



The Impact of AI-Based Applications on English Language Skills Development

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Abstract

Artificial Intelligence (AI) is increasingly reshaping English language learning by providing learners with personalized practice, automated feedback, conversational interaction, pronunciation analysis, writing assistance, adaptive exercises, and continuous access to language-learning resources. The present study examines the impact of AI-based applications on the development of English language skills, with particular attention to listening, speaking, reading, writing, vocabulary, grammar, pronunciation, learner autonomy, and communicative competence. The study adopts an integrative literature-review and conceptual-analysis approach, synthesizing recent scholarship on generative AI, conversational agents, automated writing evaluation, speech-recognition technologies, adaptive learning, and AI-supported English Language Teaching (ELT). Existing evidence suggests that AI applications can improve language learning when they increase meaningful practice, provide immediate and actionable feedback, adapt instructional difficulty to learner needs, and complement rather than replace teacher-guided learning. Writing appears to benefit particularly from automated feedback and iterative revision, while conversational and speech-recognition systems create valuable opportunities for repeated speaking and pronunciation practice. AI may also contribute indirectly to language development by reducing speaking anxiety, increasing willingness to communicate, and enabling self-paced learning. Nevertheless, improved task performance should not automatically be interpreted as independent language acquisition. Excessive dependence on generative systems may weaken productive struggle, originality, critical thinking, interpersonal communication, and the learner's capacity to produce language without technological assistance. The paper therefore proposes the AI-LIFT Framework, Adaptive Input, Interaction, Language Feedback, Independent Practice, and Transfer, as a human-centred model for integrating AI into English language skills development. The study concludes that the

educational value of AI depends less on the availability of sophisticated applications than on pedagogically structured use that progressively transfers responsibility from technological assistance to independent language performance.

Keywords: Artificial Intelligence, English Language Learning, English Language Skills, Generative AI, Speaking Skills, Writing Skills, Listening Skills, Reading Skills, AI-Assisted Language Learning, Learner Autonomy

1. Introduction

The development of English language proficiency has traditionally depended on sustained exposure to meaningful linguistic input, repeated opportunities for communication, corrective feedback, vocabulary development, grammatical awareness, reading practice, and purposeful writing. Digital technology has gradually expanded the environments within which these processes occur, but the emergence of Artificial Intelligence has produced a more substantial transformation. Unlike conventional digital resources that generally present predetermined materials, contemporary AI applications can respond dynamically to individual learners, generate language, analyse written or spoken responses, simulate conversations, identify errors, suggest revisions, modify difficulty, and provide assistance almost immediately.

Recent scholarship in English Language Teaching recognizes this shift from technology as a passive resource to technology as an interactive participant in learning. Research published, has examined the potential of AI to redefine English teaching methods, personalize instruction, support academic writing, create new forms of digital pedagogy, and expand learner autonomy [1]–[6]. These studies collectively suggest that the educational significance of AI lies not simply in automation but in its capacity to restructure the frequency, timing, personalization, and accessibility of language practice.

The broader evidence base increasingly supports this position. Tang and Zhang's systematic review of 103 empirical studies reported predominantly positive outcomes for AI-supported English-as-a-Foreign-Language learning, particularly in integrated skills, writing, and speaking [7]. Torres and Kahveci's multilevel meta-analysis of 46 empirical studies similarly found a statistically significant medium-to-large overall impact of AI on language learning, although the magnitude of improvement differed across language domains [8]. Such evidence makes it increasingly difficult to treat AI as a temporary educational novelty.

At the same time, the availability of powerful applications creates an important distinction between assisted performance and developed competence. A learner may produce a grammatically sophisticated paragraph because an AI system corrected it, deliver a more polished presentation using an AI-generated script, or understand a passage after receiving an automated explanation. These outcomes demonstrate the usefulness of AI, but they do not necessarily demonstrate that the learner can independently reproduce the same performance. Therefore, the central educational question is not whether AI can produce better language outputs for students, but whether interaction with AI results in durable improvement in the learner's own linguistic competence.

