it facilitated, allowing learners to become immersed in a foreign language environment. The results of the analysis of pertinent literature and empirical data demonstrate a positive correlation between AI and oral productive skills.

According to Edmett et al. (2023), AI is fundamental to achieving an immersive interactive learning environment for English learning acquisition. In both studies, Quistial et al. (2024) and Reis (2024), AI is seen as an effective tool to address listening and speaking learning needs, so they conclude that the incorporation of tools like these can greatly improve the panorama of the English language, mostly in non-immersive contexts.

Similarly, Sahito et al. (2025), employed a quasi-experimental design, leveraging speech recognition AI tools in conjunction with virtual tutors and TTS systems to assist students in identifying pronunciation errors, stress patterns, and intonation variations. There were two groups in the study: an experimental and a control one; thereby, the firts showed substantial enhancements in language comprehension and pronunciation.

Shidiq (2023) and Fornet and Rea (2024), provided insightful information about the benefits and challenges of ChatGPT for writing. The researchers underscore that this tool, designed to assist students in the generation of textual content, could help improve academic writing abilities.

These studies indicate that the use of ChatGPT also challenges students' potential to develop higher cognitive abilities. Shidiq (2023), identifies four primary limitations:

- The lack of interaction between teachers and students which can influence on social and cognitive development.
- The lack of teacher-driven learning is widely recognized. The guidance of a teacher is of paramount importance to the learner. In this sense, some AI tools, such as ChatGPT, cannot adapt to different learning styles due to their standardized responses. This may compromise students 'critical thinking and creativity (Rudolph et al. 2023).

Likewise, Fornet and Rea (2024), state that student commitment and cognitive endeavor could be compromised based on excessive reliance on AI. However, they suggest that ChatGPT must be used in a controlled and guided manner in order to achieve positive results concerning proper language use and writing fluency.

Taken together, these findings highlight the growing potential of AI platforms in second language acquisition. They demonstrate that various AI applications can play a complementary role in improving students' listening and communication skills. Preliminary research indicates that integrating AI tools into established teaching methodologies promotes optimal outcomes.

AI-Driven Techniques to Enhance English Language Learning

AI has contributed to the acquisition of new languages through the use of numerous tools and strategies that have been meticulously designed and developed in recent years:

- **Immersive learning:** Praktika's pedagogical approach includes the presentation of different contexts to imitate real-life scenarios to foster students' communicative competencies.

The reliability of this method is supported by the findings of previous studies, which indicate the efficacy of interactive, immersive environments for the acquisition of a second language (Edmett et al., 2023).

- Music-based learning is an approach that utilizes music as a medium for learning and growth. LyricsTraining employs a multifaceted approach that integrates music-based and video-based activities to enhance students' listening comprehension (Quistial et al., 2024).
- AI-assisted writing: ChatGPT assists students in the development of formal writing in a matter of seconds. The efficacy of this approach is contingent upon the academic needs of the students (Shidiq, 2023; Fornet Vivancos & Rea Rizzo, 2024).

To keep in consideration students' needs, AI-based approaches prioritize personalized, integrated, and digitally enriched learning experiences.

Despite the positive impact of this analysis on students' overall proficiency and motivation to learn English, concerns persist about the overuse of AI and its potentially detrimental consequences. The development of AI tools has been motivated by the goal of improving the quality of human life. However, it is crucial to recognize that the effectiveness of these tools does not depend on their reliance on human labor. In the educational context, these tools should play a complementary role, allowing students to verify or monitor their progress in language acquisition. Excessive use of AI in educational settings can diminish students' critical thinking, their communication skills in real-world settings, and, in some cases, destroy their motivation to interact with others, as they no longer perceive the need to interact with others when learning with AI-powered tools. Therefore, to reap the benefits of AI for ESL learning, it is necessary to integrate AI in a balanced way into educational frameworks.

The field of language learning has undergone a great transformation after the emergence of GAI systems. These systems can offer personalized and interactive learning environments, which change the landscape for language learning (Wang et al., 2024; Yuan & Liu, 2024).

In this regard, students are perceived to be more active and engaged during the teaching learning process when interacting with AI tools (Rusmiyanto et al., 2023). Therefore, better results and motivation levels are improved, which promotes a proactive and autonomous learning environment (Khoso et al., 2025).

This approach promotes cognitive and behavioral interaction by allowing students to use their language skills, assess sentence construction through various exercises, and receive immediate feedback. (Belda-Medina & Calvo-Ferrer, 2022). The device's ability to effectively mimic human speech promotes natural conversation, thus meaningfully engaging the user (Fathi et al., 2024).

Anjarani et al. (2024) and Shuhaiber et al. (2025), promote the idea AI significantly influences learning. According to Zhao et al. (2023) and Rahimi et al. (2025), these tools can facilitate accurate, customized, efficient learning experiences, thereby enhancing student language interactions.

Kartal (2024), affirms that interest is vital for learning because it provides opportunities to apply language in cognitive and emotive tasks, so student engagement is enhanced with the help of many AI-driven platforms, mostly when we are dealing with millennials.

Anjarani et al. (2024), highlighted the idea that AI fosters creativity, as it was observed that students using ChatGPT were able to access a variety of queries that required an appreciation for diverse perspectives and distinctive linguistic structures.

In light of the above information, the results show that AI can improve English teaching, demonstrating how AI-based platforms can significantly improve students' speaking, writing, and oral expression skills. Furthermore, these platforms can motivate and engage students, thus fostering a positive learning environment.

Conclusion

AI for English learning is a revolution, and it makes reading, writing, listening, and speaking much more effective, along with increasing the confidence of learners in learning the language. AI becomes unavoidable in this context for motivating the development of these skills and motivating learners.

AI interactive technology enables individualized instruction and learning at one's own pace, both by the instructor and by the learner, thus catering to diverse learning needs. AI not only facilitates mundane work such as grading and lesson planning but also offers intelligent suggestions, which considerably make teaching more effective. The personal care of an experienced teacher is invaluable and is a pivotal factor in delivering effective learning, particularly when integrated with technology-based student goals.

It should be noted that AI in schools is based on its careful development with some pedagogical goals in mind. Pre-testing an AI tool against established education standards is not merely significant; it is necessary.

Nevertheless, various barriers have to be addressed. The speedy evolution of AI technology entails that its long-term effects on language learning are yet unknown. There is a necessity for in-depth research to look at the effect of various AI tools on various learner groups and the long-term effect on language retention. Moreover, it is equally essential to understand the ethical, cognitive, and emotional impact of AI tools in learning. Blending technology with humanness should be the central scope of our educational agendas.

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