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Artificial Intelligence in English Language Learning: Redefining Teaching Methods and Student Performance

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Abstract

Artificial Intelligence is increasingly influencing the methods through which English is taught, practised, assessed, and learned. The emergence of generative AI, intelligent tutoring systems, automated writing evaluation, adaptive learning environments, conversational agents, speech-recognition applications, and AI-supported assessment has created opportunities to move beyond uniform teacher-centred instruction towards more personalized, interactive, feedback-rich, and learner-responsive approaches. This conceptual research paper examines how Artificial Intelligence is redefining teaching methods in English language learning and how such changes may influence student performance. The study adopts an integrative literature review and conceptual analysis of recent scholarship on AI-assisted language learning, generative AI, automated feedback, academic writing, learner autonomy, personalized instruction, and digital pedagogy. Particular attention is given to changes in teaching strategies, including differentiated instruction, AI-supported conversation, adaptive language practice, automated formative feedback, process-oriented writing instruction, and data-informed assessment. The paper distinguishes between performance enhancement, in which AI improves the immediate quality or speed of task completion, and learning improvement, in which learners demonstrate transferable language competence without technological dependence. Evidence from recent empirical research indicates that structured AI-supported instruction can improve academic writing performance and support English proficiency and self-regulation. However, excessive dependence may reduce cognitive engagement, originality, and independent problem-solving, and authentic human interaction. The paper proposes the PERFORM-AI Framework, which integrates personalization, engagement, responsive feedback, formative assessment, originality, reflective learning, monitored AI use, and independent transfer. It concludes that the most effective model for English language learning is

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not AI replacing teachers but an instructional partnership in which teachers redesign pedagogy, AI extends opportunities for individualized practice and feedback, and students remain active agents responsible for their own learning.

Keywords: Artificial Intelligence, English Language Learning, Teaching Methods, Student Performance, Generative AI, Personalized Learning, Automated Feedback, Learner Autonomy

1. Introduction

English language education has continually changed in response to developments in linguistics, psychology, pedagogy, communication, and technology. Traditional language classrooms frequently relied on textbooks, lectures, grammar exercises, memorization, teacher explanation, written assignments, and periodic examinations. Later developments introduced communicative language teaching, task-based learning, collaborative instruction, multimedia resources, mobile learning, and online platforms. Artificial Intelligence represents another significant stage in this development because AI systems are capable not only of presenting educational content but also of responding to learners, generating language, recognizing patterns, adapting tasks, evaluating responses, and producing individualized feedback. Generative Artificial Intelligence applications have particularly increased the visibility of AI within English language education. Students can now interact with conversational systems to ask questions about grammar, practise dialogues, generate examples, obtain writing feedback, compare vocabulary choices, clarify reading passages, create language-learning activities, and simulate communicative situations [1], [2]. AI-supported learning therefore differs from many earlier forms of educational technology. A digital textbook presents predetermined information, whereas an AI system can modify its response according to the user's question. A prerecorded language exercise provides the same task to all learners, whereas an adaptive system may alter task difficulty according to student performance.

This capacity has encouraged a movement from standardized instruction towards more individualized learning experiences. At the same time, greater technological capability does not automatically guarantee better education. A student may produce a grammatically polished assignment with AI assistance while possessing limited independent ability to reproduce that performance. The OECD emphasizes that successful completion of a task with generative AI should not automatically be interpreted as evidence that learning has occurred [3]. This distinction is particularly important in language education because language competence depends on the learner's ability to communicate independently in new contexts.

The question is therefore no longer simply:

Can Artificial Intelligence help students complete English-language tasks?

A more significant pedagogical question is:

Can Artificial Intelligence help students develop language knowledge and skills that remain available when AI assistance is reduced or removed?

This paper approaches AI in English language learning from this perspective. It examines how AI is redefining teaching methods and evaluates the relationship between these methodological changes and student performance.