This paper examines this question across the major dimensions of English language development. It argues that AI produces its strongest educational effects when applications are designed and used to increase meaningful input, encourage language production, provide diagnostic feedback, enable repeated practice, stimulate reflection, and ultimately reduce the amount of assistance required.

2. Objectives of the Study

The principal objective of this study is to critically examine how AI-based applications influence English language skills development. More specifically, the paper seeks:

1. To examine the role of AI applications in developing listening, speaking, reading, and writing skills.
2. To analyse the contribution of AI to vocabulary, grammar, pronunciation, and communicative competence.
3. To evaluate the influence of personalized feedback and adaptive learning on language development.
4. To examine the relationship between AI-assisted learning, confidence, motivation, anxiety, and learner autonomy.
5. To identify educational and ethical limitations associated with excessive dependence on AI.
6. To propose a pedagogical framework for converting AI-supported performance into independent language competence.

3. Research Questions

The study is guided by the following research questions:

RQ1: How do AI-based applications influence the development of the major English language skills?

RQ2: Which characteristics of AI applications are most beneficial for language development?

RQ3: What cognitive, affective, and pedagogical limitations may reduce the educational effectiveness of AI-supported English learning?

RQ4: How can teachers integrate AI applications while preserving independent language production, critical thinking, and authentic communication?

4. Research Methodology

This study employs an integrative literature-review and conceptual-analysis methodology. Rather than collecting a new experimental dataset, it synthesizes findings from recent peer-reviewed studies, systematic reviews, meta-analyses, and authoritative educational guidance relating to Artificial Intelligence and language learning.

The review concentrates particularly on five categories of AI-supported learning: generative conversational systems, automated writing-evaluation applications, intelligent or adaptive learning systems, speech-recognition and pronunciation technologies, and AI-supported assessment and

feedback. The analysis focuses on evidence relating to the major language skills and the cognitive and affective variables that influence learning.

The methodology deliberately distinguishes between studies demonstrating improvement in immediate task performance and those that offer evidence concerning language development. This distinction is important because the ability of an AI system to generate, correct, or reformulate language can artificially improve the quality of the final product without necessarily producing equivalent improvement in the learner's underlying knowledge.

The conceptual analysis therefore considers effectiveness through three interconnected dimensions: performance, referring to the quality of language produced during AI-supported activity; learning, referring to the acquisition of linguistic knowledge and skill; and transfer, referring to the learner's ability to perform successfully when AI assistance is reduced or removed.

5. AI-Based Applications in English Language Education

AI-assisted language learning encompasses a wide range of technologies. Generative AI systems can construct explanations, dialogues, examples, exercises, summaries, feedback, simulations, and personalized learning materials. Conversational AI can function as an interactive speaking partner. Automated writing evaluation systems can identify grammatical, lexical, organizational, and stylistic features in learner writing. Speech-recognition applications can analyse pronunciation and provide corrective information. Adaptive systems can modify activities according to learner performance.

