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EXPLORING THE IMPACT OF ARTIFICIAL INTELLIGENCE ON ENGLISH LANGUAGE LEARNING: A STUDY ON AI-POWERED TEACHING TOOLS

Abstrak

Studi ini menyelidiki dampak alat pengajaran berbasis Kecerdasan Buatan (AI) terhadap Pembelajaran Bahasa Inggris (ELL), dengan fokus pada efektivitasnya dalam meningkatkan kemampuan berbahasa, keterlibatan peserta didik, dan hasil pembelajaran secara keseluruhan. Penelitian ini menggunakan pendekatan metode campuran, menggabungkan data kuantitatif dari penilaian sebelum dan sesudah tes serta survei keterlibatan peserta didik, dengan wawasan kualitatif yang diperoleh dari wawancara dan diskusi kelompok terfokus. Studi ini membandingkan dua kelompok pembelajar dewasa bahasa Inggris: satu menggunakan alat berbasis AI (misalnya, Duolingo, Babbel) dan yang lainnya mengikuti metode pembelajaran bahasa tradisional. Hasil penelitian menunjukkan peningkatan signifikan dalam kemampuan berbahasa pada kelompok eksperimen, terutama dalam kosakata dan tata bahasa. Peserta didik yang menggunakan alat berbasis AI melaporkan tingkat keterlibatan, motivasi, dan kepuasan yang lebih tinggi dibandingkan dengan kelompok kontrol. Namun, penelitian ini juga mengungkap tantangan terkait keterbatasan AI dalam mendukung keterampilan berbicara dan menulis, serta masalah teknis dengan akurasi pengenalan suara. Meskipun ada tantangan tersebut, temuan ini menunjukkan bahwa alat berbasis AI efektif dalam meningkatkan pembelajaran bahasa, terutama jika diintegrasikan ke dalam lingkungan pembelajaran campuran. Studi ini menyoroti potensi AI untuk merevolusi pendidikan bahasa sekaligus mengakui perlunya perbaikan berkelanjutan baik dalam teknologi maupun pedagogi untuk memastikan akses yang adil dan efektivitas yang maksimal. Penelitian di masa depan sebaiknya mengeksplorasi dampak jangka panjang dari alat berbasis AI dan pengaruhnya terhadap pengembangan keterampilan berbicara dan menulis pada pembelajar bahasa.

Kata Kunci: Kecerdasan Buatan, Pembelajaran Bahasa Inggris, Alat berbasis AI.

Abstract

This study investigates the impact of Artificial Intelligence (AI)-powered teaching tools on English Language Learning (ELL), focusing on their effectiveness in improving language proficiency, learner engagement, and overall learning outcomes. The research employs a mixed-methods approach, combining quantitative data from pre- and post-test assessments and learner engagement surveys, with qualitative insights derived from interviews and focus groups. The study compares two groups of adult English learners: one using AI-powered tools (e.g., Duolingo, Babbel) and the other following traditional language learning methods. The results demonstrate significant improvements in language proficiency among the experimental group, particularly in vocabulary and grammar. Learners using AI tools reported higher levels of engagement, motivation, and satisfaction compared to those in the control group. However, the study also reveals challenges related to the limitations of AI in supporting speaking and writing skills, as well as technical issues with speech recognition accuracy. Despite these challenges, the findings suggest that AI tools are effective in enhancing language learning, especially when integrated into a blended learning environment. The study highlights the potential of AI to revolutionize language education while recognizing the need for continuous improvement in both

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technology and pedagogy to ensure equitable access and effectiveness. Future research should explore the long-term effects of AI tools and their impact on speaking and writing development in language learners.

Keywords: Artificial Intelligence, English Language Learning, AI-powered tools.

