



DOI: <https://doi.org/10.57125/ELIJ.2025.03.25.05>

How to cite: Georgieva, V. (2025). Embracing the Inevitable: Tips for EFL and ESP Learning with AI. *E-Learning Innovations Journal*, 3(1). 89-115. <https://doi.org/10.57125/ELIJ.2025.03.25.05>

Embracing the Inevitable: Tips for EFL and ESP Learning with AI

Valentina Georgieva

PhD in Comparative Linguistics, Associate Professor, Head of Language Training Department, Rakovski National Defence College, Sofia, Bulgaria, <https://orcid.org/0000-0001-8392-9613>

Corresponding author: v.georgieva@rndc.bg.

Received: October 14, 2024 | **Accepted:** February 27, 2025 | **Available online:** March 25, 2025

Abstract: This research aims to present practical pedagogical strategies for using AI language learning tools that are free or have free versions (e.g., Speechace, Diffit, Newsela) and ChatGPT for both EFL and ESP learning, focusing on improving students' receptive and productive language skills. The benefits of these AI tools are illustrated with examples from the author's teaching practice. The practical suggestions for EFL and ESP teaching and learning with AI are examined through the theoretical framework of AI-Enhanced Adaptive Language Teaching, an integral component of transformative and innovative pedagogy in (higher) education. This framework empowers language learners to find their paths toward successful lifelong learning in ever-evolving technological contexts. A study was conducted with a research group of adult students who are current or future security professionals. Its results demonstrate AI tools' statistically significant positive impact on students' language learning, particularly writing, speaking, and reading skills. The primary method employed in EFL and ESP learning with AI is Task-Based Language Learning, in which students are assigned specific tasks (e.g., writing an email or essay, using new terms in context) and use AI language tools with multimedia interfaces to receive immediate feedback and improve their skills without the pressure of teacher supervision. This method allows for analysis and reflection on the language used during task



completion, which is especially valuable for adult learners. The study results can inform English language educators seeking to integrate modern AI technologies into their classrooms.

Keywords: AI learning tools, ChatGPT, EFL/ESP language learning/teaching, Task-based Language Learning

Introduction

2025 is the fourth year after introducing the ChatGPT AI chatbot in all spheres, including language learning. It is the tip of the iceberg of Artificial Intelligence (AI) tools and technologies in language education that have been gaining considerable speed and attention in recent years. From UNESCO's Global Conference on AI in 2019 (UNESCO, 2023) to the Microsoft Community Conference in May 2024, and the release of the Chinese-made artificial intelligence model DeepSeek on 20 January 2025, AI is in the focus not only of IT engineers but also of policy and business decision-makers, and all professionals and researchers, including linguists, language methodologists, and practitioners. Companies and organisations developing AI claim their "mission is to ensure that artificial general intelligence benefits all humanity" (OpenAI, 2025). In addition, "It is evident that the future of workplace collaboration and productivity is being reshaped by the integration of AI and user-centric design. The Microsoft 365 [...] set the stage for a new era of intelligent and seamless work experiences" (Glenn, 2024).

AI has been utilised for various purposes and in various spheres of human activities for more than 20 years, including foreign language learning. Technology was introduced into the process of foreign language learning with the initiation of Computer-assisted language learning (CALL) back in the 1960s, and CALL software has been constantly improved through the decades to blended (hybrid) learning, and currently to virtual reality environments, chatbots, and other types of adaptive learning systems/software. The goal has always been to design student-centered, interactive, and personalised learning materials that enable students to study independently and to facilitate the process of mastering fluency in a foreign language.

Despite the increasing number of research and publications on AI and its impact on education in general and language learning in particular, there is still a gap between the theoretical analyses and practical and thorough evaluations of AI-based language learning tools, their educational impact, and learners' and teachers' perspectives.

Research Problem

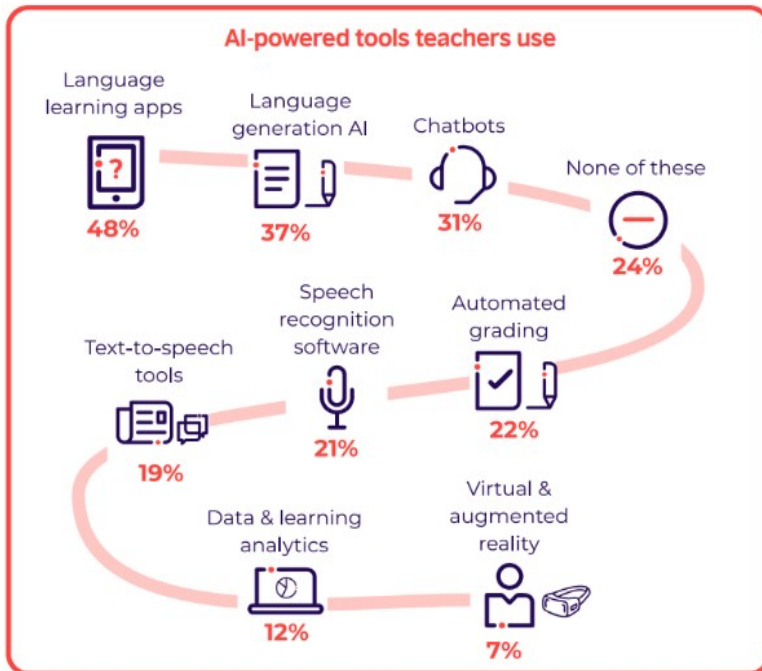
A survey, conducted by the British Council in 2023 with 1348 teachers from 118 countries and territories on the topic of *Artificial intelligence and English language teaching: Preparing for the future* (Edmett et al., 2023) examines the degree of integration of AI in the English language



classroom by identifying the AI-powered tools used by the English language teachers (Figure 1) and the tasks teachers use AI tools for (Figure 2).

Figure 1

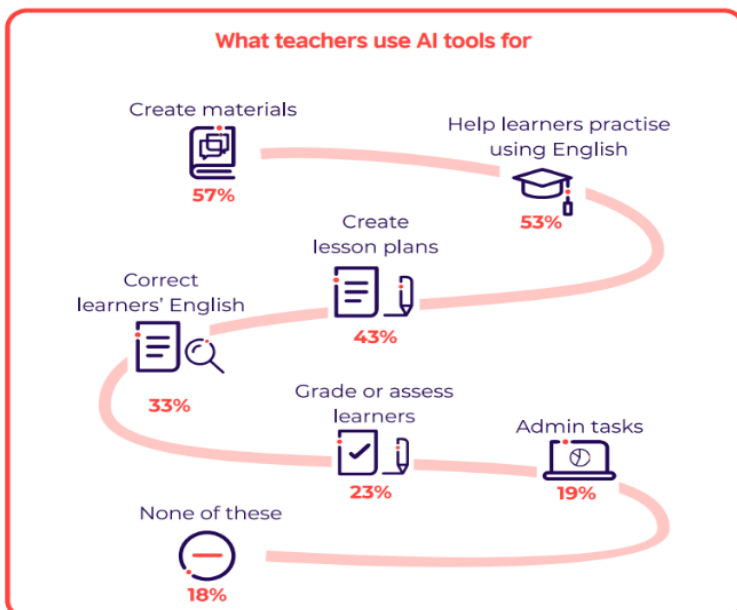
Teacher survey results: AI-powered tools teachers use



Source: Edmett et al. (2023, p. 24).