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2. Objectives of the Study

The present study aims:

1. To examine how Artificial Intelligence is transforming English language teaching methods.
2. To identify major AI-supported instructional strategies used in language learning.
3. To analyse the relationship between AI-supported pedagogy and student language performance.
4. To examine the contribution of AI to writing, speaking, vocabulary, grammar, feedback, and learner autonomy.
5. To distinguish short-term performance improvement from sustainable language learning.
6. To analyse the changing responsibilities of English language teachers in AI-supported classrooms.
7. To identify pedagogical, ethical, and academic challenges related to AI use.
8. To propose a framework for responsible AI-supported English language learning.

3. Research Questions

The study addresses the following research questions:

1. In what ways is Artificial Intelligence redefining conventional English language teaching methods?
2. How can AI improve personalization and learner participation?
3. What evidence exists regarding the impact of AI on student performance?
4. How can teachers distinguish AI-assisted task performance from genuine language development?
5. What risks arise from excessive reliance on AI?
6. What role should teachers play in AI-enhanced language classrooms?
7. What pedagogical framework can support responsible and sustainable AI integration?

4. Methodology

This study employs an integrative literature review and conceptual analysis.

The research does not report newly collected participant data. Instead, recent peer-reviewed research, empirical interventions, systematic reviews, meta-analyses, international educational frameworks, and relevant studies concerning AI-supported English language learning were examined.

The literature was analysed according to five broad areas:

1. transformation of teaching methodology;
2. AI-supported language-learning practices;
3. student-performance outcomes;
4. teacher and learner roles; and
5. Ethical and pedagogical limitations.

Special attention was given to research that focused on measurable learner outcomes rather than relying solely on attitudes towards AI.

This distinction is necessary because favourable student perceptions do not necessarily demonstrate improved language competence. Similarly, a high-quality AI-assisted assignment does not

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automatically indicate that the learner has acquired the underlying skill. The conceptual framework developed in this study therefore places independent transfer of learning as an important final indicator of successful AI-assisted instruction.

5. From Traditional Instruction to AI-Enhanced Teaching

5.1 Teacher-Centred Instruction

Traditional English classrooms have often depended heavily on teacher explanation. The teacher identifies the lesson objective, explains language rules, assigns exercises, corrects responses, and evaluates performance. This model provides structure and professional guidance, but it can become difficult to personalize when a classroom contains learners with different levels of proficiency.

A teacher may explain the same grammatical rule to forty students even though some already understand the concept while others require additional examples.

AI creates possibilities for supplementing this model with individualized assistance.

5.2 From Uniform Instruction to Adaptive Instruction

Adaptive instruction modifies learning according to student needs.

For example, after an initial grammar exercise, an AI-supported system may recognize that one learner repeatedly has difficulty with articles while another struggles with verb tense. The two learners can then receive different practice activities.

AI-driven personalized learning may adjust: task difficulty; number of examples; vocabulary level; explanation complexity; practice frequency; revision activities; feedback detail; and learning pace. Brindha, Unnatha, and Sona emphasize that AI-driven personalized learning can support language proficiency by adapting content and feedback according to individual learning needs [4]. The teacher's role consequently shifts from delivering identical content to every learner towards designing instructional pathways and interpreting learner needs.

5.3 From Fixed Practice to Interactive Practice

Traditional language exercises may have predetermined questions and answers.

Generative AI makes interactive language practice possible because the system can produce new responses according to the learner's previous statement.

A student can practise: asking for directions; attending an interview; participating in a meeting; introducing a research presentation; responding to customer enquiries; discussing a literary text; negotiating an agreement; or participating in an academic debate.

This interaction provides learners with more opportunities for language production than may be available during limited classroom hours. Nevertheless, AI conversation should not completely replace human conversation. Real communication involves emotion, social relationships, pragmatic interpretation, cultural awareness, facial expression, and unpredictable responses.

AI can provide practice, but authentic human communication remains essential.

6. AI-Supported Changes in English Teaching Methods

6.1 Personalized Grammar Instruction

Grammar teaching has often followed a rule-example-exercise model.