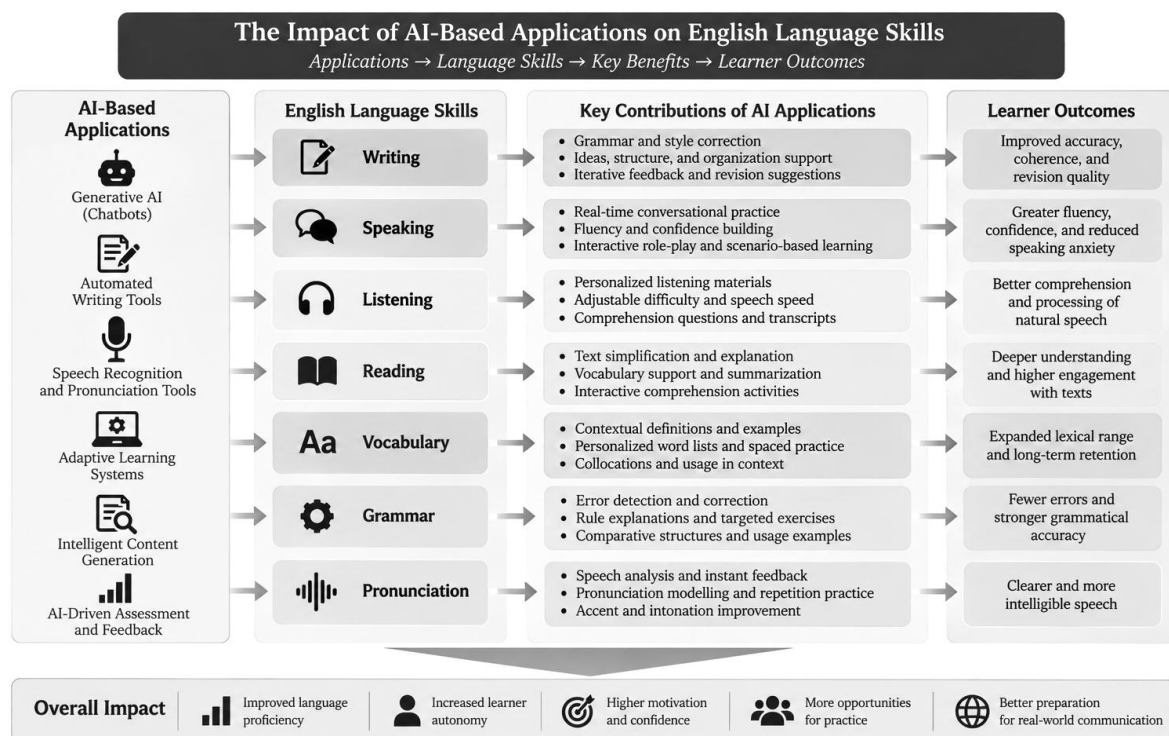


Figure 2. The Impact of AI-Based Applications on English Language Skills.

This figure summarizes how different AI applications contribute to each English language skill and the resulting overall outcomes for learners.

Kohnke, Moorhouse, and Zou observe that conversational generative systems have considerable potential for language teaching while simultaneously requiring both learners and teachers to possess adequate digital competence to evaluate outputs and use them ethically [9]. SLIJMS scholarship similarly emphasizes the value of combining AI capabilities with teacher supervision rather than constructing a replacement model in which machines assume the complete instructional role [1], [3], [6].

The educational advantage of these applications can be explained partly through frequency and responsiveness. In a conventional classroom, one instructor may be responsible for numerous students, making continuous individualized correction difficult. AI can expand the quantity of practice and reduce the delay between learner production and feedback. A learner can rewrite a sentence repeatedly, practise pronunciation several times, request explanations at different levels of difficulty, or conduct simulated conversations without requiring equivalent increases in teacher workload.

However, accessibility to unlimited assistance introduces the opposite danger: learners may avoid the cognitive effort necessary for learning. Effective integration therefore requires AI to scaffold learning without becoming a permanent substitute for language production.

6. Impact on English Writing Skills

Writing represents one of the most extensively investigated areas of AI-assisted language education. Applications can identify grammatical inaccuracies, suggest vocabulary, detect awkward constructions, offer organization recommendations, generate model passages, explain errors, and assist learners during revision.

The SLIJMS study on AI writing tools notes that automated systems can provide immediate language correction, vocabulary enhancement, and writing support while also raising questions about originality, critical thinking, independent writing ability, and academic integrity [4]. Similarly, research concerning AI-assisted academic writing instruction argues that AI is pedagogically valuable when it creates additional opportunities for feedback, reflection, and language development rather than replacing the student's authorship [5].

