

RESEARCH ARTICLE**The Impact of Artificial Intelligence Tools on English Language Learning among EFL Learners**¹Ms. R. Maheswarirohini, ²Dr M. Vignesh

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Abstract:

Artificial Intelligence (AI) has emerged as an influential technological development in the field of English language education, particularly in contexts where English is learned as a foreign language (EFL). The rapid development of AI-powered applications, including intelligent tutoring systems, chatbots, automated writing evaluation tools, speech-recognition applications, adaptive learning platforms, machine translation systems, and generative AI tools such as ChatGPT, has created new opportunities for learners to practise English beyond the traditional classroom. These technologies can provide immediate feedback, personalized learning experiences, interactive communication, vocabulary support, grammar correction, pronunciation practice, and opportunities for independent learning. At the same time, the integration of AI into English language education raises concerns related to accuracy, academic integrity, learner dependency, privacy, digital literacy, bias, and the changing role of teachers. This paper examines the impact of AI tools on English language learning among EFL learners, with particular attention to listening, speaking, reading, writing, vocabulary, grammar, pronunciation, learner motivation, and learner autonomy. The paper adopts a review-based approach by examining relevant scholarly discussions and research on AI-assisted language learning. The findings indicate that AI can significantly support English learning when it is used as a complementary pedagogical resource rather than as a replacement for teachers. AI-supported learning can increase opportunities for meaningful practice, provide individualized feedback, and promote learner autonomy. However, effective implementation requires teacher guidance, critical evaluation of AI-generated content, ethical awareness, and appropriate integration with communicative and learner-centred pedagogy. The paper concludes that AI has considerable potential to transform EFL learning, but its educational value depends largely on how intelligently, ethically, and pedagogically the technology is integrated into language education.

Keywords: Artificial Intelligence, EFL learners, English language learning, ChatGPT, generative AI, language skills, learner autonomy, AI-assisted language learning

1. Introduction

English has become one of the most widely learned languages in the world and plays an important role in higher education, employment, international communication, science, technology, and professional development. For millions of learners, English is not acquired as a first or second language but is studied as a foreign language. In EFL contexts, learners frequently encounter difficulties because opportunities to use English outside the classroom may be limited. Traditional classroom instruction provides important linguistic and communicative foundations, but limited instructional time, large classes, differences in learner proficiency, and inadequate opportunities for individualized practice can restrict language development.

RESEARCH ARTICLE

Technological developments have continuously influenced English language teaching and learning. Computer-assisted language learning, mobile-assisted language learning, multimedia learning, online learning platforms, and virtual learning environments have gradually expanded the possibilities for language education. Artificial Intelligence represents a further development in this technological progression. Unlike conventional digital resources that primarily deliver fixed content, AI-based systems can analyse learner input, generate responses, provide feedback, adapt content, recognize speech, and engage learners in interactive communication.

AI is now increasingly visible in language education through tools such as conversational chatbots, grammar checkers, automated writing evaluation systems, pronunciation applications, intelligent tutoring systems, translation applications, vocabulary platforms, and generative AI systems. The emergence of large language models has particularly intensified discussions about the future of English language education. Generative AI systems can produce explanations, examples, dialogues, summaries, questions, essays, vocabulary exercises, and conversational responses based on learner prompts.

The educational potential of AI is particularly significant for EFL learners. Learners can interact with AI systems at any time and can often receive immediate responses without waiting for teacher feedback. A learner who is hesitant to speak English in front of classmates, for example, may feel more comfortable practising with an AI conversational partner. Similarly, a learner who struggles with grammar can request explanations and additional examples. A student working on academic writing can use AI-supported tools to identify grammatical problems, improve organization, or receive suggestions for revision.

However, the increasing use of AI also introduces important educational challenges. AI-generated information can be inaccurate or misleading. Students may become dependent on automated systems rather than developing independent language skills. Generative AI can produce polished texts that do not necessarily reflect the learner's actual ability. Excessive reliance on automated translation or writing generation may reduce opportunities for productive language use. Questions concerning plagiarism, authorship, privacy, data security, algorithmic bias, and assessment validity are also important.

Therefore, the central issue is not whether AI should be used in English language learning, but how AI can be integrated effectively and responsibly into EFL pedagogy. This paper explores this issue by examining the potential benefits and limitations of AI tools for English language learning and by identifying pedagogical implications for teachers, learners, institutions, and researchers.

2. Background of AI in English Language Learning

Artificial Intelligence refers broadly to computational systems capable of performing tasks that normally require aspects of human intelligence, such as language processing, pattern recognition, prediction, reasoning, and decision-making. In education, AI technologies can analyse learner behaviour, provide feedback, recommend learning materials, generate content, and support interaction.

The use of AI in language learning is not entirely new. Earlier intelligent tutoring systems attempted to model learner knowledge and provide individualized instruction. Natural Language Processing (NLP) enabled computers to analyse written and spoken language. Automated writing evaluation systems were

RESEARCH ARTICLE

developed to assess aspects of learner writing. Speech-recognition technologies allowed language learners to practise pronunciation and receive feedback.