AI can transform this sequence into:

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Student Attempt → Error Identification → Explanation → New Example → Student Revision → Follow-up Practice

This process can provide more immediate and individualized correction.

Learners may ask why a particular sentence is incorrect rather than simply receiving a correction mark. Such explanation is particularly valuable when students repeatedly make similar errors.

6.2 Vocabulary Development through Context

Traditional vocabulary learning frequently involves word lists, dictionary definitions, synonyms, antonyms, and memorization.

AI can provide contextualized vocabulary practice.

For example, learners can request: vocabulary for academic presentations; words used in spatiality; vocabulary for research methodology; business-email expressions; discipline-specific terminology; collocations; phrasal verbs; and contextual sentence examples.

Instead of studying words in isolation, learners can practise vocabulary within communicative situations.

However, students should verify specialized terminology using authoritative disciplinary resources when accuracy is important.

6.3 AI-Supported Reading

AI may support reading instruction by helping students: clarify unfamiliar expressions; simplify difficult passages; identify central ideas; generate comprehension questions; compare arguments; examine organizational structures; identify rhetorical features; and explore alternative interpretations.

The instructional risk is that students may request a summary instead of reading the original text.

Teachers should therefore use AI to support comprehension after meaningful engagement with the source rather than allowing AI-generated summaries to replace reading.

6.4 Conversational Speaking Practice

Speaking is one of the most difficult skills to practise individually.

AI conversational systems provide opportunities for repeated interaction without the embarrassment some learners experience when making mistakes before classmates. AI may simulate role-play activities and provide suggestions concerning vocabulary, fluency, and grammatical accuracy. Speech-recognition technologies may also support pronunciation practice by comparing learner speech with expected patterns. Yet pronunciation instruction should not reduce language to one supposedly ideal accent. English is internationally diverse, and intelligibility should be prioritized over unnecessary accent conformity.

6.5 Listening and Multimodal Learning

Contemporary AI systems can integrate text, speech, image, and other forms of media.

Teachers can therefore develop learning sequences in which students listen to material, analyse transcripts, identify vocabulary, respond orally, and compare interpretations. This combination supports multimodal learning and reflects the complex digital communication environments in which twenty-first-century learners operate [5].

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6.6 Writing as a Process

AI has produced some of its most visible changes in writing instruction.

Instead of using AI primarily to generate final essays, teachers can position it within individual stages of the writing process.

A structured sequence may involve:

Topic Selection → Student Brainstorming → Outline → First Draft → AI Feedback → Student Evaluation → Revision → Teacher Feedback → Final Draft

Mahapatra's study demonstrates that ChatGPT can function effectively as a formative feedback tool when students are trained to use it for self- and peer assessment [6].

AI can provide feedback concerning: topic sentences; supporting details; organization; transitions; grammar; vocabulary; paragraph focus; and conclusion development.

The pedagogical goal should remain improvement of the student's writing ability rather than improvement of one AI-assisted document.

7. Transformation of the Teacher's Role

Artificial Intelligence does not necessarily reduce the importance of the English teacher.

Instead, it changes the nature of teacher expertise.

The traditional model may be represented as:

Teacher → Content → Student

An AI-enhanced model is more complex:

Teacher → Learning Design → Student ↔ AI → Reflection → Teacher Guidance

The teacher becomes increasingly responsible for deciding: when AI should be used; what AI should be used for; when AI should not be used; how generated responses should be evaluated; how independent competence should be assessed; and how students should disclose AI assistance.

UNESCO's AI Competency Framework for Teachers identifies five major areas of competence: a human-centred mindset, ethics of AI, AI foundations and applications, AI pedagogy, and AI for professional learning [7].

Teacher competence therefore involves much more than knowing how to operate an AI application.

Teachers must understand how technology interacts with language learning.