INTRODUCTION

The field of English Language Teaching has undergone significant transformations in recent years, driven by advancements in technology. One of the most noteworthy developments is the integration of Artificial Intelligence into educational practices. AI-powered teaching tools, such as intelligent tutoring systems, language learning applications, and adaptive learning platforms, have received increasing attention due to their potential to enhance the learning experience for students of English as a Foreign Language. These tools offer personalized learning experiences, real-time feedback, and tailored content, designed to meet the individual needs and learning styles of students.

The incorporation of artificial intelligence into English language education has revolutionized traditional teaching approaches, offering personalized, adaptive, and interactive learning experiences. AI-powered teaching tools, such as intelligent tutoring systems, chatbots, and speech recognition software, are increasingly utilized to enhance English language proficiency. These tools leverage technologies like natural language processing and machine learning to cater to individual learner needs, providing real-time feedback, customized content, and immersive learning environments. (Hwang et al., 2020; Ling et al., 2023).

Empirical evidence demonstrates AI's capacity to augment language learning outcomes, as reflected in improved vocabulary knowledge, pronunciation precision, and grammatical competence. Specifically, AI-powered applications deliver interactive activities and simulated dialogue scenarios, thereby cultivating practical language application skills. (Chen et al., 2020; Ahmed et al., 2023). Furthermore, the incorporation of gamification and adaptive learning pathways has been shown to bolster learner motivation and engagement, thereby enhancing the efficacy and enjoyment of the learning process. (Heidari et al., 2021; Huang et al., 2023).

Nonetheless, the integration of AI in language learning confronts obstacles, such as ethical quandaries, data privacy concerns, and the digital divide (Zawacki-Richter et al., 2019; Vadivel et al., 2023). Furthermore, the requirement for educator training to leverage these technologies effectively and the possibility of excessive dependence on AI present additional challenges. (Chen et al., 2022; Mananay, 2023).

Recent studies indicate that while AI tools offer significant promise in facilitating language learning, their effectiveness largely depends on the quality of the technology and the manner in which it is integrated into the curriculum. For instance, Heffernan et al. suggest that while AI-based applications can improve language skills such as vocabulary acquisition and grammar usage, their impact on speaking and writing remains less explored. Moreover, concerns related to data privacy, the depersonalization of learning, and the need for ongoing teacher involvement in AI-assisted learning environments have emerged as critical areas for further investigation.

This research contributes to the growing body of literature on AI in education by providing an in-depth examination of its role in English language learning, specifically focusing on its potential to reshape traditional teaching methodologies and enhance learner outcomes. By synthesizing current developments, challenges, and opportunities, this study aims to offer valuable insights for both educators and technology developers.

This study investigates the influence of AI-powered teaching tools on English language instruction by evaluating their efficacy, obstacles, and ramifications for educators and students. Through a synthesis of extant literature and empirical data, the research endeavors to offer insights into optimizing AI technologies within language education while addressing ethical and practical concerns. (Fathi & Afshari, 2021; Haristiani, 2019).

The integration of Artificial Intelligence in English Language Learning has received considerable scholarly attention in recent years, as AI-powered tools offer significant advancements in the field of language acquisition. These tools are designed to provide personalized learning experiences, adaptive content, and real-time feedback, all of which aim to

enhance the efficacy of language learning. This literature review explores the current state of research on AI in the context of English language teaching, focusing on the benefits, challenges, and applications of AI-powered teaching tools.

1. Benefits of AI in English Language Learning

AI-powered tools in language education have the potential to transform traditional language learning methodologies. One of the primary advantages of AI in English language learning is its capacity to provide personalized learning experiences. These tools utilize algorithms to adapt to the individual needs of students, adjusting the content and difficulty based on their performance. Research by Li and Wang suggests that AI can create dynamic learning pathways that accommodate diverse learning styles and paces, which is particularly beneficial in heterogeneous classroom settings.

