



RESEARCH PAPER

Artificial Intelligence in Language Education: A Review of Emerging Trends and Implications

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ABSTRACT

This research paper aims to investigate the impact of incorporating artificial intelligence in language education on students' and teachers' educational achievements. Due to the swift advancements in Artificial Intelligence (AI) technology, AI is now being utilized in a variety of global sectors, including education. During this study, a systematic review method was used with PRISMA principles to identify 26 studies. The identified studies were analyzed using content and thematic qualitative analysis techniques. The findings revealed that to enhance an immersive learning experience among language learners, the integration of virtual reality and augmented technologies into language learning will be used to enhance language skills acquisition in an artificial intelligence-powered language learning environment. Additionally, for what aspects of language teaching will change in the context of AI-enabled tools or environments within the education industry, the research discovered that people's pronunciation of foreign language words, like EFL, will be altered by AI language learning tools. Policymakers, educational leaders, funders, and practitioners can use the information provided in this study to acquire a holistic understanding of current trends in the use of AI in EFL learning and teaching, whereas practical implications are provided to guide future AI use in EFL.

KEYWORDS Artificial Intelligence, EFL, Text Generator, Language Learning

Introduction

Due to the rapid advancement of Artificial Intelligence (AI) technology, it is now being utilized in a wide range of industries globally, such as in the field of education. For instance, China has incorporated artificial intelligence in education under the supervision of the Chinese government, to enhance, specifically, foreign language learning. In 2018, the education ministry in China created a strategy to spur the integration of AI into education via the development of educational applications and resources (Liu, 2023). It has thus affected methods of teaching in different fields, such as the study of languages, by the introduction of and use of AI in the educational sector (Choukaier, 2024). Thus, Jamshed et al. (2024) note that the implementation of AI in higher education institutions has led to it becoming very popular within those sectors, leading to its increasing weight. Similarly, Choukaier (2024) states that AI technology would revolutionize education by virtue of its being an advanced technology, especially in respect of language acquisition. In addition, AI technology, such as adaptive learning systems, NLP, machine learning etc, have the ability to lead to improvements in the personalization and effectiveness of language learning significantly. For instance, the rise of ChatGPT has brought about a revolution in conventional language education tactics worldwide, triggering a ripple effect across many

industries, including education. Because the AI can provide immediate responses, adapt to how fast the learner is progressing, and create engaging and personalized learning environments tailored to individual skill levels and learning preferences (Choukaier, 2024), it (AI) has recently aided in language instruction by demonstrating its ability to enhance language-specific abilities like reading comprehension, practising repetitive language skills on a device, and improving English pronunciation (Crompton et al., 2024). The assistance in educational activities in the form of assessments, generating feedback, tutoring in smart ways, and predictive analytics have been the added job profiles of the AI (Pokrivčáková, 2019). Due to the growing popularity and use of AI in education, there is now a greater need for educators to comprehend how AI can assist in teaching languages to culturally diverse learners. AI-powered language learning platforms provide interactive modules for each student, fostering an engaging and effective learning environment (Konyrova, 2024). Additionally, NLP and machine learning algorithms have enabled learners to independently enhance their language skills by receiving real-time feedback and assessment.

Woo and Choi (2021) pointed out that artificial intelligence might assist language learners to recognize and correct their own mistakes by analyzing weaknesses and offering remedial exercises. Much of this technology is employed to render language learning more adaptive, since machine learning systems analyze student data in order to deliver personalized responses and assistance (Woo & Choi, 2021). A good example is Duolingo, which employs AI technology to change the lessons according to how effectively each learner is doing. So too, Wei (2023) argued that when information technology is meaningfully integrated into language education, it can render it much more interactive, communicative, and ultimately more interesting. Hsu et al. (2023) in a similar way found that learners using AI-based language technologies tended to outperform those not using them, especially in vocabulary growth and fluency. These tools seem to help with speaking confidence as well, giving users an advantage in overall language proficiency (Hsu et al., 2023). Sharadgah and Sa'di (2022) added that the increasing availability of smartphones and portable devices has made personalized learning even more accessible through mobile applications. In many ways, the combination of artificial intelligence and mobile technology is transforming language education itself—through features like automatic grading, virtual tutors, big data analytics, and speech synthesis that make learning both efficient and responsive.