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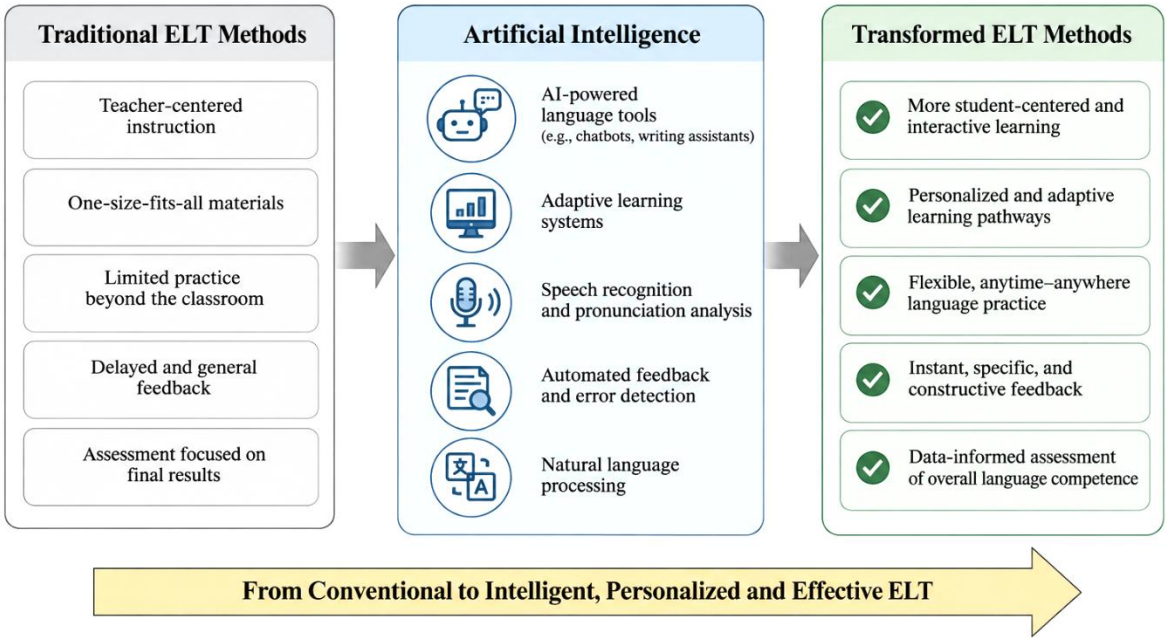


Figure 1. Transformation of English Language Teaching Methods through Artificial Intelligence

The conceptual model shows AI-enhanced English learning as the central instructional environment connecting four major methodological transformations:

1. Adaptive Instruction;
2. Conversational Practice;
3. Automated Feedback; and
4. Data-Informed Assessment.

These teaching methods operate through teacher learning design and student agency to contribute to improved language performance.

Figure Caption:

Figure 1. Conceptual model showing the transformation of English language teaching methods through Artificial Intelligence. AI enables adaptive instruction, conversational practice, automated feedback, and data-informed assessment, while teacher mediation and student agency remain necessary for sustainable language development. Developed by the author.

8. Artificial Intelligence and Student Performance

The concept of student performance requires careful definition.

Performance can refer to:

- examination scores;
- writing quality;
- grammatical accuracy;
- vocabulary use;
- speaking fluency;

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- pronunciation;
- reading comprehension;
- task completion;
- motivation;
- self-regulation; or
- ability to transfer learning to new situations.