AI applications, such as language learning apps and intelligent tutoring systems, also offer immediate and continuous feedback. According to Godwin-Jones, AI tools can correct errors in real-time, provide personalized pronunciation exercises, and suggest improvements in grammar, vocabulary, and sentence structure. These features allow learners to progress at their own pace and help reinforce language concepts outside the traditional classroom environment. Moreover, AI-powered tools enable more interactive and engaging learning experiences. Gamified AI applications and virtual assistants make learning English more engaging by incorporating elements of play and interaction, which have been shown to increase learner motivation and retention. This trend is particularly prominent in mobile learning platforms like Duolingo, which uses AI to create personalized lessons and adjust to user proficiency levels, keeping learners actively involved in the learning process.

2. Challenges and Limitations of AI in ELL

While the benefits of AI in language learning are widely acknowledged, several obstacles and constraints persist. One of the primary concerns is the impersonal nature of the learning experience. Although AI tools are effective at providing feedback, they lack the human element that is essential in language learning. Thomas and Kearney argue that despite the advantages of AI-powered tools, learners may miss the emotional and social aspects of language learning that come from human interaction. The role of teachers in fostering a supportive and motivating learning environment remains crucial, even as AI tools supplement traditional methods. Furthermore, AI tools are often limited in their ability to assess and improve certain language skills, such as speaking and writing. While speech recognition software has made significant progress, its accuracy and capacity to provide nuanced feedback on pronunciation and fluency are still under development. Li and Wang highlight that AI-driven applications excel at teaching vocabulary and grammar but struggle to foster effective communication skills, which require more complex interactions and contextual understanding. This gap in AI's ability to replicate human-like conversations poses a challenge for learners who wish to become proficient in practical language use. Another challenge concerns the accessibility and affordability of AI-powered tools. While many AI tools are available for free or at low cost, they may not be universally accessible in all educational settings, particularly in lower-resource regions. Heffernan et al. point out that access to technology and the internet remains a barrier for many learners, hindering the widespread adoption of AI tools. Additionally, the effectiveness of AI-powered tools may vary depending on the quality of the software and the user's technological literacy, which could create disparities in learning opportunities.

3. AI Applications in ELL: Current Trends and Innovations

Various AI-powered tools have emerged as significant advancements in the field of English language learning. One of the most prominent applications is intelligent tutoring systems, which utilize AI to simulate one-on-one tutoring experiences. These systems provide learners with personalized feedback, learning activities, and assessments based on their individual progress. Research on intelligent tutoring systems suggests that they can enhance student performance and motivation, especially when integrated into blended learning environments.

Additionally, the proliferation of virtual assistants and chatbots powered by AI has created more dynamic and interactive avenues for learners to practice English. Tools like Google

Assistant and Amazon's Alexa are now employed in language learning contexts to facilitate conversation practice, simulate real-world scenarios, and enhance listening comprehension skills. These AI-based tools offer a more naturalistic approach to language learning by enabling students to engage in authentic dialogues, which is crucial for developing fluency and conversational proficiency.

Furthermore, AI is making strides in the domain of pronunciation training. Technologies such as speech recognition and voice analysis software enable learners to practice their speaking skills with real-time feedback on pronunciation, intonation, and fluency. Research by Li and Wang emphasizes that AI-powered pronunciation tools can be particularly beneficial for non-native speakers who lack opportunities for interaction with native speakers. Looking ahead, the prospects of AI in language learning appear promising, with continuous advancements in machine learning, natural language processing, and speech recognition technologies. As AI becomes more sophisticated, it is expected to offer even more personalized and context-aware learning experiences. For instance, AI tools may soon be capable of assessing learners' emotional states and adjusting teaching methods accordingly, further enhancing student engagement and learning outcomes.

Furthermore, the integration of AI with other emerging technologies, such as virtual reality and augmented reality, holds great potential for creating immersive language learning environments. Research by Godwin-Jones suggests that VR-based English language learning tools could enable students to practice language skills in simulated environments that replicate real-world interactions, providing a more immersive and engaging experience.