Recent developments in machine learning and generative AI have significantly expanded these capabilities. Modern language models can respond to natural-language prompts and generate contextually appropriate text. This has created opportunities for learners to engage in more flexible forms of language practice.

AI-supported English learning can therefore be understood as a broad ecosystem rather than a single technology. It includes:

- AI conversational chatbots
- Generative AI systems
- Automated writing evaluation tools
- Grammar correction applications
- AI-powered vocabulary applications
- Speech-recognition and pronunciation tools
- Intelligent tutoring systems
- Adaptive learning platforms
- Machine translation tools
- AI-supported reading applications
- Automated assessment systems

Each category provides different learning opportunities. Consequently, the impact of AI should not be evaluated only by asking whether AI is effective, but by examining which AI tool is used, for which language skill, with which learners, for what purpose, and under what pedagogical conditions.

3. Objectives of the Study

The major objectives of this paper are:

1. To examine the role of Artificial Intelligence tools in English language learning among EFL learners.
2. To analyse the contribution of AI tools to the development of English language skills.
3. To examine the influence of AI on vocabulary and grammar learning.
4. To explore the potential of AI for improving learner motivation and engagement.
5. To examine the relationship between AI-assisted learning and learner autonomy.
6. To identify the challenges and limitations associated with AI-based English learning.
7. To discuss the pedagogical implications of integrating AI into EFL classrooms.
8. To suggest recommendations for the effective and responsible use of AI in English language education.

4. Research Questions

The paper addresses the following research questions:

1. How do AI tools influence English language learning among EFL learners?
2. How can AI tools support the development of listening, speaking, reading, and writing skills?
3. What role do AI technologies play in vocabulary, grammar, and pronunciation development?
4. How does AI-supported learning influence learner motivation and autonomy?
5. What challenges do EFL learners encounter when using AI tools?
6. How can teachers integrate AI effectively into EFL pedagogy?

5. Methodology

This paper adopts a review-based qualitative research approach. Relevant scholarly literature concerning

RESEARCH ARTICLE

Artificial Intelligence, AI-assisted language learning, generative AI, chatbots, intelligent tutoring systems, automated writing evaluation, and EFL education was considered in developing the discussion.

The review focuses on studies and scholarly discussions concerning the use of AI technologies for English language development. Particular attention is given to studies addressing language skills, learner engagement, feedback, personalization, autonomy, and ethical issues.

The literature was organized thematically into the following categories:

1. AI and speaking development
2. AI and listening development
3. AI and reading comprehension
4. AI and writing development
5. AI and vocabulary learning
6. AI and grammar learning
7. AI and pronunciation
8. AI and learner autonomy
9. AI and motivation
10. AI-related challenges and ethical concerns

The purpose of this approach is not to claim experimental causality but to synthesize the educational potential and limitations of AI tools in EFL learning.

6. Impact of AI Tools on English Language Learning

6.1 AI and Speaking Skills

Speaking is one of the most challenging areas for many EFL learners because effective speaking requires not only knowledge of vocabulary and grammar but also fluency, pronunciation, confidence, interactional competence, and the ability to respond spontaneously.

AI-powered conversational systems can provide learners with opportunities to practise speaking without the anxiety associated with speaking before classmates or teachers. Conversational AI can simulate everyday situations such as job interviews, classroom discussions, travel conversations, customer-service interactions, and professional meetings.

For example, an EFL learner can ask an AI chatbot to act as an interviewer. The learner can respond to questions and receive suggestions concerning grammar, vocabulary, sentence construction, and communication strategies. Such activities provide opportunities for repeated practice.

AI can also support role-play activities. Learners can instruct an AI system to act as a customer, teacher, employer, tourist, colleague, or business partner. These simulations can help learners practise functional English in realistic contexts.

However, AI conversation should not completely replace human interaction. Real communication involves emotional responses, gestures, turn-taking, cultural expectations, interruptions, misunderstandings, and interpersonal relationships that AI cannot fully reproduce. Therefore, AI conversation should supplement rather than replace teacher-led and peer-based communication.

6.2 AI and Listening Skills

Listening comprehension is essential for effective communication but can be difficult for EFL learners because spoken English varies in pronunciation, speed, accent, vocabulary, and context.

RESEARCH ARTICLE

AI-powered language applications can provide listening materials at different proficiency levels. Some systems can generate dialogues and adapt them according to learner needs. Speech-recognition technologies can also enable interactive listening-and-speaking activities.

AI can support listening practice through:

- simulated conversations;
- pronunciation models;
- automatically generated dialogues;
- speech-to-text activities;
- comprehension questions;
- vocabulary explanations;
- adjustable difficulty levels.

Learners can listen repeatedly and compare spoken forms with written transcripts. This can help them identify unfamiliar words, contractions, connected speech, and pronunciation patterns.

An important advantage of AI-based listening practice is accessibility. Learners can practise independently without depending entirely on classroom schedules. However, learners should be exposed to a variety of human voices and accents because excessive exposure to one synthetic voice may create unrealistic expectations about real-world communication.