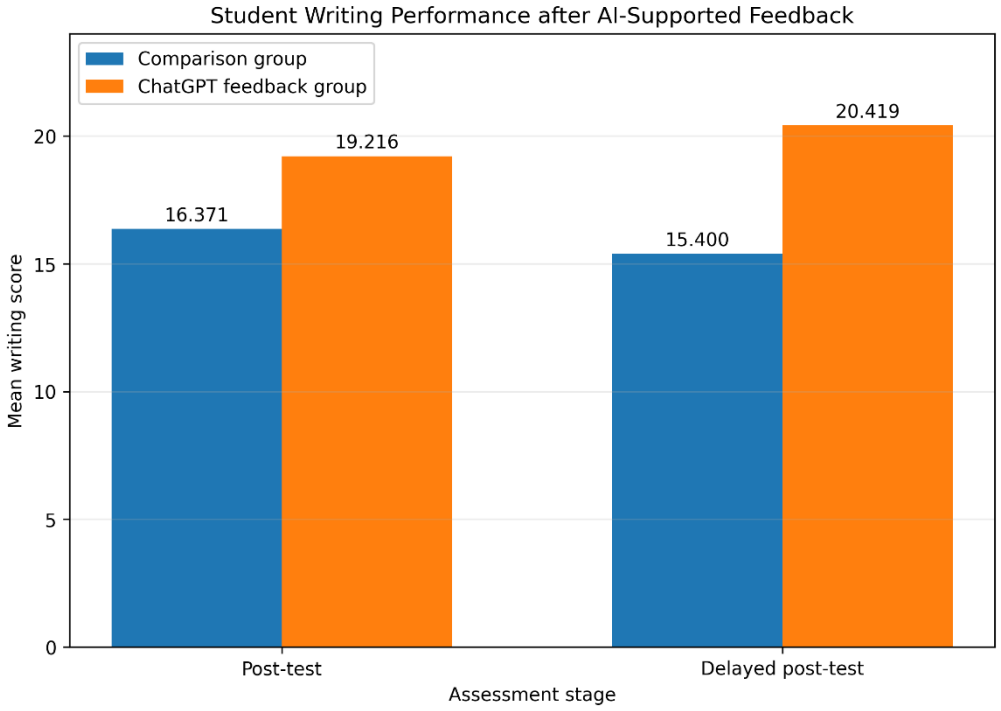
AI may influence each outcome differently.

8.1 Writing Performance

Mahapatra conducted a mixed-methods intervention examining ChatGPT as a formative feedback tool among undergraduate ESL learners [6].

The study reported statistically significant differences between the comparison group and experimental group after the intervention. The experimental group achieved a mean post-test writing score of **19.216**, whereas the comparison group achieved **16.371** [6].

In the delayed post-test, the experimental group achieved **20.419**, while the comparison group achieved **15.400** [6]. These findings are important because the delayed test suggests that the benefit was not limited to the immediate post-intervention assessment.



Source: Mahapatra (2024). Published group means; no new data generated.

Figure 2. Student Writing Performance after AI-Supported Formative Feedback

Figure Caption:

Figure 2. Comparison of mean writing scores between the comparison group and ChatGPT-supported feedback group in the post-test and delayed post-test. Data reproduced from Mahapatra [6]. No new experimental data were generated for the present study.

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The graph demonstrates that the AI-supported group showed stronger performance during both assessment stages.

However, the intervention should not be interpreted as evidence that simply providing unrestricted ChatGPT access automatically improves writing.

Students received training and used ChatGPT within structured self- and peer-feedback activities [6].

The pedagogical structure is therefore a crucial part of the outcome.

8.2 Overall English Proficiency

A meta-analysis by Guan, Li, and Gu examined fifteen studies involving generative AI in informal digital English learning [8].

Their results indicated that generative AI had a significant positive effect on overall English proficiency and self-regulation.

This provides broader support for the view that AI may contribute to language learning beyond one individual classroom or skill. Nevertheless, effects differ across language areas, contexts, intervention designs, and student populations.

AI should therefore not be treated as a universally effective method independent of pedagogy.

8.3 Self-Regulation

One important benefit of AI is its availability beyond normal classroom schedules.

Students can practise independently and obtain responses without waiting for teacher contact.

This can support: goal setting; independent practice; monitoring; repeated attempts; feedback seeking; revision; and reflection.

Guan, Li, and Gu found a significant effect on learner self-regulation in their meta-analysis [8].

This is particularly relevant to higher education, where students are expected to assume increasing responsibility for their own learning.

8.4 Motivation

AI applications may initially increase learner interest because they are interactive and responsive.

However, technological novelty should not be confused with sustained motivation.