4. Future Directions in AI and ELL

Looking ahead, the future of AI in language learning appears promising, with continuous advancements in machine learning, natural language processing, and speech recognition technologies. As AI becomes more sophisticated, it is expected to offer even more personalized and context-aware learning experiences. For example, AI tools may soon be able to assess learners' emotional states and adjust teaching methods accordingly, further enhancing student engagement and learning outcomes (Thomas & Kearney, 2023).

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METHODOLOGY

This research study employs a mixed-methods approach to investigate the impact of AI-powered teaching tools on English language learning. By combining qualitative and quantitative data collection methods, the study aims to provide a thorough examination of how AI technologies influence language acquisition, learner engagement, and academic performance. The research will focus on a variety of AI-powered tools and platforms utilized in English language instruction, including intelligent tutoring systems, language learning applications, and AI-driven speech recognition software.

1. Research Methodology

This investigation adopts a mixed-methods research approach, blending qualitative and quantitative techniques to provide a thorough examination of AI's influence on English language learning. The quantitative aspect encompasses the collection and analysis of numerical data to assess the impact of AI-powered tools on language proficiency and learner engagement. The qualitative component centers on exploring participants' perspectives, attitudes, and experiences regarding AI-based language learning tools.

2. Participants

The study will involve a diverse sample of adult English as a Foreign Language learners. Two distinct groups will be established:

Experimental Group: This group will comprise individuals who utilize AI-powered teaching tools, such as AI-driven language learning applications, intelligent tutoring systems, and speech recognition software for pronunciation practice.

Control Group: This group will continue using traditional language learning methods, including textbook-based learning, teacher-led instruction, and face-to-face communication practice without the use of AI tools.

The participants will be recruited from language institutes, online language learning platforms, and university language departments. A total of 120 participants will be selected, with 60 learners in the experimental group and 60 in the control group. This will ensure a diverse representation in terms of age, proficiency level, and learning context.

3. Data Collection Methods

a. Quantitative Data Collection

To evaluate the impact of AI-powered teaching tools on learners' language proficiency and engagement, the following quantitative data collection methods will be employed:

Language Proficiency Assessments: Pretest and posttest language proficiency evaluations will be administered to measure changes in learners' English skills, including grammar, vocabulary, listening comprehension, speaking, reading, and writing. These assessments will be designed based on established English language proficiency frameworks, such as the Common European Framework of Reference for Languages.

Learner Engagement Surveys: Surveys will be distributed to both the experimental and control groups to assess their level of engagement with the learning tools. Using a Likert scale, the surveys will evaluate factors such as motivation, interest, and perceived effectiveness of the tools, as well as the frequency and duration of tool usage.

AI Tool Usage Data: Usage metrics from the AI-powered learning tools will be collected for the experimental group to analyze patterns of tool interaction, frequency of use, and learner progress. This data will be gathered from AI learning platforms and include indicators such as completion rates, time spent on each activity, and progress reports.

b. Qualitative Data Collection

The study will employ qualitative methods to explore learners' experiences, perceptions, and challenges associated with using AI-powered tools for language learning. Semi-structured interviews will be conducted with a subset of 20 learners to investigate their attitudes toward the AI-powered learning tools, their experiences, and perceived benefits or limitations. The interview questions will focus on topics such as their feelings about the AI tools, comparisons to traditional learning methods, and any challenges they faced. Additionally, focus group discussions will be held with a separate group of 20 participants from the experimental group. These discussions will allow participants to reflect on their use of AI tools in a collaborative setting, providing insights into how the tools influence their motivation, language learning strategies, and perceptions of language learning.

Furthermore, the study will include open-ended survey responses, where participants will be asked to share their experiences with the AI tools. These responses will be analyzed thematically to gain deeper insights into learner satisfaction, challenges, and suggestions for improvement.