Figure 2

Teacher survey results: The tasks teachers use AI tools for



Source: Edmett et al. (2023, p. 25).



Surprisingly or not, almost $\frac{1}{4}$ of the English language teachers have not yet used any AI tools, and 18% do not use them to facilitate their teaching. On the positive side, 57% utilise AI tools to create materials, 43% create lesson plans, and more than half (53%) of English language teachers use AI to help learners practice English. The key conclusion is that “while AI is seen as a promising tool in ELT, there is a strong consensus that it should complement rather than replace human-led teaching and learning”, that teachers have not received enough AI-specific training (Edmett et al., 2023, p. 36), and that they need more training and practical advice for the effective application of AI language tools and ChatGPT in their classrooms (Koraishi, 2023).

Teachers who remain hesitant about adopting the latest technological advancements require guidance and support from colleagues who have already gained experience and successfully integrated AI tools in their classrooms. Therefore, this research problem is particularly relevant for this group of teachers, as it aims to provide them with valuable insights and practical strategies for incorporating AI into their classrooms.

Research Focus

The author of this study is an ardent advocate of AI tools, recognising that contemporary students increasingly favour modern technology as an integral part of their learning process. Teachers must adapt to these evolving trends to maintain their role as respected authorities and positive role models in the classroom. Consequently, this study will examine the benefits of various AI language tools, including ChatGPT, in fostering students' independent learning. It will also advise teachers with practical tips on utilising these tools to develop customised general and specialised English learning materials tailored to students' specific needs.

Research Aim and Research Questions

The aim of this research is practical: to present some AI language learning tools (e.g., Speechace, Cambridge Write and Improve, Diffit, Newsela) and ChatGPT used by the author in her teaching practice for both EFL and ESP learning so that less experienced teachers receive some tips and guidance. The class and lesson organisation when using ChatGPT for language learning is based on the author's experience.

This article will answer the following research questions (**RQ**):

- 1) What AI tools, which are free or have free versions, can be used in the English language classroom to develop and master students' writing, speaking, and reading skills?
- 2) How can ChatGPT improve students' writing and speaking skills?
- 3) How can ChatGPT and Diffit be utilised for designing learning EFL and ESP materials by English teachers? What algorithm can teachers follow in this process?
- 4) What are the benefits of integrating AI language learning tools for students and teachers?



Literature Review

Integrating new technologies into foreign language learning has been a central topic in numerous academic studies and publications since the widespread adoption of computers and the Internet. Following extensive research on digitalisation, e-learning, and the transition from traditional to virtual classrooms, particularly accelerated by the COVID-19 pandemic, recent years have seen a shift in focus toward examining, endorsing, or challenging the transformative impact of artificial intelligence. Of all available online publications that deal with AI, 40 have been selected for this study—they are published in the period 2020-2025 and focus on AI-based language learning. These publications can be grouped thematically into two main divisions: theoretical and practical, with several subgroups within those two groups to summarise the topics that they analyse. Some articles fall into more than one category since they deal with multiple topics (e.g., Alshumaimeri & Alshememry, 2024; Boeru, 2024).

Table 1

An overview of the researched articles on AI-based language learning is grouped thematically.

Theoretical		Practical	
Article	Topic	Article	Topic
Guan et al. (2020) Koç and Savaş (2024) Woo and Choi (2021)	Technical aspects of AI	Bashori et al. (2022) Chung and Bong (2022) Qiao and Zhao (2023) Shazly (2021)	AI in developing speaking
Almehmadi, 2024 Klimova et al., 2023 Langly, 2023 Pérez, Daradoumis & Puig, 2020 Tahiru, 2021 Tobing et al., 2023 Zhang, 2022	Review of literature on AI technologies	Alshumaimeri & Alshememry, 2024 Barrot, 2023 Robillos & Bustos, 2023 Tai & Chen, 2022	AI in developing writing AI in developing listening
Alshumaimeri & Alshememry, 2024	Advantages and limitations of AI tools	Ridwan, Sumarta, & Firmansyah, 2024	AI in developing grammar



Dhanapal et al., 2024 Rebolledo Font De La Vall & Araya, 2023 Strielkowski et al., 2025 Wu et al., 2024			
Aliyeva, 2023 Almehmadi, 2024 Alshumaimeri & Alshememry, 2024 Boeru, 2024 Chen, 2024 Demianenko & Moroz, 2024 Edmett et al., 2023 Qiao & Zhao, 2023 Schmidt & Strasser, 2022 Şişianu & Puşcaşu 2024 Son, Ružić & Philpott, 2023 Strielkowski et al., 2025 Woo & Choi, 2021	AI role in language teaching	Al-Obaydi, Pikhart & Klimova, 2023 Boeru, 2024 Çobanoğullari & Özbek, 2025 Kohnke, Moorhouse & Zou, 2023 Koraishi, 2023 Kovačević, 2023 Kasneci et al., 2023 Tlili et al., 2023 Žammit, 2024	ChatGPT
Chen, 2024 Edmett et al., 2023 Yao et al., 2024 Zhang, 2022	ELT professional development		

Source: Author's elaboration.

The most significant number of the selected for this research theoretical articles disclose the AI role in language teaching (e.g. Aliyeva 2023, Schmidt & Strasser, 2022), followed by articles by scholars who provide systematic reviews of literature on AI technologies, tools, and applications in education (e.g. Pérez et al., 2020; Tahiru, 2021) and their role in language teaching and learning (Alshumaimeri & Alshememry, 2024; Son et al., 2023), including their potential applications in English as a Foreign Language (EFL) instruction (e.g. Almehmadi, 2024). Research conducted by IT specialists primarily emphasises the technical aspects of AI-driven learning tools (e.g., Woo &



Choi, 2021), while some articles examine the advantages and limitations of AI-driven language learning tools (e.g., Strielkowski et al., 2025). It is worth mentioning that some research deals with the problem of ELT teachers' professional development (e.g., Edmett et al., 2023).