However, Papadakis (2021) contends that there is a lack of adequately designed educational apps, as the majority are created for entertainment purposes rather than to support interactive and imaginative learning. Relatedly, Alhalangy and AbdAlgane (2023) contend that educators can enhance students' learning and promote longer retention of material by incorporating AI into classroom activities. On the other hand, Reis (2024) argues that many people in the current age wonder whether AIs will make language learning obsolete based on the premise that chatbots keep on getting better and resourceful in teaching languages and providing translations fast. In this regard, questions and concerns linger with many people about how artificial intelligence will influence language learning, based on the fact that learning a language and mastering it is not just about words but understanding cultures, nuance, and context.

In light of the aforementioned, it is evident that there is a dearth of information regarding what the future of language learning and teaching in the age of AI holds. At the moment, there is a shortage of thorough analyses on the prospects of language learning in the era of digital or AI language learning tools. Certain reviews in the AI field concerning language learning have mainly concentrated on the effects of AI in language learning rather than on the prospects of language learning or education (Chen et al., 2020 & Makridakis,

2017). Therefore, this sought to explore what the integration of AIs in language learning and teaching holds in achieving student and educator learning outcomes.

Literature Review

Different types of AI-based applications used in Language learning

Because the adoption of AI-powered tools in language learning has increasingly become widespread, some of the tools used are discussed below:

Chatbots

Chatbots are seen as a ground-breaking and efficient technology that can improve students' language learning abilities. In contrast to conventional language learning approaches, these methods may not provide the level of interactivity and flexibility that learners require or wish for. Additionally, chatbots offer a customized and engaging learning opportunity, allowing learners to engage with the technologies (Wei, 2023). Also, the ease with which AI is accessible to its audience and its user-friendly model that works in conversational style increases its effectiveness because they are also device-friendly. As Adam et al. (2021) highlighted, the potential advantages of text-based engagements by juxtaposing people and chatbots have been demonstrated in these interactions, while Petrović and Jovanović (2021) added that chatbots have enabled those language learners who have been studying English as a second language to improve their language abilities through real-life practice.

Just like an AI chatbot can assist learners in their language proficiency by adjusting to the way lessons are presented, ChatGPT and other chatbot language tools are recognized for their ability to offer immediate translations, define and explain the intricate grammar structures, and make them valuable resources for language learning (Kohnke, 2023). In addition, students who are not native speakers or language teachers can also find a wide range of conversational phrases and expressions to improve their communication skills in the language they are learning (Liu, 2023). Thus, incorporating chatbots in language education offers students a hopeful and thrilling method to enhance their foreign language learning results.

Speech Recognition AI Systems

Speech recognition technology has proven to be a valuable tool for improving language learning by enhancing a learner's communication skills. The crucial aspect is aiding language learners in improving their listening and understanding skills with the help of speech recognition technology. By listening to recordings of native speakers and identifying errors in pronunciation and intonation, learners can improve their comprehension of the language (Shadiev & Liu, 2023). Michael (2017) states that speech recognition technologies or AIs convert spoken words into written text through the utilization of a speech recognition engine. Speech recognition technologies can aid in language education by assisting with teaching and evaluating learning. Additionally, speech recognition technologies have the potential to be applied in a range of educational settings, both inside and outside of the classroom, including dictation, voice search, pronunciation practice, vocabulary and grammar exercises, translation practice, and evaluating learner work.

Conversely, Sun (2023) suggests that the majority of language teachers do not prioritize pronunciation teaching, instead focusing on teaching fundamental grammar,

vocabulary, culture, and practice, assuming that students will naturally learn to pronounce words. Various strategies like corrective feedback and full immersion learning have been incorporated into pronunciation training through technology devices like speech recognition technologies (Tseng et al., 2022). Additionally, automatic speech recognition technology or artificial intelligence decodes spoken words and transcribes them, allowing individuals to study various subjects on their own since the system has been trained on extensive spoken language data to improve its accuracy in transcribing and decoding speech.

Machine Learning and Machine Translation Technology

Liu (2023) states that two major challenges in learning a new language include understanding the text in a foreign language and translating it into one's language. Machine learning language translation technology can help students enhance their learning experience and address obstacles when trying to acquire new or foreign languages, ultimately boosting their effectiveness in the learning journey. Language learners can make use of machine learning language translation technologies to understand unfamiliar, difficult words while reading articles in foreign languages or listening to recordings. Ultimately, employing these resources aids students in improving their understanding of the language while learning a foreign language and adapting to the foreign language environment, laying a strong foundation for advanced language proficiency (Urlaub & Dessein, 2022). Therefore, by understanding language translation, learners can master a specific language faster, improve their language skills, and become better communicators within a foreign community.