Evidence from larger research syntheses strengthens this conclusion. Ngo, Chen, and Lai's three-level meta-analysis reported a medium between-group effect and a large within-group effect of automated writing evaluation on EFL/ESL writing performance [10]. Zhai and Ma likewise found an overall positive effect of automated writing evaluation on writing quality [11]. More recent meta-synthesis research indicates that AI-supported writing tools are particularly effective for surface-level elements such as grammar and spelling, whereas higher-order dimensions such as reasoning and argumentation continue to require substantial pedagogical attention [12].

AI can benefit writing through an iterative process:

Draft → AI Feedback → Learner Evaluation → Revision → Teacher/Peer Review →
Independent Redrafting

The critical step in this cycle is *learner evaluation*. Automatically accepting every suggestion produces correction without necessarily producing learning. In contrast, asking learners to identify

why a correction was proposed, determine whether it is appropriate, compare alternatives, and explain the final choice converts automated assistance into metalinguistic reflection.

Therefore, AI should ideally function as a feedback partner rather than a ghostwriter. Students should retain responsibility for content, argument, evidence, structure, voice, and final linguistic decisions.

7. Impact on English Speaking Skills

Speaking development requires active language production under real-time conditions. Learners must retrieve vocabulary, construct grammatical sequences, control pronunciation, organize ideas, understand responses, and manage interaction simultaneously. Classroom limitations frequently restrict individual speaking time, particularly in large groups. Conversational AI can expand speaking opportunities by creating an always-available interaction partner. Learners can practise interviews, presentations, everyday conversations, role plays, debates, question-and-answer sessions, and situation-based communication without waiting for classroom speaking time.

Recent empirical research provides encouraging evidence. Wang et al. found that conversational generative-AI environments can influence speaking performance and affective variables including willingness to communicate, speaking anxiety, and self-perceived communicative competence [13]. Yan and Singh's 2026 study reported that learners receiving AI-mediated conversational instruction demonstrated stronger gains in speaking and affective measures than learners participating only in traditional peer activities [14]. Lee and Ko likewise found that AI-mediated and peer-interaction conditions produced stronger speaking improvements than teacher-centred instruction among EFL adolescents, while also showing that peer interaction contributed forms of authentic social communication that AI could not fully reproduce [15].

This last finding is especially significant. AI may provide abundant practice, but communicative competence involves more than accurate sentences. Human interaction requires interpretation of intention, social relationships, emotion, hesitation, turn-taking, politeness, humour, cultural context, facial expression, and unpredictable responses. Consequently, AI conversation is best understood as an additional rehearsal environment rather than a complete substitute for human communication.

8. Pronunciation Development and Speech Recognition

Speech-recognition technology provides another important contribution to language development. AI applications can compare learner speech with acoustic models, convert speech to text, identify pronunciation difficulties, and encourage repeated production. Rahim and Apzhaparovna's study of AI-driven speech recognition demonstrates the potential of such technologies to contribute to pronunciation accuracy and listening-related development [16]. These systems are especially useful because learners can practise repeatedly without the embarrassment they may experience when making pronunciation errors in front of classmates.

Pronunciation practice using AI may follow a simple learning cycle:

Listen → Produce → Analyse → Correct → Repeat → Compare → Transfer

Nevertheless, speech-recognition accuracy is not equally reliable for every user. Accent variation, microphone quality, environmental noise, speech rate, and technological bias can influence automated interpretation. Learners should therefore avoid treating every machine rejection as proof that their pronunciation is linguistically incorrect. Teacher judgement and exposure to diverse legitimate varieties of English remain necessary. The goal of pronunciation teaching should be intelligibility and effective communication rather than the elimination of every feature of a learner's linguistic identity.

9. Impact on Listening Skills

AI-supported listening environments can generate or curate listening materials according to proficiency level, alter speaking speed, provide transcripts, explain difficult passages, construct comprehension questions, and enable repeated listening. Personalization is particularly valuable because conventional audio materials may be too difficult or too easy for individual learners. AI systems can potentially adjust vocabulary, speech rate, topic complexity, and question difficulty as learner performance changes. SLIJMS research on personalized AI learning highlights this capacity to adapt instructional content and feedback according to learner needs [2].