Some studies are conducted by practitioners—educators who engage in experimental practices, document their observations, and disseminate their findings to promote practical recommendations. Practical research focuses on assessing the effectiveness of AI-based instruction in enhancing specific language skills—such as listening, speaking, writing, or grammar—within particular linguistic contexts (e.g., Chinese, Thai, or Ukrainian) (Aliyeva, 2023; Robillos & Bustos, 2023; Tai & Chen, 2022; Qiao & Zhao, 2023). Chen (2024) underlines that “The synergy of AI with language learning is posited as a paradigm shift, offering new perspectives and approaches in the educational sphere”, and Schmidt and Strasser (2022) make (utopian) predictions of what the AI-enhanced FL classroom will look like in 2040.

Significant attention has been given to the potential benefits of ChatGPT—a generative artificial intelligence tool developed by OpenAI on November 30, 2022—within the field of education, particularly in language teaching and learning. Some scholars adopt a cautious perspective, highlighting ChatGPT's challenges for students and educators (Tlili et al., 2023). A proposed solution involves equipping teachers and learners with the necessary competencies and digital literacies to understand AI systems' capabilities and inherent limitations (Kasneci et al., 2023). Other researchers maintain a neutral stance, suggesting a ChatGPT usage scale to help foreign language learners assess the role of AI chatbots in language acquisition (Çobanoğullari & Özbek, 2025). Some studies engage in critical discussions on the drawbacks of ChatGPT (Kohnke et al., 2023), while others provide empirical evidence suggesting that “the use of ChatGPT, if repeated, could provide an experience that may contribute to learning, particularly in terms of motivation and engagement” (Al-Obaydi et al., 2023).

This article contributes to the body of practice-oriented research by examining how AI-driven tools can facilitate individualised and adaptive language learning environments and the evolving role of language educators in this process. The critically analysed articles from Table 1 lack examples of tasks that language teachers can assign to language learners in a real classroom. The current research builds on the theoretical foundations of technological applications for language learning, but diverges from the existing research with its practically-oriented focus: it presents a sample English for Specific Purposes (ESP) lesson designed using an AI language platform, along with algorithms of lessons with ChatGPT, highlighting their benefits for both students and teachers. Additionally, various types and examples of student tasks are introduced to assist language instructors in navigating the extensive and often technical body of information on AI, much of which is primarily intended for IT specialists or academic theoreticians rather than language practitioners.



Materials and Methods

The AI-based integration leveraged the utilisation of ChatGPT, Diffit (<https://web.diffit.me>), Speechace (www.speechace.com), Cambridge Write & Improve (<https://writeandimprove.com>), and Newsela (<https://newsela.com>) learning tools and platforms that incorporate natural language processing technology, interactive exercises, personalised feedback, and speech recognition technology in the EFL and ESP classes under the teacher's supervision. Following the lessons incorporating each language learning tool, informal oral interviews were conducted with students to evaluate their perceptions and responses regarding the effectiveness of these AI-based tools in enhancing their language proficiency and skills. No formal written feedback was requested; spontaneous responses were collected for research purposes.

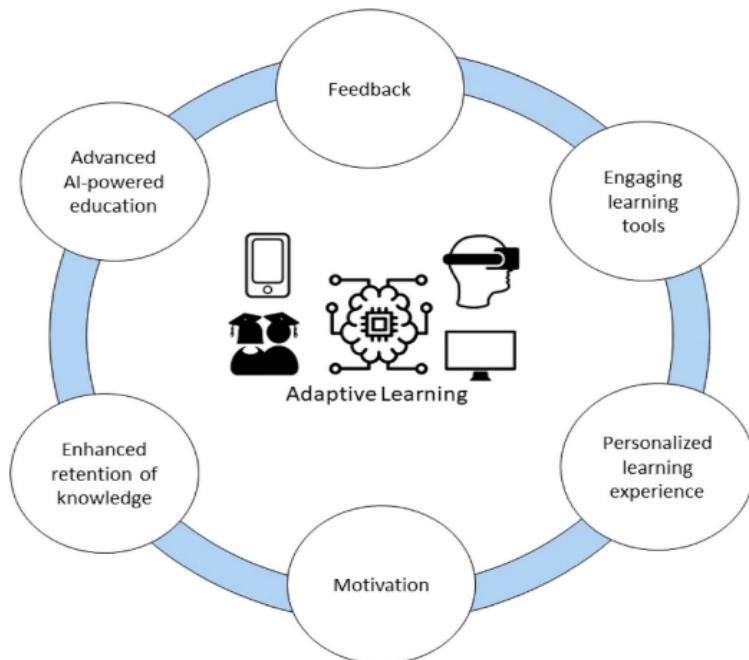
From a theoretical standpoint, the practical recommendations for integrating AI into EFL and ESP teaching and learning can be situated within the framework of AI-Enhanced Adaptive Language Learning (Chen, 2024; Strielkowski et al., 2025; Qiao & Zhao, 2023), which constitutes a fundamental component of transformative and innovative pedagogy in higher education (Schmidt & Strasser, 2022). As highlighted in a recent study, "The arrival of AI in education marks a revolutionary shift, starting an era where personalised, adaptive learning becomes a reality" (Strielkowski et al., 2025). A key feature of AI-adaptive language learning is its capacity for flexible content delivery, wherein the system dynamically adjusts the complexity and format of instructional materials based on the learner's real-time performance. This adaptive approach ensures that students are continuously challenged without becoming overwhelmed, optimising their learning progress (Chen, 2024).

Figure 3 presents the framework for modern adaptive learning. It incorporates e-learning tools and technologies that ensure a personalised learning experience, increasing student motivation. Additionally, the framework envisions strategies to boost knowledge retention, helping to enhance learner motivation by demonstrating how technology could enhance educational experiences beyond traditional teaching methods. Another crucial element shown in the figure is using digital feedback systems designed to enrich the learning experience. There is evidence that technology-enhanced language learning has become more dynamic, assistive, and adaptive, providing flexibility, convenience, and choice (Almehmadi, 2024). This new trend in language learning is the result of adaptive learning technology, which "has revolutionised the way people study languages. Collaboration, continuous learning, and adaptability are the pillars of adaptive learning technology, and they are key to unlocking the full potential of language acquisition" (Langly, 2023).



Figure 3

Modern adaptive learning frameworks include personal computing, mobile computing, and spatial computing.



Source: Strielkowski et.al, 2025.

The main method that is applied in the process of EFL and ESP learning with AI is Task-based Language Learning (TBLL) (Edmett et al., 2023; Robillos & Bustos, 2023; Yao et al., 2024;) when students are assigned a specific task (e.g. write an email/an essay; use the new terms in a context; state their opinion on a certain topic), and instead of working in pairs/teams, they use AI language tools with their multimedia interface to receive immediate feedback and improve their skills without the stress of the teacher's supervision. TBLL "holds a paramount position in language education, with its core principle centered around completing meaningful tasks using authentic language" (Yao et al., 2024). In 1996, Willis (Willis, 1996) offered a process-oriented view of tasks in TBLL, where learners first engaged in a task and then analysed and reflected on the language used during the task performance. This reflective phase is important for noticing gaps in language abilities and the desired new level of language proficiency. When planning a lesson using an AI-powered tool, teachers should consider, plan, and introduce this reflective phase so that their students' creative and critical thinking skills are strengthened, and their language skills are improved.