Contrarily, Kessler (2018) argues that the use of translation technologies in language learning is considered to pose a significant threat to language teachers' (foreign) instruction. Another argument is that language learners or students use these tools to avoid doing the work required or expected of them. Nevertheless, some educators have used the same tools to make language learners enjoy an enhanced and meaningful experience. Additionally, language teachers have used the restrictions of language learning tools to their advantage, transforming them into opportunities for learning. The emphasis is on having students translate texts and then identify or correct specific errors, aiding them in focusing on certain aspects of a language (Kessler, 2018).

Language Learning Contexts

One important effect of technology on teaching and learning environments is the rise in different learning environments. In the past, it was common for education policymakers to categorize teaching and learning environments as either traditional in-person or online/digital. In physical learning settings, there is an increasing focus on developing interactive learning areas conducive to learner-centred approaches. In this regard, teachers and educators can enhance the physical classroom setting by integrating simulations of cultures related to the language being studied using augmented and virtual reality (Kessler, 2018). Moreover, the range of digital environments for language education has expanded due to the emergence of diverse informal online spaces known as "the wilds" where people interact and engage with learning resources in unique ways (Raoofi et al., 2012).

Conversely, et al. (2021) argue that learning in context involves gaining a language by being exposed to actual scenarios, authentic written text, and significant exchanges. Instead of just concentrating on individual words and phrases, this method immerses students in the natural environment of the language. Additionally, the understanding of a

language is improved when learned within a contextual framework, as it enables learners to infer the definitions of unknown words based on the conversations around them. This procedure closely imitates how native speakers instinctively deduce meanings from context, aiding learners in creating cognitive connections that enhance speed and accuracy in language processing (Mirza & Gorttardo, 2023). Hence, diverse contextual factors allow for the exploration and comprehension of the resemblances and variances in bilingual learners acquiring a new language for the first time, as well as a second language in various settings (Farukh & Vulchanova, 2016).

The Effect of Artificial Intelligence Integration in EFL Educational Settings

Alhalangy and AbdAlgane (2023) explored the impact of AI on the EFL context in Saudi Arabian universities. In this study, the researchers aimed to determine whether or not it is possible to use AIs in English for speakers of other languages courses. The study adopted a quantitative approach in which a questionnaire tool was used for data collection, and after statistical analysis, the results showed that artificial intelligence positively impacts English language teaching and learning, but needs better integration into educational settings. A major observation is that allowing learners to interact with the intelligent virtual environment agents known as avatars enhances their capacity to comprehend spoken English, specifically in the context of English as a foreign language (EFL) (Alhalangy & AbdAlgane, 2023). Nevertheless, the study did not focus on the future of language learning in the age of artificial intelligence tools in language learning and teaching in universities. In the same vein, Vera (2023) explored the perceptions of EFL teachers with regard to AI technologies' adoption in the classrooms. The study chose a qualitative approach in which 12 educators from Chile were interviewed to gauge their perceptions concerning AI use in language learning in the classroom. As a result of the research, it was found that teachers view the use of AIs in EFL classrooms favourably because they believe these tools can improve the quality of learning and teaching. Furthermore, the research also discovered that AI tools have the potential to boost students' engagement and enhance instructors' technical and educational skills when incorporating AI in the EFL school setting. The research findings showed that language instructors at the university level hold favourable views on incorporating AI into EFL instruction.

In a study carried out by Alzahrani and Alotaibi (2024), the effects of artificial intelligence, specifically ChatGPT, on English as a Foreign Language writing skills of high school students were assessed. This research employed quantitative approaches in both data collection and analysis. The results indicated substantial improvements in many of the skills related to writing, task completion and organization. The belief is that coherence and cohesion in writing is essential for producing meaning and logical narratives to students, since many EFL learners find organization of thoughts to coherence a problem, where the aids of artificial intelligence, for instance ChatGPT, can be very helpful. Even though there was good data reflecting the effect of artificial intelligence on the writing skills of learners, there were no attempts made to look at the long-term aspects or outlooks of language learning. Conversely, Jiang (2022) reviewed artificial intelligence adoption in the EFL context to determine its impact on how it empowers EFL teaching and learning. This study entailed a qualitative approach in which a systematic review methodology was adopted. Therefore, the findings revealed that automatic evaluation systems, neural machine translation environments, and intelligent tutoring systems improve the linguistic and cognitive abilities of learners but neglect the emotions or moods of learners (Jiang, 2022). Sumakul et al. (2022) also investigated how teachers perceive the use of AI in their EFL classrooms. The study adopted a qualitative approach in which an interview was conducted on university teachers, and the analysed data revealed that there were positive perceptions amongst teachers concerning the use of AI. The perceptions were anchored on