However, listening competence requires learners to process natural language rather than permanently depend on transcripts or automatic simplification. Excessive use of subtitles, immediate translation, or repeated textual explanation may create the illusion of listening comprehension when the learner is actually relying on reading. A useful instructional principle is therefore progressive support reduction. A learner might initially listen with a transcript, then listen with keywords, and finally listen without textual assistance. AI should help learners reach unaided comprehension rather than make assistance permanently necessary.

10. Impact on Reading Skills

AI applications influence reading primarily through explanation, adaptation, vocabulary support, questioning, summarization, and individualized comprehension activities. Difficult passages can be explained in simpler language; unfamiliar vocabulary can be contextualized; questions can be generated at literal, inferential, analytical, and evaluative levels. Such functions can make complex texts more accessible, particularly to lower-proficiency learners. Generative systems can also activate background knowledge before reading and provide post-reading questions that encourage deeper engagement. The danger arises when summarization replaces reading. When learners ask AI to summarize every text before engaging with it, they may complete academic tasks more rapidly but lose opportunities to practise inference, sustained attention, discourse processing, contextual vocabulary interpretation, and argument identification.

For reading development, AI assistance should therefore operate after or around the learner's own encounter with the text. A productive sequence is:

*Independent Reading → Learner Interpretation → AI Clarification →
Critical Comparison → Re-reading*

This ordering preserves the cognitive work required for reading while still allowing AI to resolve difficulties.

11. Vocabulary Development

Vocabulary is fundamental to all language skills because lexical knowledge contributes directly to reading comprehension, listening, speaking fluency, and writing quality. AI applications can create contextual definitions, example sentences, semantic networks, collocations, quizzes, spaced practice, personalized word lists, and vocabulary exercises based on learner errors. The 2025 meta-analysis by Torres and Kahveci found particularly strong effects for vocabulary when examining AI-supported language learning across major language skills [8]. Personalized systems may be especially useful because vocabulary learning benefits from repeated retrieval and contextual variation. Nevertheless, knowing a definition generated by AI is not equivalent to acquiring a word. Productive vocabulary development requires learners to understand meaning, grammatical behaviour, collocation, register, pronunciation, associations, and appropriate contexts of use.

AI therefore becomes more valuable when learners are required to actively retrieve and use words rather than merely receive definitions. Tasks such as constructing original sentences, using vocabulary in conversation, contrasting near-synonyms, and recalling words after delayed intervals provide stronger evidence of acquisition.

12. Grammar Development

Grammar-oriented AI applications can detect errors, generate explanations, create targeted exercises, and provide alternative constructions. Their diagnostic capacity can be particularly useful when learners repeatedly make the same errors. Automated feedback nevertheless requires interpretation. A grammatically valid expression can still be inappropriate in context, while AI systems may occasionally recommend stylistic changes that are preferences rather than genuine corrections. Learners should therefore distinguish among error correction, style recommendation, and rewriting. The greatest pedagogical value emerges when grammatical correction is converted into noticing. Instead of simply replacing an incorrect structure, AI can be prompted to identify the rule, contrast incorrect and correct examples, provide controlled practice, and later test whether the learner can produce the structure independently.

Thus: Correction alone = improved sentence

Correction + explanation + retrieval + reuse = greater potential for learning

13. Personalized and Adaptive Language Learning

One of AI's most important educational possibilities is personalization. Students in the same classroom often differ in proficiency, pace, prior knowledge, confidence, learning preferences, vocabulary range, and language needs. Uniform instruction cannot respond perfectly to every difference. AI-supported personalized learning can adapt practice according to individual performance. Brindha, Herlin, and Sona emphasize the potential of AI-driven personalization to modify content, feedback, pace, difficulty, and learning activities [2]. AI-powered digital pedagogy similarly provides opportunities for individualized instruction while retaining the importance of

critical thinking, digital literacy, communication, and learner agency [3]. Effective personalization, however, should not mean permanent simplification. If an application continuously reduces difficulty whenever a learner struggles, it may prevent productive challenge. Adaptive systems should instead place learners slightly beyond current comfort while providing enough scaffolding for successful engagement. The educational purpose of personalization is therefore not to make learning effortless but to make difficulty appropriate, responsive, and productive.