4. Data Analysis

a. Quantitative Data Analysis

The data analysis will employ both quantitative and qualitative methodologies. Quantitative data, including proficiency test scores, survey responses, and usage metrics, will be analyzed using descriptive statistics to summarize the key findings. Paired sample t-tests will be utilized to compare the pre- and post-intervention language proficiency scores of the experimental and control groups, enabling an assessment of the efficacy of AI-powered tools in enhancing language skills. Furthermore, correlation analysis will explore the relationship between learner engagement, as measured by factors such as time spent using the AI tools, and language learning outcomes.

b. Qualitative Data Analysis

The qualitative data, collected through interviews, focus groups, and open-ended survey responses, will be subject to thematic analysis. This process will involve identifying, coding, and categorizing recurrent patterns and themes related to participants' perceptions, experiences, and attitudes toward the AI-powered learning tools. Themes such as learner motivation, autonomy, ease of use, and perceived effectiveness will be explored to gain a deeper understanding of the learners' perspectives.

c. Ethical consideration

Ethical considerations will be of paramount importance in this study. Informed consent will be obtained from all participants, and their confidentiality will be maintained through data anonymization. Additionally, the researchers will seek ethical approval from the institutional review board prior to commencing the research.

d. Limitation

The study acknowledges several potential limitations, including the possibility that the sample may not fully represent the diverse demographics of English language learners globally. Additionally, the strong focus on AI-powered tools may neglect the influence of extrinsic factors, such as learner motivation or sociocultural contexts, which could affect the study's findings. Furthermore, the research centers on the use of AI tools in language learning, without exploring the broader implications of educational technology, such as its impact on teacher roles or educational equity.

RESULT AND DISCUSSION

This section outlines the key findings of the research endeavor, which examined the influence of AI-enabled educational tools on English Language Learning. The study adopted a mixed-methods approach, drawing upon both quantitative and qualitative data sources. The results are presented and analyzed in the context of learners' language proficiency advancement, engagement levels, and subjective experiences with the AI-powered tools.

1. Quantitative Results

a. Language Proficiency Test Scores

The quantitative data analysis demonstrated statistically significant gains in language proficiency among the experimental group that utilized the AI-powered learning tools, in contrast to the control group employing conventional language learning approaches. The results are summarized in **Table 1**.

Table 1. Pre- and Post-Test Scores for Experimental and Control Groups

Group	Pre-Test Score	Mean Post-Test Score	Mean Difference (Δ)	p-value
Experimental Group	65.5	82.3	16.9	0.001*
Control Group	64.7	70.5	5.8	0.05

*Note: p-value < 0.05 indicates statistical significance.

The experimental group showed a significant improvement in language proficiency ($\Delta = 16.9$), with a p-value of 0.001, suggesting that the use of AI-powered tools contributed to a notable enhancement in language skills. In contrast, the control group had a more modest improvement of 5.8 points, with a p-value of 0.05, indicating that traditional methods had a limited effect on their language proficiency. This outcome aligns with previous studies that suggest AI tools can provide personalized learning experiences that accelerate language acquisition (Li & Wang, 2022; Heffernan et al., 2023).

b. Learner Engagement

The learner engagement survey assessed participants' motivation, frequency of tool usage, and perceived effectiveness. The findings suggest that learners in the experimental group exhibited notably higher levels of engagement with the learning tools compared to those in the control group. Specifically, the experimental group reported a mean engagement score of 4.2, whereas the control group had a mean score of 3.1.

A **paired t-test** revealed a statistically significant difference in engagement between the two groups ($t = 4.62, p < 0.001$). Learners using AI tools reported higher levels of motivation,

with many participants expressing that the tools made learning more enjoyable and interactive. This finding is consistent with previous research that emphasizes the role of gamification and interactive learning in enhancing learner motivation (Heffernan et al., 2023).

c. AI Tool Usage Data

The analysis of AI tool usage data provided further insights into the frequency and duration of use among the experimental group. On average, learners interacted with the AI tools for 45 minutes per session, completing an average of 12 learning activities each week. The data also indicated that learners who spent more time using the AI tools showed greater improvements in language proficiency. A **correlation analysis** revealed a strong positive correlation ($r = 0.82$, $p < 0.001$) between time spent using AI tools and language proficiency improvement. This suggests that more frequent interaction with AI tools was associated with better language outcomes, confirming findings from previous studies on the benefits of consistent practice with AI-driven applications (Godwin-Jones, 2023).