the premise that AI can help teachers teach and students learn, besides necessitating the need for students' and teachers' motivational levels to be put into consideration when integrating AI into EFL classrooms.

Material and Methods

An examination of the research articles published in peer-reviewed journals from 2016 to 2024 was carried out to address these questions. Due to the rapid increase in integrating AI into education, particularly in language learning or teaching, the researcher chose to limit the study to a ten-year period. In 2017, global investment in AI from venture capital hit \$1047 billion, marking a significant increase in AI advancement and the adoption of new methods, algorithms, strategies, and models, as per Woo and Choi (2021). According to Statista (2024), language learning AI or apps that combine learning gamification with language acquisition are growing to become an increasingly popular method to learn and practice a foreign language for adults and kids.

Search Strategy

The search approach in this research was influenced by the key research terms in the topic, which included artificial intelligence (AI) and English as a Foreign Language (EFL), the future of language learning, learning management systems, speech recognition AIs, and AI-based language learning tools. These important terms were utilized in the literature review as key phrases, forming the foundation of the research. Furthermore, the synonym terms for the keywords or search terms in the literature were also taken into consideration. As indicated in Table 1, the ((“language learning AI”, OR “Speech Recognition”, OR “Future of language learning”, “English Foreign Language”, OR “Foreign English”, OR “Learning management system”,)) AND ((“artificial intelligence”, OR “language translation technologies” OR “natural language processing” OR “speech to text” OR “ AI-driven language learning tools”, OR “Challenges of AI-driven language learning” OR “Opportunities in AI-driven language learning” query utilized for literature research on ERIC, Scopus, Web of science, ScienceDirect, and SpringerLink databases." This study involved articles that were published across an 8-year period (2016-2024) because of how technology changes so fast within a short period of time.

Table 1
Search query key terms

	Keyword	Synonyms
Main	“Artificial Intelligence”	“Speech recognition”, OR “language translation tool technologies”, OR “natural language processing”
AND	“Learning management system”	
AND	“English for foreign language”	“Foreign language learning” OR “foreign language teaching” OR “English for foreign language”.
AND	“Future of language learning”	“Challenges of AI-driven language learning” OR “Opportunities of AI- driven language learning”.

Therefore, based on the above table and discussion, this study employed a qualitative approach in reviewing the literature to enable the presentation of this study in a dynamic way that is useful in determining the future of language learning in the age of AI-powered language learning and teaching among students and teachers.

Inclusion and Exclusion Criteria

In a systematic literature review, the inclusion and exclusion criteria help to filter and select relevant studies for the study's scope. Therefore, the researcher considered the inclusion and exclusion criteria to be essential when selecting relevant articles for the study topic, as illustrated in Table 2 below.

Table 2
Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Journal articles written in the English language were included.	Journal articles written in a language other than English were excluded.
Primary researches, journal research papers, conference proceedings, and book chapters crucial for the study were chosen.	Articles that did not have relevant information or answer the research questions were excluded.
Articles relevant to the research topic, key terms/keywords.	Articles out of the study context and unrelated to our research questions.
Journal articles published within 2016-2024 period.	Articles published before 2016.

Selection Procedure

The systematic review of literature in this study followed the PRISMA guidelines, which aim to provide clear reporting on previous studies' objectives, methodologies, and results. Regarding this matter, following the PRISMA guidelines, the researcher conducted a review to locate and evaluate studies about AI-driven language learning tools, language teaching factors and settings, as well as potential language learning opportunities or obstacles with AI, depicted in Figure 1. Hence, the initial phase involved locating research through the Education Resources Information Center (ERIC), Scopus, and Web of Science databases. These reliable databases were selected for their convenient availability and wide variety of academic journals in the education field. As stated by Bettany-Saltikov (2016), a systematic literature review is a comprehensive examination of past studies related to a particular subject, focusing on a single inquiry. Moreover, the process aims to find, assess, combine, and choose high-quality research data essential for addressing the particular research queries of a study. High-quality research includes all previous studies with a clear and rigorous design that allows the findings to be examined in various contexts and research objectives (Bettany-Saltikov, 2016). The diagram presents the PRISMA diagram used in the study. The PRISMA framework is essential because it enhances the clarity, transparency, and strength of a study and also reduces the possibility of biases and prejudices.