Sample and Participants

The present study was conducted in January-December 2024. It involved a mix of intermediate-level adult students from Rakovski National Defence College in Bulgaria who were in five groups (approximately 60 altogether). The sample included both male (85%) and female (15%) participants. Three of the groups were with 30 trainees from the defence system enrolled in one of the postgraduate 120-hour intensive language qualification courses for the refreshment of language skills; one group was of six MSc students who have 60 classes of specialised Military English; and one group comprised 20 civilian BA 1st year part-time students who have 30 classes of General English per semester. Thus, a greater age (19 to 45) and educational background (high school to Master degree level) representativeness of the study was achieved. Support services – language labs and access to digital learning platforms – were provided to all the researched students to facilitate language learning and to contribute to the overall learning experience. The students' attitudes and responses toward the effectiveness of the AI-based tools in language learning were assessed by the author of this article, who has 30 years of teaching experience.

Instruments and Procedures

Several AI-based tools were introduced to the students, and activities were conducted in the English language classroom.

Integrating AI for Developing Students' Writing Skills

A free online tool designed by the University of Cambridge to help learners improve their English writing is Write & Improve (<https://writeandimprove.com>). It can be used by teachers to enrich their stock of writing topics, which can be assigned to students, but it is more useful for students who can work independently without the pressure of their teacher's corrections and remarks on their weak points. Students can choose from numerous tasks that are designed to meet the requirements of the Common European Framework of Reference for Languages (CEFR). When they submit their writing on the platform, they get a result from the tool ranging from A1 to C2 from the CEFR, alongside automatic feedback on the points their writing needs improvement. After resubmitting the text with the suggested changes, students can track their progress. At the same time, they can think critically about the suggested improvements. Thus, this tool replaces the role of the teacher in correcting, assessing, and providing written feedback to their students. Figure 4 exemplifies a real task done by a student in class and corrected automatically.

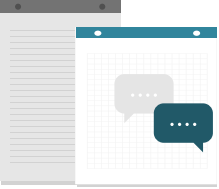
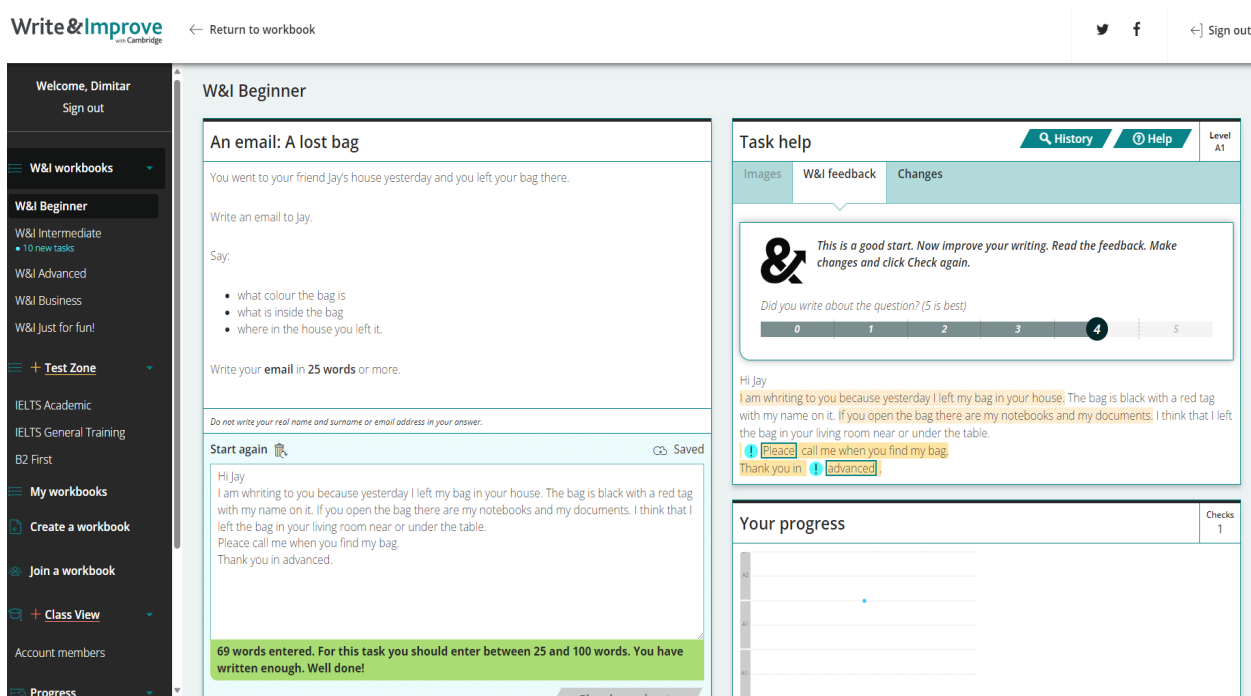


Figure 4

Write & Improve task layout



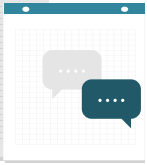
Source: Author's elaboration.

The second research question (**RQ 2**) is how ChatGPT can improve students' writing and speaking skills.

ChatGPT can improve writing when students reflect on their written text and learn from their mistakes. ChatGPT can perform the role of the teacher so that students practice while working without direct teacher supervision. The following sequencing has been proven in a real classroom environment to be useful:

- 1/ The teacher gives the topic, e.g., *My Last Christmas Holiday*;
- 2/ Students write a Word file on a PC;
- 3/ Students transfer the text to ChatGPT. The prompt is for the text to be corrected and edited for intermediate or upper intermediate level, depending on the students' level.
- 4/ ChatGPT generates the edited and improved version;
- 5/ Students compare their version with ChatGPT's version and take notes on the differences.

If following the above steps and using ChatGPT as a 'co-teacher' rather than trying to cheat or becoming dependent on ChatGPT, students analyse their mistakes, try to improve, and prepare for the real world by using AI to correct and support them. Thus, the important step from the technology-enhanced TBLL method is followed - the post-task reflective phase, during which



students are supported in activities like tapping into their prior knowledge and identifying and correcting their writing mistakes and errors.

Figure 5 presents two writing tasks done by students in the researched groups and corrected by ChatGPT. The two students mark in red what they have learned from the corrections done by ChatGPT.

Figure 5

ChatGPT improved sample writing tasks 1 and 2.