6.3 AI and Reading Comprehension

AI can also support reading development. Learners can provide a text to an AI system and ask for explanations of difficult vocabulary, summaries, comprehension questions, or simplified versions.

For weaker learners, AI can adapt difficult texts into more accessible language. Advanced learners can request analytical questions, critical-thinking tasks, or alternative interpretations.

AI-assisted reading activities can include:

- vocabulary identification;
- text summarization;
- comprehension questions;
- inference questions;
- paragraph analysis;
- main-idea identification;
- text comparison;
- genre analysis;
- critical-reading activities.

For example, after reading an article, a learner can ask an AI tool to generate comprehension questions and then answer them independently. The AI system can subsequently provide feedback.

Nevertheless, AI-generated summaries can sometimes omit important information or contain inaccuracies. Therefore, students should be taught to compare AI-generated interpretations with the original text rather than accepting automated outputs without verification.

6.4 AI and Writing Skills

Writing is one of the areas most strongly affected by generative AI. AI writing assistants can identify grammatical errors, suggest vocabulary, improve sentence structure, recommend organizational changes, and provide feedback on clarity.

For EFL learners, writing tools can be particularly useful because students often struggle with:

RESEARCH ARTICLE

- grammatical accuracy;
- vocabulary selection;
- sentence structure;
- paragraph organization;
- coherence;
- cohesion;
- academic style;
- punctuation.

AI can provide immediate feedback that encourages learners to revise their writing. Instead of simply receiving a final grade, students can engage in an iterative writing process involving drafting, feedback, revision, and reflection.

However, generative AI creates a major pedagogical challenge. If students ask AI to write complete assignments and submit the output as their own work, the technology may undermine learning. The educational objective should therefore shift from using AI to produce the final text toward using AI to support the writing process.

7. Discussion

The review indicates that AI has considerable potential to influence English language learning among EFL learners. Its greatest strength lies in increasing opportunities for individualized and interactive practice. In conventional classroom environments, students may have limited opportunities to speak English individually. AI conversational tools can increase the amount of practice available to each learner. Similarly, automated writing feedback can allow students to revise their work multiple times.

AI also has potential to reduce some barriers associated with learner anxiety. Students who are reluctant to speak publicly may find AI-based interaction less threatening. Repeated practice can gradually increase confidence.

Another important contribution is personalization. Learners differ considerably in vocabulary knowledge, grammar proficiency, pronunciation, learning pace, and interests. AI can provide differentiated learning experiences. However, technology alone does not guarantee learning. The quality of the pedagogical task, learner engagement, teacher guidance, and critical use of AI are equally important. An AI-generated essay may demonstrate excellent linguistic quality while providing little educational benefit to the student who merely submits it. Therefore, the educational value of AI should be measured not only by the quality of AI output but also by the learning processes it generates.

AI is most beneficial when it encourages learners to think, practise, revise, communicate, and reflect.

8. Major Findings

Based on the review, the major findings can be summarized as follows:

1. AI tools provide increased opportunities for English language practice.
 2. Conversational AI can support speaking and communication practice.
 3. Speech-recognition applications can assist pronunciation development.
 4. AI can provide immediate grammar and vocabulary feedback.
 5. Generative AI can support the writing and revision process.
 6. AI can provide personalized learning activities.
 7. AI may increase learner motivation through interactive tasks.
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RESEARCH ARTICLE

8. AI can promote learner autonomy and self-directed learning.
9. AI-generated content requires critical evaluation because it may contain inaccuracies.
10. Excessive dependence on AI may negatively affect independent language development.
11. Teacher guidance remains essential.
12. Ethical, privacy, and academic-integrity concerns must be addressed.
13. AI should be integrated into communicative and learner-centred pedagogy rather than used as a substitute for human interaction.

9. Conclusion

Artificial Intelligence represents a significant development in the field of English language education. For EFL learners, AI tools can provide opportunities that are difficult to achieve through conventional classroom instruction alone. Conversational systems can facilitate speaking practice, speech-recognition tools can support pronunciation, generative AI can assist writing and revision, and adaptive technologies can personalize vocabulary, grammar, reading, and listening activities. The most important contribution of AI may be its ability to extend English learning beyond the classroom. Learners can practise at their own pace, receive immediate feedback, experiment with language, and access personalized learning support.

Nevertheless, AI is not a substitute for teachers or authentic human communication. Its effectiveness depends on responsible pedagogical integration. The risks of inaccurate information, overdependence, academic misconduct, privacy concerns, bias, and reduced human interaction must be addressed. The future of AI-assisted EFL education should therefore be based on **human-AI collaboration**. Teachers should remain central to instructional design, evaluation, emotional support, communication, and ethical guidance, while AI can provide additional opportunities for practice, personalization, feedback, and independent learning.

Ultimately, the objective should not be to make learners dependent on Artificial Intelligence. Instead, AI should help learners become **more confident, independent, critical, communicative, and capable users of English**. When integrated thoughtfully into learner-centred pedagogy, AI has the potential to transform EFL learning from a predominantly classroom-bound activity into a continuous, personalized, interactive, and technology-enhanced learning experience.

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