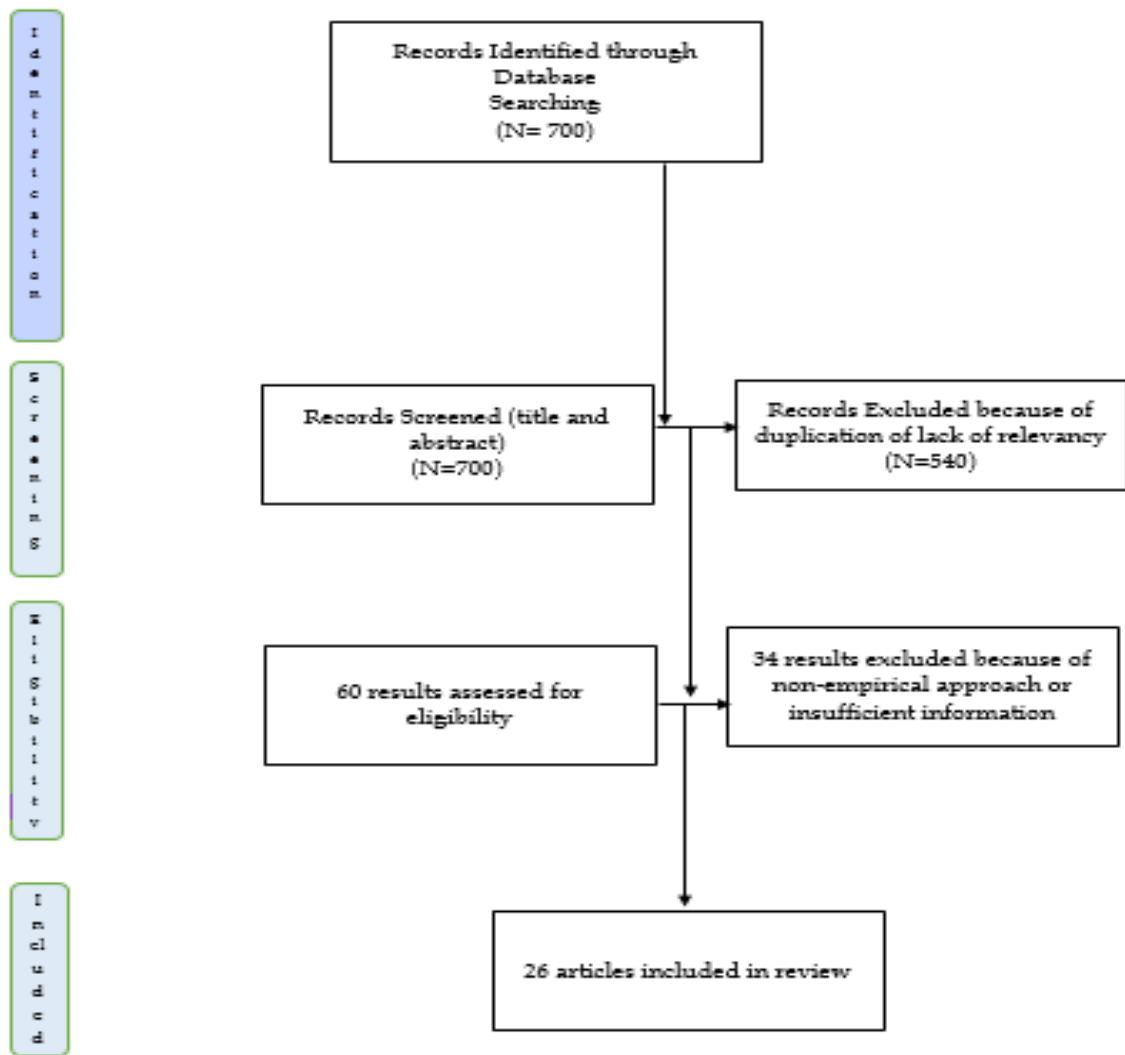


Figure 1: PRISMA diagram of the review process

According to the PRISMA diagram used, 700 (N=700) records were collected from the mentioned databases between 2016 and 2024. These included Web of Science (n=12), ScienceDirect (n=30), Scopus (n=18), ERIC (n=30), and SpringerLink (n=600). Additionally, before screening the records, a 10-year maximum time frame was established, and a sequence of procedures was carried out on the records to guarantee the removal of any duplicates. One hundred duplicates were found in total (n=100). Following the elimination of duplicates, the researcher assessed a total of 600 (n=600) records based on their titles and abstracts. This was then followed by an appropriate evaluation of the discussion, evaluation, and validation of the study to determine their suitability for use in the research. As a result, this prompted a more detailed review and analysis of the articles, ultimately leading to the elimination of 540 research articles. This led to improved research articles that are relevant and better suited for systematic literature review analysis. These articles consisted of research papers written in a language other than English (n=12), research papers not peer-reviewed (n=11), and articles not fully accessible (requiring purchase) (n=8). Following that, the subsequent action involved performing a thorough examination and analysis of the articles identified as meeting the criteria. A sum of twenty-nine (n=29) studies were reviewed and assessed for eligibility. After collecting appropriate texts, a complete text review was conducted on the articles, resulting in the exclusion of articles after full-text analysis to leaving twenty-six (n=26). Hence, the systematic literature review comprises a total of twenty-six articles (n=26), as illustrated in Figure 1 above.

Furthermore, the 26 research articles that were part of the final analysis were deemed to meet all inclusion criteria and to be fully in line with the study's main objective.

Evaluation of quality

The process of evaluating quality involved choosing research reports published as articles after reading them in full and confirming that they met the inclusion criteria for data extraction (Van Dinter et al., 2021). The complete systematic review procedure was closely overseen to uphold the integrity of the chosen papers, whether they were of high or standard quality. The study carefully evaluated the research articles' quality by confirming they addressed the quality assessment questions and research questions in the systematic literature review.

Data Retrieval/Extraction

The researcher conducted a thorough evaluation of the chosen research articles, which involved the process of extracting data. Extracting data in a systematic literature review is essential for researchers to obtain the most suitable articles for their study (Van Dinter et al., 2021 & Lame, 2019). A set of characteristics was created to ensure consistent data extraction, along with a summary of the main studies in the investigation (Table 3).