The meta-analysis by Guan, Li, and Gu did not find a statistically significant overall effect of generative AI on learning motivation [8]. Therefore, the presence of an AI tool does not automatically make students more motivated.

Meaningful tasks, achievable goals, social interaction, relevance, feedback, and supportive teaching remain essential.

9. Performance Enhancement versus Genuine Learning

One of the most important issues in AI-supported education is the difference between better output and better learning.

Consider two students.

Student A writes an essay independently and makes several grammatical errors.

Student B asks an AI system to rewrite the essay and submits grammatically polished prose.

If only the final texts are evaluated, Student B may appear to have greater language competence.

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However, if both students later complete an unaided task, Student A may demonstrate stronger independent control.

This example illustrates the difference between:

AI-enhanced task performance and AI-supported learning development.

The OECD's *Digital Education Outlook 2026* warns that general-purpose generative AI can improve task output without necessarily creating learning gains when students outsource cognitive effort [3].

This distinction should transform English language assessment.

Teachers should ask not only:

How good is the final product?

They should also ask:

What has the learner become capable of doing independently?

10. Independent Transfer as the Key Measure

Transfer occurs when a learner applies previously developed knowledge to a new task or context. For example, if AI explains how to construct an effective thesis statement, successful learning is not demonstrated merely when the student accepts the suggested thesis. It is demonstrated when the learner can later produce an effective thesis independently. The same principle applies to grammar. If AI repeatedly corrects article errors but the learner continues to make the same errors without assistance, the tool has improved the text but not necessarily improved language competence.

AI-supported instruction should therefore include three stages:

Stage 1 – Supported Performance

The student receives AI assistance.

Stage 2 – Reduced Assistance

The learner attempts a similar task with limited AI support.

Stage 3 – Independent Transfer

The student completes a new task without AI assistance.

This progression provides a clearer measure of genuine development.

11. A Revised AI-Enhanced Assessment Model

Traditional assessment may focus primarily on the final submitted product.

AI requires a broader assessment model.

A suitable structure includes:

Component A: Independent Baseline

Students first demonstrate what they can do without AI.

Component B: AI-Supported Development

Students use permitted AI tools during practice and revision.

Component C: Process Documentation

Students record major AI interactions, suggestions, revisions, or rejected recommendations.

Component D: Final Product

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Teachers evaluate the completed work.
Component E: Independent Verification
Students complete a related task or oral explanation without AI.
This method allows the instructor to separate AI-assisted output quality from actual student competence.

12. Benefits for Different Types of Learners

12.1 Learners Needing Additional Practice

Students who require repeated explanations can obtain additional examples without consuming all classroom time.

12.2 Advanced Learners

Higher-proficiency students may request more difficult vocabulary, complex texts, advanced debates, or specialized academic tasks.

12.3 Multilingual Learners

AI can provide language scaffolding and simplified explanations, although teachers must ensure that students continue to develop independent English competence.

12.4 Shy Learners

Students who hesitate to participate publicly may practise conversational English privately before classroom interaction.

12.5 Autonomous Learners

Highly motivated learners can extend classroom learning through independent AI-supported practice.
The educational advantage is therefore not one single standardized AI method but the possibility of differentiated learning.

13. Challenges and Risks

13.1 Cognitive Dependence

A learner may increasingly ask AI to complete tasks rather than attempt them independently.
This creates a risk of cognitive offloading.
If AI provides every sentence, correction, explanation, and interpretation, students may develop dependency rather than competence.

13.2 Accuracy

AI can generate incorrect information in highly convincing language.
Students therefore require verification skills.

13.3 Fabricated References

Generative AI can produce references or publication information that appears legitimate but does not exist.
Academic work must therefore use verified sources.

13.4 Academic Integrity

The distinction between legitimate support and unauthorized authorship remains one of the central challenges associated with generative AI [1], [3].

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13.5 Loss of Individual Voice

Heavy dependence on AI rewriting may make student writing increasingly standardized.