14. Learner Motivation, Confidence, and Anxiety

The impact of AI is not purely linguistic. Language performance is influenced by confidence, anxiety, willingness to communicate, motivation, and perceptions of judgement. Conversational AI offers a comparatively private environment in which learners can attempt language repeatedly without fear of embarrassment. Recent empirical research has found improvements not only in speaking measures but also in enjoyment, engagement, and anxiety-related variables [14]. Other conversational-AI research has similarly examined increases in willingness to communicate and self-perceived competence [13].

Reduced anxiety may indirectly increase proficiency because learners who practise more frequently obtain more opportunities to notice limitations, retrieve vocabulary, restructure sentences, and develop automaticity. Yet complete removal of communicative pressure is not desirable. Real communication involves uncertainty, social interpretation, and interaction with other people. Learners ultimately require opportunities to transfer confidence developed in AI environments into classrooms, workplaces, presentations, interviews, and genuine social interaction.

15. Learner Autonomy and Self-Regulated Learning

AI applications can support autonomous learning by allowing students to practise beyond scheduled classroom hours. Learners can obtain explanations, construct exercises, receive feedback, revisit difficult topics, and set personalized goals. SLIJMS research has repeatedly identified learner autonomy as an important dimension of AI-supported English education [1]–[3], [6]. Nevertheless, autonomy should not be confused with simply using technology without a teacher. Genuine autonomy requires learners to plan, monitor, evaluate, and regulate their own learning. An AI-dependent learner may actually possess less autonomy if he or she cannot write, speak, analyse, or solve linguistic problems without technological intervention.

Therefore, meaningful AI-supported autonomy should progressively develop the learner's ability to decide:

- what requires improvement;
- which feedback is useful;
- which AI output is inaccurate or inappropriate;
- when assistance is necessary;
- when assistance should be withdrawn; and
- whether learning can be demonstrated independently.

16. Major Risks and Limitations

Despite significant advantages, AI-supported English learning presents several challenges.

16.1 Overdependence

Learners may become accustomed to immediate correction or generation and gradually lose confidence in independent language production. This is especially problematic when AI is used to produce entire assignments instead of supporting the learning process.

16.2 Accuracy and Hallucination

Generative systems can produce plausible but inaccurate explanations, examples, references, definitions, or grammatical claims. AI output must therefore remain open to verification.

16.3 Academic Integrity

Unacknowledged AI-generated assignments complicate assessment because the submitted product may no longer represent the student's actual proficiency.

16.4 Weakening of Higher-Order Writing

Current evidence suggests automated systems are particularly effective for surface-level correction, while reasoning, argumentation, originality, and rhetorical judgement require deeper human engagement [12].

16.5 Reduction of Human Interaction

Language is fundamentally social. Exclusive interaction with machines cannot fully reproduce interpersonal negotiation, cultural sensitivity, emotional interpretation, humour, gesture, and authentic social relationships.

16.6 Privacy and Data Protection

Language-learning applications may process written work, voice recordings, personal information, or interaction histories. Institutions must consider data protection and responsible platform selection.

16.7 Unequal Access

Differences in devices, connectivity, paid subscriptions, digital literacy, and institutional infrastructure may create unequal educational opportunities.

UNESCO therefore advocates a human-centred approach to generative AI in education, emphasizing privacy, appropriate regulation, ethical use, and pedagogical design rather than unrestricted technological adoption [17].

17. The AI-LIFT Framework for English Language Skills Development

To connect AI-supported activity with durable language development, this paper proposes the **AI-LIFT Framework**.