My last Christmas holiday

Student

My last Christmas holiday was one of the best in my life. I spent all of Christmas days with my family in my birth home in Lovech. Why was so special?

Firstly, because this was a time when my mother, my brother and my niece returned from Germany, where they live. I haven't seen them for 5 years, so we had the chance to see each other for very long time. My kids were so happy to see their grandmother, uncle and cousin and to spend some time with them.

Secondly, we played a lot of games, tall stories, sang Christmas songs and ate traditional Bulgarian food. It was very interesting to me that my kids were teaching my niece how to speak Bulgarian and my niece was teaching them how to speak German. I think they were very useful each other.

Finally, everyone loves the Christmas holidays, but when you spend these special days with your relatives it can't compare with anything.

Unfortunately, my gests returned to Germany after the holidays, but I am so excited for our next meeting next year, maybe this time in Germany.

ChatGPT

My last Christmas holiday was one of the best **experiences** of my life. I spent the **entire Christmas season** with my family in my **hometown** of Lovech. What **made it** so special?

Firstly, my mother, brother, and niece returned from Germany, where they live. I **hadn't seen** them for 5 years, so we had the **opportunity to spend a considerable amount of time** together. My kids **were thrilled to reunite** with their grandmother, uncle, and cousin, and they **cherished** the moments spent with them.

Secondly, we **engaged in various** activities such as playing games, **sharing anecdotes**, singing Christmas songs, and **relishing** traditional Bulgarian food. It was **fascinating to witness** my kids teaching my niece Bulgarian, while she, in turn, **was instructing** them in German. I **believe they found each other's company very beneficial**.

Finally, while everyone loves the Christmas holidays, **spending these special days with relatives is incomparable. The joy and warmth that family brings to the festive season make it truly unforgettable.**

Unfortunately, my **guests** returned to Germany after the holidays. **Nevertheless, I am eagerly anticipating our next reunion, possibly in Germany next year.**

My last Christmas holiday

Student

This December we decided to made our Christmas party in my parents home. They have a big house with garden, car parking and there are enough place for everybody. We were 12 people there and for Christmas Eve we had to cooking many dishes.

On 24 of December we started with to boiled the sarmi, beans and dry apples, and plums. My wife cooked beans and made the cake, because she is a very good cook. My sister made the hall salads with red pepper and prepare the table on the floor.

When we were ready in the afternoon my father lit the fireplace. We were very happy and satisfied.

What I've learned from ChatGPT

1. big house – large house
2. car parking – parking space
3. started **with to boiled** – began by **boiling**
4. cooked beans – took charge of cooking
5. had to **cooking** - had to **prepare**

ChatGPT

This December, we decided to have our Christmas party at my parents' home. They have a large house with a garden, parking space, and enough room for everyone. There were 12 people in attendance, and for Christmas Eve, we had to prepare many dishes.

On December 24th, we began by boiling sarmi, beans, dry apples, and plums. My wife took charge of cooking the beans and baking the cake because she is a very good cook. My sister prepared the salads with red pepper and set the table on the floor.

By the afternoon, when everything was ready, my father lit the fireplace. We were very happy and satisfied with our Christmas celebration.

Source: Author's elaboration.

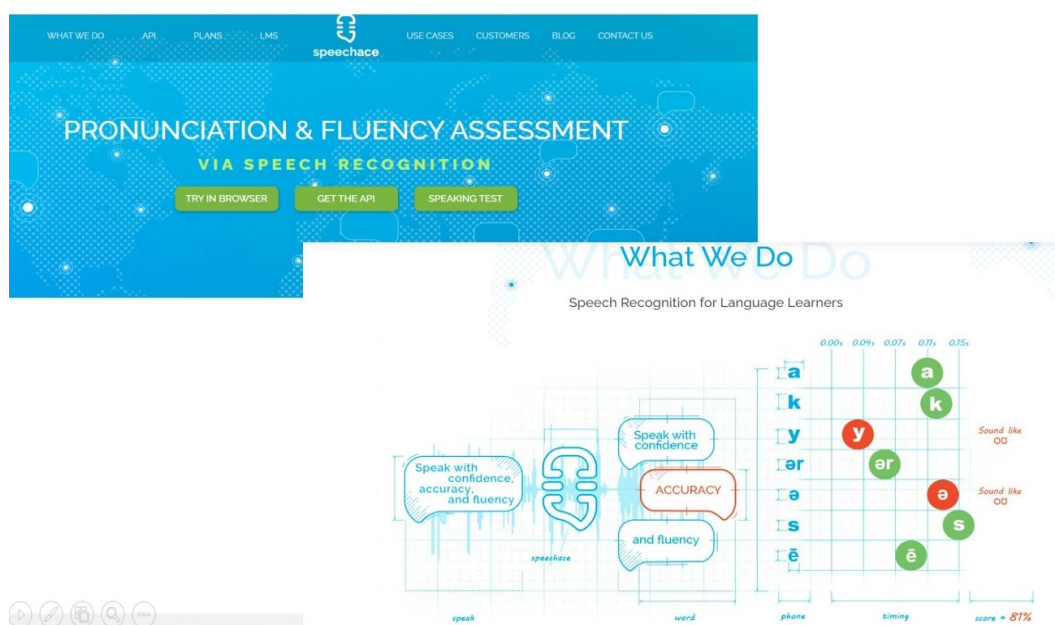


Improving Speaking with AI Language Tools

Speechace is a speech recognition technology that allows fluency and pronunciation assessment, with free and paid versions. This technology “provides immediate pinpointed feedback on mistakes. This helps motivate and engage the learner to listen, see mistakes, and then try again” (www.speechace.com). Practice in class has shown that even adult learners enjoy improving their pronunciation on word, sentence, and paragraph levels by repeating and seeing the improvement in percentage. This tool is one of the best examples of personalised language learning with AI. Figure 6 illustrates the front page of the Speechace technology with its main functions.

Figure 6

Layout and main functions of Speechace speech recognition technology.



Source: www.speechace.com.

ChatGPT can also be used to improve students' speaking skills by taking the role of an advisor and facilitator because of its capability to generate ongoing conversations that lead to follow-up questions. For example, suppose a student wants to feel more confident and prepared to speak on a certain topic, to prepare for a discussion or an argument. In that case, they can ask: "I want to prepare for speaking on the hot world political issues. Can you tell me the 10 important terms to use when discussing this topic?". ChatGPT provides instant assistance, generates an answer, and guides the student. The next possible question by the student could be, "Can you give me three questions on the hot world political issues that I may be asked to discuss and the answers to those questions?". Learners can ask questions in their mother tongue, too. Figure 7 illustrates the simulated interaction between a student and ChatGPT.