Language learners should improve clarity without losing personal expression.

13.6 Bias

AI-generated language may reproduce patterns and assumptions from training data.

Students should be trained to examine generated output critically.

13.7 Digital Inequality

Not every learner has equal access to devices, reliable internet, paid AI services, or advanced digital literacy.

AI-based teaching should therefore avoid creating new educational inequalities.

13.8 Privacy

Students must be cautious when submitting personal, confidential, institutional, or unpublished material to external AI platforms.

13.9 Reduced Human Interaction

English is a social language-learning process.

Human conversation, teacher encouragement, peer collaboration, disagreement, humour, cultural interpretation, and emotional interaction cannot be fully reproduced by automated systems.

14. The PERFORM-AI Framework

This study proposes the PERFORM-AI Framework for integrating Artificial Intelligence into English language learning while keeping student performance connected to genuine learning.

P – Personalize Instruction

AI is used to adapt practice, examples, difficulty, and feedback to individual learner needs.

E – Engage the Learner

Students actively speak, write, read, listen, analyse, and respond.

They should not remain passive recipients of generated answers.

R – Respond with Feedback

AI provides rapid formative feedback, while teachers provide contextual and higher-level pedagogical guidance.

F – Formatively Assess Progress

AI is primarily used during learning and practice rather than being treated as the sole judge of achievement.

O – Own the Language

Learners retain authorship of their ideas, language decisions, arguments, and final responses.

R – Reflect on AI Assistance

Students analyse: what AI suggested; why it suggested it; what they accepted; what they rejected; and what they learned from the interaction.

M – Measure Independent Performance

Teachers assess learners without AI at selected stages.

This determines whether improvement has transferred to independent competence.

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A – Apply Ethical AI Practices
Learners follow policies regarding academic integrity, privacy, disclosure, and responsible use.
I – Integrate Human Interaction
AI practice is combined with teacher guidance, peer collaboration, authentic conversation, and social language use.
The PERFORM-AI model places independent student performance at the centre of AI-supported language learning.

15. Suggested Classroom Applications

The framework can be implemented through practical activities.
Activity 1: AI Grammar Coach
Students write a paragraph independently.
AI identifies two recurring grammar problems but does not rewrite the paragraph.
Students revise the errors themselves.
A later paragraph is completed without AI to test transfer.
Activity 2: AI Conversation Rehearsal
Students practise a job interview with an AI system.
They then conduct a live interview with classmates.
The teacher assesses fluency, vocabulary, intelligibility, and interaction.
Activity 3: AI versus Student Revision
Students compare their own revision with an AI-generated suggestion.
They justify which version communicates the meaning more effectively.
Activity 4: Detect the AI Error
The teacher provides an AI-generated explanation containing subtle inaccuracies.
Students use textbooks or reliable sources to identify the problem.
This develops critical AI literacy.
Activity 5: Prompt–Evaluate–Rewrite
Students prompt AI for feedback on their own work.
They classify the feedback as: useful; partly useful; unnecessary; inaccurate; or inappropriate.
They then revise independently.
Activity 6: AI-Free Performance Check
After several weeks of AI-supported practice, learners complete an equivalent language task without AI.
This provides evidence of genuine performance development.

16. Teacher Preparation

Effective AI integration depends heavily on teacher competence.
Teacher professional development should cover:

1. basic AI literacy;
2. prompt construction;
3. evaluation of generated output;
4. lesson design;

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5. assessment redesign;
6. academic integrity;
7. data privacy;
8. bias and inclusion;
9. identification of suitable and unsuitable tasks; and
10. methods for measuring independent learning.

UNESCO emphasizes that teachers should remain designers and facilitators of learning and guardians of ethical AI use [7].

Professional development must therefore move beyond technical demonstrations towards pedagogical application.