2. Qualitative Results

a. Learner Perceptions and Experiences

The qualitative data collected through interviews and focus groups provided valuable insights into participants' perspectives on the AI-powered teaching tools. Learners in the experimental group often reported favorable experiences, emphasizing the tools' accessibility, interactive nature, and tailored feedback. One participant noted:

"The AI-powered learning tool facilitated efficient practice of my pronunciation, and I was able to progress at a self-directed pace. The real-time feedback enabled me to promptly address and improve my linguistic capabilities." (Participant, Experimental Group)

Learners also appreciated the interactive nature of AI tools, with several mentioning that the gamified features of apps like Duolingo made learning more engaging. Another participant commented:

"The gamified elements of the application were highly engaging, which encouraged me to persist in using it. Consequently, I noted a discernible enhancement in my lexical proficiency." (Participant, Experimental Group)

Some learners articulated reservations about the constraints of AI-powered tools, especially in domains like speaking and writing. While the AI tools offered feedback on grammatical structures and lexical proficiency, participants observed that the tools were unable to facilitate more complex, authentic dialogues required for developing real-world communicative fluency. A participant explained:

"The AI-powered tools can enhance one's grammatical accuracy, yet authentic practice with human interlocutors remains essential for developing communicative fluency and confidence." (Participant, Experimental Group)

These findings align with the challenges noted in previous literature, where AI tools were found to be more effective for vocabulary and grammar practice than for developing speaking and writing skills (Li & Wang, 2022).

b. Challenges with AI Tools

While the majority of learners in the experimental group were satisfied with the AI tools, some reported technical issues, such as problems with speech recognition accuracy and occasional system malfunctions. These challenges were particularly evident in learners who had limited experience with technology. One learner mentioned:

"Sometimes the tool doesn't understand my accent, and it marks my pronunciation as wrong, even though I feel it's correct." (Participant, Experimental Group)

Such technical limitations were also highlighted by Heffernan et al. (2023), who pointed out that speech recognition systems, though improving, still struggle with recognizing accents and non-native pronunciations.

3. Discussion

The results of this study indicate that AI-powered teaching tools have a positive impact on English language learning, particularly in enhancing language proficiency and learner engagement. The significant improvement in language proficiency scores among the experimental group suggests that AI tools can be effective in promoting language

acquisition, especially when used consistently and interactively. The high levels of engagement reported by learners using AI tools reinforce the notion that these tools can make learning more enjoyable and motivating, as suggested by previous research (Godwin-Jones, 2023).

However, the study also highlighted several challenges. Despite the positive impact on vocabulary and grammar, AI tools were less effective in improving speaking and writing skills, which are essential components of language proficiency. This limitation points to the need for AI tools to evolve further to address more complex aspects of language use, such as conversational fluency and written expression. Additionally, technical issues related to speech recognition and user accessibility suggest that AI tools must continue to improve in accuracy and user-friendliness to be fully effective in diverse learning contexts.

In conclusion, while AI-powered teaching tools present a promising avenue for enhancing English language learning, educators should consider integrating these tools alongside traditional methods to ensure a well-rounded language learning experience. Future research should explore the long-term effects of AI tools on language proficiency, as well as their potential in fostering speaking and writing skills.

CONCLUSION

This study explored the impact of Artificial Intelligence (AI)-powered teaching tools on English Language Learning (ELL), focusing on their effectiveness in improving language proficiency, engagement, and learner satisfaction. The results indicate that AI-powered tools can significantly enhance language learning, particularly in areas such as vocabulary acquisition, grammar, and learner engagement. However, the study also identified several challenges and limitations that need to be addressed for AI tools to be fully effective in language education.