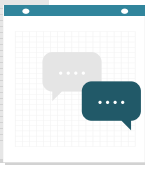


Figure 7

ChatGPT responds to students' questions

Preparing for speaking with ChatGPT

You: I want to prepare for **speaking on the topic of the hot world political issues**. Can you tell me the **10 important terms to use when discussing this topic?**

ChatGPT: Certainly! Here are 10 important terms to use when discussing hot world political issues:

Geopolitics (definition), diplomacy (definition), globalization, International Relations, Human Rights, Security, Multilateralism, Sanctions, Conflict Resolution, Foreign Policy

You: can you give me **3 questions which I may be asked to discuss?**

ChatGPT: Certainly! Here are five questions you might be asked to discuss when talking about hot world political issues:

- What are the current major challenges facing global security, and how are nations working together to address them?
- How has the rise of populism and nationalism impacted international relations and cooperation in recent years?
- What are the key factors contributing to ongoing conflicts in certain regions, and what steps can the international community take to resolve them?

You: What could be the **answers to these questions?**

ChatGPT:

Current major challenges facing global security: These could include issues such as terrorism, cybersecurity threats, proliferation of weapons of mass destruction, regional conflicts, and geopolitical tensions. Nations are working together through various means such as international organizations like the United Nations, alliances like NATO, bilateral agreements, and diplomatic efforts to address these challenges through measures like intelligence sharing, joint military exercises, peacekeeping operations, and diplomatic negotiations....

Source: Author's elaboration.

Some teachers might put forward ethical considerations and argue that this approach does not assist students but teaches them how to cheat on the exam. Concerns have been expressed that learners might become overly dependent on ChatGPT, as the ease of generating information could hinder their critical thinking and problem-solving abilities. ChatGPT may encourage passivity, reducing learners' motivation to conduct independent research and develop their conclusions or solutions because it provides quick and simplified answers (Kasneci et al., 2023). In our view, the first step when assigning a task to students is to explain that ChatGPT and other AI tools can and should be used as assistants in their English language studies, not as a tool for cheating and outsmarting the teacher. As a professor says, "We should teach students to use them [AI tools] ethically and productively" (Villasenor, 2023).

Developing Students' Reading Skills with AI

Newsela is "an Instructional Content Platform that supercharges reading engagement and learning in every subject" (<https://newsela.com>). It is a free repository of high-quality nonfiction articles for students, sourced from a diverse range of reputable outlets, as Newsela compiles news articles from multiple trusted sources. Although it is designed to meet the curricula of US schools, it can be used by EFL teachers around the globe to expand their students' reading skills and vocabulary. Teachers can choose from articles on various current topics and have AI-generated suggestions for lesson content. There are before-reading activities, followed by after-reading comprehension, multiple-choice and open-ended questions. The teacher can print articles and work with the handouts in class or have students read them online, where they can annotate. Teachers can also assign built-in comprehension quizzes or writing assignments. Newsela articles include the following AI-generated supports for teachers: Main idea and key themes; Key terms and definitions; Before reading activities; Discussion questions; Additional write prompt



suggestions. Students can use this platform autonomously to immerse themselves in engaging content and amplify their vocabulary while perfecting their reading skills.

The students from the researched group have been assigned a lesson on a political, scientific, or environmental topic (e.g., Women in Politics or World War Technologies) and had to perform the following tasks:

- Pre-reading activities: learn the key terms from the text; answer questions that lead them into the topic;
- Post-reading activities: formulate the main idea or select the option with the article's central idea; reading comprehension with 4 multiple-choice and one or more open-ended questions; engage in discussion questions; write prompt which means that they choose a person, event, or idea from the text and explain what the text reveals about the chosen topic.

Depending on the number of classes students of different categories have, they can be assigned only one lesson to get familiarised with the platform and then work independently on the various topics, or more online or face-to-face classes. This platform is perfect for preparing military trainees for the special exam they have to pass to be evaluated for the level of their English language proficiency called STANAG 6001 (BILC, 2025) in which the reading part comprises multiple-choice reading comprehension questions, the majority of which are related to determining the main idea of the text.

Designing Learning Materials with ChatGPT and Diffit

This part of the article answers the third research question (**RQ 3**) and presents the benefits of AI tools for teachers. Controversial views are argued, and ongoing debates are related to utilizing ChatGPT in the (higher) educational environment. Supporters underline that "ChatGPT can be used as an effective and time-saving tool for various aspects of preparation and implementation of teaching units and evaluation of students' written assignments" (Kovačević, 2023). A student learning a foreign language using ChatGPT can receive personalised support, guide themselves, access information from many open sources, and perform self-assessments related to their language learning process (Çobanoğullari & Özbek, 2025). The opponents state that "this technology lacks reflective thinking or revealing emotions" (Tili et al., 2023).

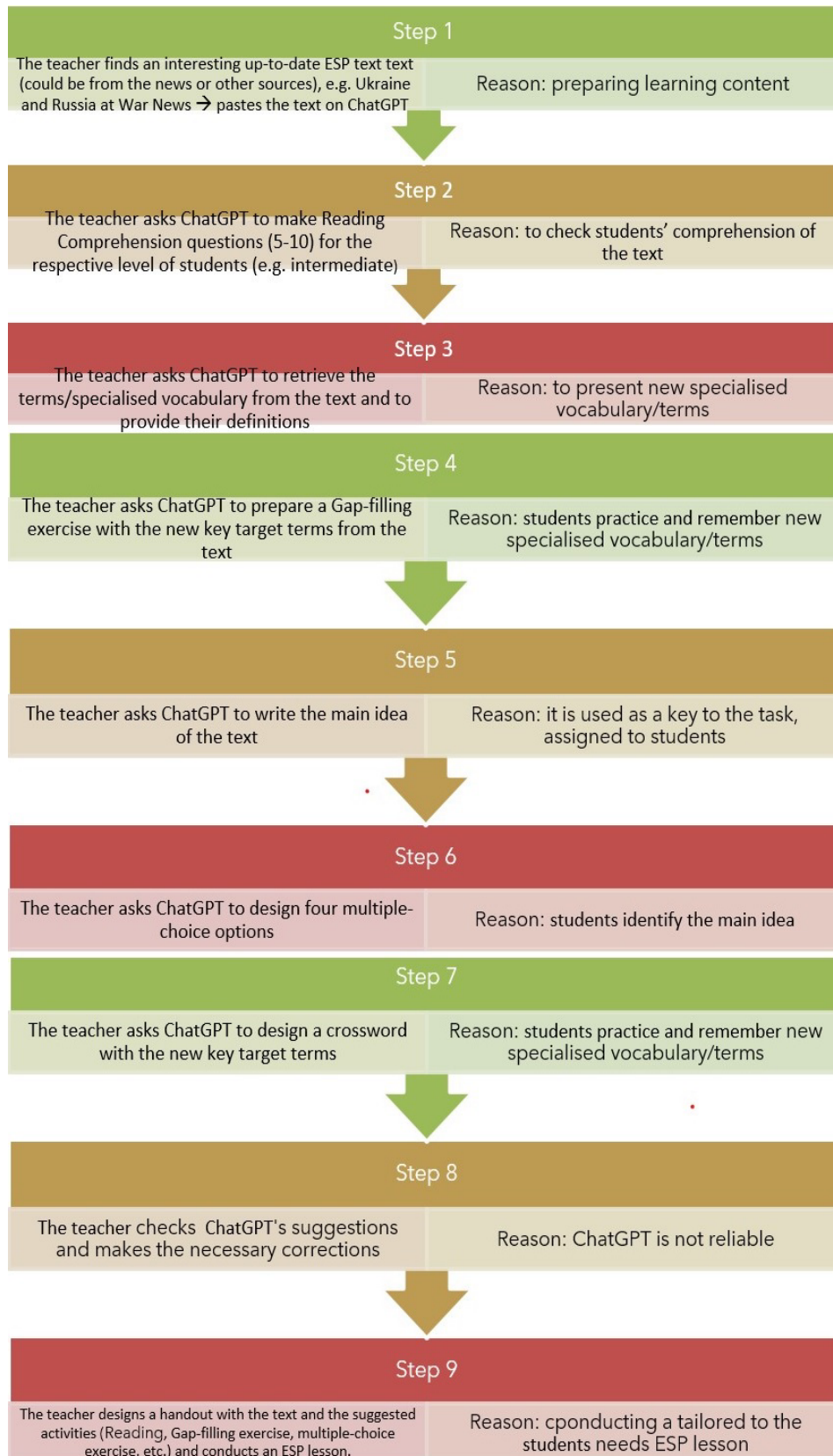
In our view, it is becoming an inseparable ingredient of the learning process, and teachers should take advantage of the benefits it entails, i.e., interactive learning environment, students' self-directed learning, advancing cognitive competence among students and many more (Kohnke et al., 2023).