17. Discussion

Artificial Intelligence has the potential to redefine English language teaching because it enables a level of immediacy, personalization, interaction, and feedback that was previously difficult to provide at scale. The strongest benefit lies not in automating teaching but in expanding the number of meaningful learning interactions available to students. A teacher may not be able to provide individualized grammar explanations to every student after every sentence. AI can supplement this limitation. A teacher may not be able to conduct a twenty-minute individual speaking activity with every student during each class. AI can provide additional practice outside classroom hours. A teacher may not be able to comment on every early draft. AI can provide preliminary feedback before teacher review. These capabilities can improve the efficiency of teaching. However, efficiency is not the same as education. The principal risk is that AI may perform the intellectual or linguistic work that students should be learning to perform themselves. This risk explains why the distinction between scaffolding and substitution is fundamental. When AI provides hints, explanations, questions, examples, or feedback, it may function as scaffolding. When AI produces the complete answer and the student simply submits it, the system functions as substitution. The pedagogical objective should be to gradually remove scaffolding as learner competence increases. Recent international guidance similarly emphasizes human-centred AI, teacher agency, ethical judgment, and the preservation of meaningful teacher-student relationships [3], [7].

18. Research Gap

Despite rapid growth in research, significant gaps remain.

First, many AI studies measure students' immediate performance but do not examine whether the same learners can perform successfully after AI is removed. Second, research frequently focuses on higher education, while further investigation is required at school and vocational levels. Third, long-term studies of speaking, listening, pronunciation, and intercultural competence remain less developed than writing research.

Fourth, more research is required in multilingual and under-resourced contexts.

Fifth, future studies should compare: AI-only feedback; teacher-only feedback; peer feedback; teacher-plus-AI feedback; and AI-supported independent practice.

Sixth, research should measure not merely the quality of AI-assisted products but also the learners' retention and transfer.

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Seventh, stronger evidence is required regarding whether frequent AI use changes learner creativity, writing voice, confidence, critical thinking, and willingness to communicate.

19. Future Scope

Future research should move from the question "Does AI help?" towards more precise questions such as:

- Which AI strategies help?
- Which language skills benefit most?
- Which learners benefit most?
- Under what conditions does learning occur?
- How much AI assistance is optimal?
- When should AI assistance be withdrawn?
- What types of teacher intervention improve AI-supported learning?
- How can independent competence be measured accurately?

Future language-learning systems are likely to combine text, speech, images, video, pronunciation analysis, adaptive assessment, and learner modelling. Such multimodal AI systems may provide increasingly sophisticated language-learning experiences. Nevertheless, the success of these developments will depend on whether educational institutions maintain human agency, ethical safeguards, teacher expertise, equitable access, and meaningful communication.

20. Conclusion

Artificial Intelligence is redefining English language learning by transforming how instruction is delivered, how students practise language, how feedback is provided, and how performance can be monitored. AI-supported teaching can move English education from uniform instruction towards personalized practice, from delayed correction towards immediate formative feedback, from limited classroom interaction towards extended conversational opportunities, and from static exercises towards adaptive learning. Evidence from structured interventions indicates that AI-supported feedback can improve writing performance [6], while broader meta-analytic evidence indicates positive effects on English proficiency and self-regulated learning [8]. Nevertheless, higher-quality AI-assisted output should not automatically be interpreted as higher learner competence. The fundamental educational challenge is to ensure that students learn with AI rather than simply allowing AI to perform for them. The PERFORM-AI Framework proposed in this study addresses this challenge through personalization, engagement, responsive feedback, formative assessment, learner ownership, reflection, independent performance measurement, ethical use, and human interaction.

The future of English language education should therefore not be conceptualized as a competition between teachers and Artificial Intelligence.

The stronger model is a partnership:

Teacher expertise + AI-supported practice + Active learner participation = Sustainable language development

Within this model, teachers remain responsible for pedagogical purpose and professional judgment, Artificial Intelligence expands opportunities for feedback and individualized practice, and students remain responsible for developing the ability to communicate independently.

Student performance should ultimately be judged not by what learners can produce while technology performs the difficult work for them, but by what they have genuinely become capable of understanding, creating, and communicating themselves.

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