A — Adaptive Input

AI should provide comprehensible but progressively challenging language input matched to learner proficiency. Adaptation may involve vocabulary, reading complexity, speech rate, topic difficulty, or task demands.

I — Interaction

Learners should actively produce language rather than passively consume AI-generated material. Conversation, questioning, role play, explanation, debate, and collaborative problem solving transform AI into an interactive learning environment.

L — Language Feedback

Feedback should be diagnostic rather than merely corrective. Learners need information concerning what is inaccurate, why it is inaccurate, how it can be improved, and whether the correction applies in other contexts.

I — Independent Practice

After receiving support, learners should complete related tasks without AI assistance. This phase establishes whether improvement belongs to the learner rather than to the application.

F — Formative Reflection

Learners should evaluate their errors, improvement, remaining weaknesses, and degree of dependence on assistance. Teachers can use these reflections to guide subsequent learning.

T — Transfer

The final criterion of meaningful AI-supported learning is successful performance in a new context without equivalent technological support. Learners should transfer vocabulary to spontaneous speaking, grammar to independent writing, listening strategies to unfamiliar audio, and communication skills to interactions with real people.

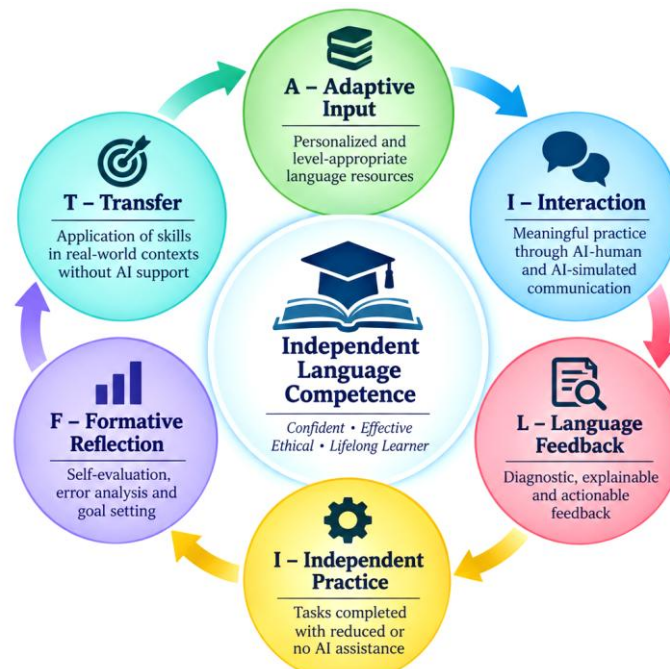


Figure 1. The AI-LIFT Framework for English Language Skills Development.
This framework illustrates the cyclical process of using AI-based applications to move from adaptive input to independent and transferable language competence.

The framework can be represented conceptually as:

*Adaptive Input → Interaction → Language Feedback → Independent Practice → Formative
Reflection → Transfer*

The process is cyclical. Evidence from the transfer stage becomes new diagnostic information for the next adaptive learning cycle.

18. Discussion

The evidence reviewed in this study indicates that the question “Does AI improve English?” is too simplistic. AI itself does not produce a single educational effect. Outcomes depend on the kind of application used, the skill being developed, the quality of feedback, learner proficiency, teacher guidance, duration of use, instructional design, and whether students actively process AI assistance. The synthesis by Tang and Zhang demonstrates the expanding research base surrounding AI applications in EFL learning [7], while Torres and Kahveci provide quantitative evidence of an overall positive effect across language domains [8]. Research on automated writing evaluation similarly shows measurable improvements in writing [10], [11], although newer synthesis indicates that benefits are stronger for some aspects of composition than for higher-order reasoning [12]. Conversational-AI studies provide corresponding evidence for speaking and affective development [13]–[15].

These findings are consistent with the emerging SLIJMS literature. Research on personalized learning emphasizes adaptation [2]; work on digital pedagogy highlights the integration of AI with broader educational competencies [3]; writing-focused research illustrates the value and risk of automated assistance [4], [5]; and conceptual research on English Language Teaching consistently argues against replacing teachers with AI [1], [6].