Data Extraction Template

Table 3
Data Extraction

Data Item	Description
Author (year)	Name of authors present in the article and year of publication
English	The foreign language focus in the research
Learn/teach	Mode of learning a foreign language
Artificial intelligence tool	The AI tools used in the article
Learning management system	The LMS used by the researcher
Aim of the study	The purpose of the conducted research
Level of education	The level of education of the research participant
The country of the study	The country in which the study was conducted
Key findings	A breakdown of the whole research article with findings

Results and Discussion

Data analysis was conducted after the completion of data extraction from the research articles. Following a descriptive and qualitative synthesis, a summarized data extraction was generated. In addition, an analysis was conducted on the summary of data extraction using different aspects related to language acquisition, artificial intelligence, foreign languages, English for non-native speakers, speech recognition, and the potential for AI-driven language learning to address the research queries.

What Aspects of Language Teaching Will Change in The Context of AI-Powered Tools or Environments in The Education Sector?

There will be various changes in language teaching when utilizing AI-powered tools or environments in the education sector. An example is the research that indicates students and teachers use smart tutoring systems, automated language evaluation tools,

and virtual language helpers to improve tailored and interesting learning experiences. Moreover, language learning tools utilizing AI, like conventional grammar apps, aid in offering interactive and personalized learning experiences to improve different language abilities (Vera, 2023b; & Vera, 2023a). NLP algorithms in language tutoring systems analyse learner responses, provide feedback, and suggest personalized improvement recommendations during interactive lessons and practice exercises. Moreover, they have the ability to mimic discussions, offer help with pronunciation, and give immediate feedback on verbal abilities (Vera, 2023b; & Vera, 2023a). Therefore, this implies that learners will be able to learn languages in an interactive way with AI-powered tools, where the AI tools will provide immediate feedback and correction, thus enhancing learner language improvement. In this aspect, ELSA has created an AI learning platform that utilizes AI algorithms. It helps learners enhance their English pronunciation by utilizing speech recognition technology to evaluate pronunciation and provide real-time feedback and suggestions (Son et al., 2023; Akhtar et al., 2020; Li et al., 2016; & Mu et al., 2020).