The easiest way to support teachers in designing personalised ESP learning materials to the student's needs ESP learning materials is to follow the algorithm, which has been trialed with several different student groups of learners. Table 2 presents the steps, the activities in each step, and the reason for the activity.



Table 2

An algorithm for designing learning materials with ChatGPT



Source: Author's elaboration.



What should be kept in mind is that all the suggestions made by ChatGPT have to be carefully checked before the handout is distributed to the students, as the AI often makes mistakes and is not fully reliable. Still, ChatGPT helps teachers save time while preparing learning materials that best suit their students' language level and ESP needs.

Generating Lessons with Diffit

Diffit is another tool that "allows teachers to generate, adapt, and customise learning resources" (<https://web.diffit.me>) even with its free version. Teachers choose students' grade level and then, depending on their students' needs, they can have a generated reading text by just providing the topic or the title, e.g., *Military training in the USA*, or by providing an article or a link to a video. The tool generates a text, a summary of the text, key vocabulary words, multiple-choice comprehension questions, and short-answer questions, all of which can be edited by the teacher. The generated set includes a teacher lesson plan with teaching guidelines to facilitate the teacher's work and ensure effective lesson planning. The generated materials can be saved in the teacher's account and revisited with the next group of students. Figure 8 presents the layout of the generated Reading text.

Figure 8

Layout of a generated reading text by Diffit

The screenshot shows the Diffit website interface for the topic "Military Training in the USA". The main content area features a large image of a soldier in full combat gear, including a helmet and a rifle. Below the image, there is an "Adapted Reading Passage" section with three paragraphs of text. The first paragraph states that military training in the US is rigorous and designed to instill discipline and teamwork. The second paragraph describes the Army's 10-week Basic Combat Training (BCT) program. The third paragraph describes the Marine Corps' 13-week boot camp program. To the right of the main content, there is a sidebar titled "Turn your resources into student-ready activities" which offers several activity templates: "3-2-1 Reading Summary", "Bubble Map with Image Workbook", "Vocabulary Practice", and "Frayer Model Vocabulary Slides". A "Get Student Activities" button is located at the bottom of the sidebar. At the top of the page, there are navigation options for "11th Grade+", "Translate", "Print", "Forms", and "Doc".

Source: *Author's elaboration.*

The next step for the teacher is to choose a template from the existing template library for the reading, vocabulary, and writing activities. Some short videos by teachers explain how the tool functions and its benefits, e.g., [What is Diffit? - YouTube](#). More lesson plans can be accessed



in Boeru's article (Boeru, 2024). This tool helps both teachers and students: teachers - to create effortlessly appropriate texts for the language level and practical or professional needs, that practice skills; and students - to accomplish communicative tasks, which involve meaningful use of the target language, especially language that is relevant to their communicative needs.

The students' responses to these customised lessons were highly positive for two reasons. First, the lessons were appropriately tailored to their proficiency level and, more importantly, included target vocabulary—specifically military terminology—often absent from mainstream English textbooks. Second, the lessons were interactive and offered immediate feedback on the accuracy of their responses, enhancing the learning experience.

Data Analysis

The data analysis for this study was conducted using a quantitative method. Interviews with students were analysed to identify patterns in their perceptions and responses regarding the effectiveness of AI language tools in enhancing language proficiency. In addition, task-based language learning (TBLL) outcomes were analysed quantitatively by evaluating students' progress before and after using the AI tools in writing, speaking, and reading tasks.

For each tool (Write & Improve, Speechace, Newsela, ChatGPT, and Diffit), students' engagement, proficiency improvements, and the perceived usefulness of the tool were analysed. Scores for writing and speaking tasks were compared, noting any significant grammar, fluency, and vocabulary improvements. Speechace and ChatGPT-generated speech output were analysed for pronunciation accuracy and fluency improvements. The Newsela platform's built-in quizzes were used to measure comprehension and vocabulary acquisition for reading tasks.

The interview analysis comprehensively explains how AI tools support language learning in EFL and ESP contexts.

Results

The results indicated a significant positive impact of AI tools on students' language learning, particularly in writing, speaking, and reading skills. The challenges encountered in the research process were technical rather than methodological: students had to schedule lessons in computer labs with Internet access. Also, it was anticipated that students would have had some prior experience using ChatGPT for personal use (e.g., planning a trip abroad), if not specifically for learning English. However, this expectation was unmet: all students heard about and started working with ChatGPT in the classroom, following the teacher's instructions.

The first research question (**RQ 1**): *What AI tools can be used in the English language classroom to develop and master students' writing, speaking, and reading skills?* - This question has been answered above in the part of this article called Instruments and Procedures.



Research question 4 (**RQ 4**): *What are the benefits of integrating AI language learning tools for students and teachers?* - is indirectly answered by the students' results, which prove the benefits of integrating AI language learning tools.