A crucial pattern therefore emerges: AI works best as an amplifier of pedagogically valuable activity. When the activity is repeated speaking, AI can multiply opportunities for oral production. When the activity is revision, AI can accelerate feedback. When the objective is vocabulary retrieval, AI can generate personalized practice. When the task is listening, AI can adapt input. But if the underlying activity is avoidance, avoiding reading by requesting summaries, avoiding writing by generating essays, avoiding speaking by generating scripts, AI can amplify avoidance as effectively as it amplifies learning. The educational impact of AI consequently depends upon task architecture. The teacher's role may become more important rather than less important because teachers must determine which cognitive processes should be supported and which must remain the learner's responsibility.

19. Pedagogical Implications

English teachers should integrate AI according to explicit learning outcomes rather than adopt applications simply because they are technologically advanced. AI use should be connected to identifiable linguistic goals such as pronunciation improvement, vocabulary retention, paragraph cohesion, comprehension, conversational fluency, or grammatical accuracy. Teachers can also redesign assessment around process rather than only final output. Draft histories, oral explanations, classroom writing, reflective notes, AI-use declarations, and independent follow-up tasks can help

distinguish genuine learning from AI-supported production. A particularly effective model is AI-assisted practice followed by AI-free demonstration. Students may use technology during learning, but key assessment stages should periodically require independent performance. This approach preserves the educational advantages of AI while maintaining reliable evidence of learner competence. AI literacy should also become part of language education. Students need to learn not merely how to prompt an AI system, but how to question its output, identify possible inaccuracies, recognize bias, preserve authorship, protect personal data, cite permitted AI assistance where required, and determine when human interaction is more appropriate.

20. Future Research Directions

Future studies should move beyond short-term perceptions of usefulness and examine whether AI-supported gains remain after assistance is removed. Longitudinal research is particularly necessary to distinguish novelty effects from sustainable language development. More comparative research is also required across proficiency levels, educational stages, cultural contexts, and linguistic backgrounds. Tang and Zhang note that much of the existing research remains concentrated in tertiary education [7]. Evidence concerning school learners, very young learners, rural contexts, and learners with limited technological resources therefore deserves greater attention. Researchers should additionally investigate the relationship between AI use and independent performance. Studies could compare AI-assisted scores with delayed unaided assessments to calculate a transfer gap between supported and unsupported language ability. Future research should also examine pragmatic competence, intercultural communication, humour, emotional understanding, collaborative discourse, and other dimensions of language use that are difficult to measure through conventional accuracy-based assessments.

21. Conclusion

Artificial Intelligence has become an influential component of contemporary English language education. AI-based applications can expand opportunities for individualized practice, provide rapid feedback, facilitate conversation, analyse pronunciation, support writing revision, personalize language input, and increase access to learning beyond the classroom. Current research provides substantial evidence that these technologies can contribute positively to English language development when they are integrated purposefully. The strongest conclusion, however, is not that AI should replace existing language pedagogy. Rather, AI should increase the quantity and quality of learning opportunities while teachers continue to provide contextual judgement, emotional support, ethical guidance, communicative authenticity, and higher-order intellectual direction. The future of AI-assisted English learning should therefore be evaluated according to one central question: Can the learner eventually perform without the assistance that helped create the learning? If AI produces increasingly independent readers, writers, listeners, and speakers, it functions as genuine educational scaffolding. If it merely produces stronger-looking outputs while learners become increasingly dependent on technological generation, its apparent effectiveness is misleading. The proposed AI-LIFT Framework addresses this distinction by connecting adaptive



input and interaction with feedback, independent practice, reflection, and transfer. Through such a human-centred approach, AI can serve not as a substitute for language learning but as a powerful environment in which learners practise more frequently, receive more responsive support, understand their weaknesses more clearly, and gradually develop the confidence and competence required to communicate independently.

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