In their study, Shi et al. (2022) investigated how 29 Chinese EFL students utilized evidence in their argumentative writing with the assistance of the Virtual Writing Tutor (<https://virtualwritingtutor.com/>). The research discovered that engaging in group discussions about the AI tool for automatic writing evaluation aided students in enhancing their writing skills as they went through three stages: trusting, doubtful, and analytical (Kim, 2023; Yan, 2023; Fang et al., 2023; & Wei, 2023). Therefore, this implies that learners will have to build trust in AI-powered language learning technologies to get better learning experiences and outcomes. Additionally, another aspect that will change will entail an improvement in language learning and teaching AI abilities to make them better.

Challenges and Opportunities of Language Learning in the Age of Artificial Intelligence

A major portion of the incorporation of artificial intelligence into education involves using AI methods in traditional teaching methods, often mirroring or automating current educational beliefs and practices. However, this is seen as a failure to recognize the special abilities and knowledge that teachers bring, as well as the importance of social learning and guidance for students. Hence, an argument is made that rather than simply automating the instruction of students using computers or other digital tools, AI might potentially enhance teaching and learning opportunities that are hard to attain, question current teaching methods, or aid in improving teachers' effectiveness (Huertas-Abril & Palacios-Hidalgo, 2023). In this regard, there is an opportunity to enhance the effectiveness of language teachers by strengthening and complementing traditional teaching methods and making it possible to achieve learning and teaching outcomes that are difficult to achieve traditionally.

Additionally, a qualitative study by Huertas-Abril and Palacios-Hidalgo (2023) revealed that teachers observed that teaching languages in the UK was one of the biggest challenges because teachers had to make students see the value of language learning as well as to sustain their interests, engagement, and motivation. In this regard, the teachers concur with the opinion that AI-based language learning is able to affect students' language learning in a very immersing way. To bring about an immersive experience in language learning, Blyth (2018: 40) states that the addition of virtual reality and augmented technologies in language learning can make the learning of the language skills happen in a more realistic manner. Furthermore, the technology of augmented reality (AR) can prove useful by giving real time translations of or helping students with languages in real life. Kessler (2017) is of the opinion that although there are technologies that have been developed that enhance language learning and teaching, the choice of appropriate resources or materials or websites able to fulfil the specific lesson, objective (goal) or

activity still remains a problem. In addition, Kessler (2017) studied the future of language education and technology and suggested that the use of bots to assist learners in language development is an idea of great novelty. For example, the use of chatbots (these are computers) can help in engaging learners in extensive language practice, which would be cumbersome for a tutor to do effectively with a large number of learners. In this area, however, the use of bots in language learning and teaching affords great possibilities in the field of education, particularly in language teaching and learning. Again, language teachers will be able to apply their skills already acquired together with experience in the creation of bots to assist students in teaching their set of skills in language, such as writing and reading. Similarly, enhanced progress in the development of natural language processing abilities may lead to advanced and sophisticated language learning tools for AI. This could involve the capacity to comprehend and generate more intricate language as well as the skill to identify and rectify errors with great precision (Ismail et al., 2016). Therefore, the future of language learning in the age of artificial intelligence will entail the production of creative pieces of writing for people to read for leisure. Further, artificial intelligence will influence the way language teachers engage their students to enhance their creativity regarding writing creatively using artificial intelligence platforms or tools (Pokrivčáková, 2019).

De la Vall and Araya (2023) noted that another challenge for AI-driven language learning and teaching entails the lack of human interaction. Despite the availability of tools for live conversation practice with native speakers or tutors, the majority of learning experiences are self-directed and lack direct human interaction. In this respect, the future of language learning with the advent of AI-powered language-learning technologies will entail the training of AI-powered language-teaching technologies to interact with learners in a human way, similar to humans, thus relieving human teachers of some roles (De la Vall & Araya, 2023). Moreover, AI language learning tools are unable to generate imaginative or innovative language like poetry and fiction. Therefore, this implies that creative writing, such as writing news, stories and other creative content, might not be taken over by AI. Therefore, an opportunity still exists to train AI tools using large data sets to become imaginative and creative to produce original and creative texts for human consumption, thus improving language learning and teaching (Khanzode & Sarode, 2020).