1. Key Findings

The research demonstrated that the use of AI-powered teaching tools led to substantial improvements in language proficiency for learners in the experimental group compared to those in the control group. The pre- and post-test results showed that learners who used AI tools exhibited higher gains in language skills, particularly in vocabulary and grammar. Additionally, the learners using AI tools reported higher levels of engagement, motivation, and satisfaction with their learning experience. These findings support previous research, which indicates that personalized and interactive learning tools, such as AI-based applications, can significantly enhance student outcomes (Li & Wang, 2022; Heffernan et al., 2023).

However, while AI tools were particularly effective in helping learners improve grammar and vocabulary, they had less impact on the development of speaking and writing skills. Participants in the experimental group expressed the need for more interaction with real people to enhance their conversational fluency and writing abilities. This suggests that while AI tools can be valuable for certain aspects of language learning, they should complement, rather than replace, traditional methods that emphasize speaking and writing practice (Godwin-Jones, 2023).

2. Implications for Language Learning

The findings of this study have several implications for the integration of AI tools in language education. AI tools provide a unique opportunity to personalize learning, catering to individual learner needs by offering adaptive feedback and customized learning experiences. By offering immediate corrections and opportunities for learners to practice at their own pace, AI tools can increase learner autonomy and motivation. This can be especially beneficial for learners in online or self-paced learning environments, where traditional face-to-face instruction may be limited.

Moreover, AI tools can be a useful resource for enhancing learner engagement. The gamified elements of many AI-powered language learning applications, such as Duolingo, were highly appreciated by learners in this study. These features not only make learning more enjoyable but also help maintain learner interest, which can lead to better learning outcomes. As shown in the study, frequent use of AI tools was strongly correlated with improved language

proficiency, suggesting that consistent and engaging practice is essential for language development.

3. Limitations and Areas for Improvement

Despite the positive findings, there are several limitations to this study. First, the research focused primarily on vocabulary, grammar, and learner engagement, with less emphasis on developing speaking and writing skills. Future studies should explore the effectiveness of AI tools in improving these critical areas of language proficiency. Additionally, the study was conducted with a specific demographic of learners, and the results may not be generalizable to all EFL learners, particularly those from diverse cultural and educational backgrounds.

Another limitation identified was the technical challenges associated with AI tools. Some participants faced difficulties with speech recognition systems, which sometimes failed to recognize non-native accents accurately. This issue highlights the need for ongoing improvements in the accuracy and inclusivity of AI technologies. Ensuring that AI tools are accessible and effective for learners of varying linguistic backgrounds will be crucial for their widespread adoption in language learning contexts.

4. Future Research Directions

Future research should investigate the long-term effects of AI tools on language learning to assess whether the improvements observed in this study are sustained over time. It would also be beneficial to explore how AI tools can be integrated into blended learning environments, combining the strengths of both AI technology and traditional teaching methods. Additionally, studies examining the impact of AI on speaking and writing skills, as well as its role in fostering interaction and collaboration among learners, would provide valuable insights into how AI can support more comprehensive language development.

Given the rapid advancements in AI technology, future studies should also consider emerging tools, such as AI-driven chatbots and virtual tutors, that allow for more dynamic and context-rich interactions. These innovations have the potential to further enhance language learning by offering more lifelike and meaningful communication experiences.

5. Conclusion

In conclusion, the integration of AI-powered teaching tools into English language learning offers significant benefits, including improved language proficiency, increased learner engagement, and greater motivation. However, the limitations of current AI tools, particularly in relation to speaking and writing skills, underscore the need for further technological advancements and the complementary use of traditional language learning methods. The findings of this study suggest that AI tools, when used effectively, can play a vital role in enhancing English language education. As AI technology continues to evolve, its potential to transform language learning practices remains vast, offering exciting opportunities for educators and learners alike.

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