Solak (2024) conducted a study exploring the experiences of language learners and teachers with the ChatGPT learning management system. The study found that while the system provided significant benefits for both groups, there were some limitations that required technological improvements. One of the shortcomings of the AI-based language learning system is that it does not adapt to learners' language levels, interests and learning styles. In this regard, it presents opportunities for teachers in foreign languages to contribute towards the development of AI technologies that quickly adapt to students' different levels of language classes, interests, and learning styles.

Discussion

The results of this inquiry respond to the research questions as it relates the significant impact that artificial intelligence will have on learning of English as a Foreign Language on the part of the teachers and the learners. A systematic review which focuses on the reviews selected from a database of reliable Information examines the potential for effect that artificial intelligence could have on the future of language teaching. For example language learning is going to change in the future in connection with artificial intelligence within the field of language learning. Overall, this project demonstrates that the application will serve to strengthen the effectiveness of language teachers that will be reinforced with the AI capabilities so that the learning and teaching results of many will be possible to

negotiate when it will be impossible to achieve these results otherwise. Huertas-Abril and Palacios-Hidalgo (2023) suggest that language teachers must be strengthened in their computer literacy in these areas in order to facilitate better. This development underlines the prospective use of AI to raise the innovative dimensions of language learning tools, stimulating social critics to preserve their competitive advantage. Besides, Huertas-Abril and Palacios-Hidalgo (2023) emphasise the contemporary problems educators face in preserving student concentration and enthusiasm. Integrating virtual reality (VR) and augmented reality (AR) into AI-powered language learning can considerably increase the immersive learning experience, thereby addressing these challenges and improve acquisition of the language skills, Blyth (2018) suggests. This wide-ranging tactic denotes an encouraging future where AI not only expands the imaginative productivity of learners but also endures their engagement through advanced scientific assimilation.

The AI has a great potential towards the field of language teaching and teaching some of the aspects of language particularly like pronunciation. New developments in AI learning management systems, such as ELSA, validate in what way AI systems can advance English phonation skills across real-time speech recognition technology (Son et al., 2023; Akhtar et al., 2020; Li et al., 2016; Mu et al., 2020). These procedures analyze students' speech, offering instant response and suggestions for improvement, thus proposing a custom-made and operative learning experience. This development in language learning tools indicates a chief transferral in how foreign languages, such as English as a Foreign Language (EFL), are taught and learned. AI's ability to provide precise, individualized feedback accelerates the learning process, making it more efficient and effective. As AI continues to evolve, its role in language education will likely expand, further transforming traditional teaching methodologies and enhancing the overall learning experience. The integration of AI in language education, therefore, promises not only to improve linguistic proficiency but also to revolutionize the entire framework of language teaching and learning, making it more dynamic, interactive, and adaptive to individual learner needs.

Conclusion

Researchers have studied the incorporation of artificial intelligence into different sectors of the economy in the past few years. Essentially, AI-supported language learning has received increased focus in the education sector and other learning settings following the impact of the 2019 COVID-19 pandemic. This review found that some research has been conducted on the use of artificial intelligence in the learning of foreign languages and the impact of AI on teaching and learning foreign languages. Therefore, to understand and take a snapshot of how artificial intelligence will impact language teaching in future, this study reviewed other past studies. Consequently, it was found that to enhance an immersive learning experience among language learners, the integration of virtual reality and augmented technologies into language learning will be used to enhance language skills acquisition in an artificial intelligence-powered language learning environment. Additionally, concerning the aspects of language teaching that would change in the context of AI-powered tools or environments in the education sector, the study found that the way people pronounce foreign language words, such as EFL, will change in the face of AI-powered language learning tools.

In conclusion, this study found that the integration of AI-powered language teaching and learning technologies will increase language learners' foreign language skills, such as writing, speaking, and reading, and their motivation to learn. It also revealed that the creative writing abilities of AI language tools will be boosted, making them write fiction and poems just like humans, thus changing the language learning landscape. Some past

studies have focused on the impact of artificially driven language learning, mostly for second languages such as English, but not on what the future holds for AI-powered teaching and learning. Therefore, one critical area that needs to be addressed in future is the role AI will play in other disciplines of education besides language learning. Another critical area to be focused upon entails the impact of AI-assisted skills acquisition in the workplace. Moreover, this study recommends that AI can be combined with traditional teaching methods, such as role-playing or group discussion, in EFL teaching and learning.

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