- Students from the study groups who used Write & Improve showed noticeable improvement in writing proficiency. All students could monitor their progress thanks to the platform's built-in software, which assesses and records students' progress by grading their writing. All of the students increased the level of their writing by one level. It was very motivating for them to see that the level of their text was assessed from A2 to B1 level, for example. This improvement was especially prominent in students' ability to structure emails on professional topics and essays, use appropriate vocabulary, and adhere to grammar rules.

- Speechace helped students improve pronunciation and fluency, with students reporting an average increase of 20% in their pronunciation scores after consistent practice.

- Regarding speaking, students who utilised ChatGPT for reflective practice on their writing and speaking tasks experienced a 25% improvement in writing and a 20% improvement in their speaking fluency. The adult military learners showed a very responsible attitude to practicing their writing skills for professional purposes, i.e., writing emails or reports on professional topics with improved structure, style, and text organisation. The tool's interactive conversations facilitated practice outside the classroom, increasing confidence in speaking tasks.

- Newsela showed a strong impact on reading comprehension. Students' performance on reading comprehension questions increased by more than 20% after regular use of the platform, particularly in understanding the main ideas and specialised vocabulary within the texts.

- Diffit successfully enabled the teacher to generate tailored reading and comprehension materials that met the specific language needs of military students, especially in ESP contexts. The personalised nature of the materials ensured a higher level of students' engagement, a deeper understanding of the content, and enriched specialised military vocabulary.

Overall, the AI tools enhanced student engagement, more effective self-directed learning, and substantially improved language proficiency across all areas tested.

Discussion

The findings highlight the significant potential of AI-powered tools in revolutionising EFL and ESP teaching and learning. They support some previous research that AI offers "individualised instruction that aligns with students' knowledge gaps, learning styles, and pace" (Strielkowski et al., 2025). The improvement in writing, speaking, and reading skills observed in this study corresponds to previous research on AI-enhanced language learning, which underscores the adaptive nature of AI in catering to diverse learning needs (Qiao & Zhao, 2023; Strielkowski et al., 2025).

Through the teacher-assigned activities, students progressively shifted from relying on external (teacher's) guidance and assessment to developing self-regulation, exhibiting increased



independence and confidence in their writing and speaking skills. More specifically, in alignment with Task-Based Language Learning (TBLL) principles, the process-oriented approach to tasks, which incorporates a reflection phase on language use, contributed to the positive impact of AI-assisted language learning.

Unlike some research on the effects of the automated writing evaluation and written corrective feedback provided by *Grammarly* on college students' overall writing accuracy and errors (Barrot, 2021), our analysis of the effectiveness of Write & Improve platform contributes to the research field of EFL teaching: students' progress demonstrated the effectiveness of this tool in providing immediate, personalised feedback that encourages independent learning and results in improved performance. This AI tool alleviates the pressure on teachers and empowers students to actively reflect on their mistakes and make autonomous improvements to their writing.

Similarly, our research focuses on the effectiveness of Speechace and ChatGPT in supporting speaking and pronunciation development. It adds to previous findings on the benefits of Duolingo (Qiao & Zhao, 2023), Google Assistant (Chung & Bong, 2022), and Automatic Speech Recognition (ASR) technology of two language learning websites (Bashori et al., 2022). Speechace's instant feedback on pronunciation mistakes motivates students to improve and take ownership of their learning, while ChatGPT facilitates conversational practice and offers a reflective approach to language use.

The application of Diffit in creating customised ESP materials is particularly notable, as it highlights how AI can cater to the specialised needs of learners, such as military English. This tailored approach addresses gaps in traditional language learning resources, making AI a valuable tool in ESP contexts.

Despite these promising outcomes, it is important to consider the limitations of AI tools, such as their occasional inaccuracy, as noted when using ChatGPT for material generation. Teachers must remain vigilant in reviewing AI-generated content to ensure its reliability, underscoring the importance of human oversight in AI-assisted learning.

We cannot but acknowledge some of the limitations in the methodology, sample size, data collection, and analysis that may have influenced the generalisability of the results of this study.

First, the participants are primarily military learners or civilian students who are being educated to work in the security and defence system upon completing their BA studies. This fact may not reflect the experiences of general English learners in different educational or professional contexts.

Second, while interviews provided qualitative insights, the study primarily relied on quantitative analysis, which might not have captured the full complexity of students' experiences, motivation, and challenges in using AI tools. The study assumes that students' improvement is



directly attributable to AI tools without controlling for other variables, such as prior language proficiency, motivation levels, or additional exposure to English outside of the classroom.

Third, the study reports highly positive student feedback on AI tools, but factors like social desirability bias can influence self-reported data.

Next, the study acknowledges technical challenges, such as requiring internet access and scheduling lessons in computer labs, which may not be feasible in all learning environments.

Last, but not least, the study does not account for long-term retention of language skills, meaning improvements observed may be temporary rather than sustained over time.

These limitations suggest that while the study provides valuable insights into the benefits of AI tools for EFL and ESP learning, the findings may not be fully generalisable to diverse learner populations. Future research could address these limitations using larger, more diverse samples, mixed-method approaches (quantitative and qualitative), and experimental designs with control groups to strengthen causal claims.

Conclusions and Implications

This study highlights the transformative potential of AI-powered tools in enhancing EFL and ESP language learning. Students significantly improved writing, speaking, and reading skills by integrating AI-driven platforms such as Write & Improve, Speechace, Newsela, ChatGPT, and Diffit. The findings underscore the ability of AI tools to provide personalised learning experiences, immediate feedback, and tailored materials, particularly in specialised contexts like military English.

The study contributes to the growing body of research on AI-assisted language learning by:

- Demonstrating measurable proficiency gains, with students improving their writing accuracy, pronunciation, fluency, and reading comprehension.
- Showcasing the effectiveness of AI tools in self-directed learning, fostering learner autonomy and motivation through adaptive feedback.
- Highlighting the benefits of AI for ESP instruction, addressing vocabulary gaps and providing customised learning materials that traditional resources often lack.
- Supporting task-based language learning (TBLL) principles, reinforcing the role of AI in facilitating process-oriented language acquisition.

While acknowledging certain limitations, such as technical constraints and the need for human oversight in AI-generated content, this study reinforces the pedagogical value of AI in modern language education. It paves the way for further research on optimising AI applications to enhance learner engagement and long-term proficiency in diverse educational settings.



The main conclusion is that teachers should accept the inevitable integration of AI tools and modern AI technologies that can and should be skillfully embedded in the modern language classroom. Blocking access to ChatGPT from school and university Wi-Fi networks and devices will not solve the issue of students spending more time immersed in the virtual world of their smartphones or other gadgets than interacting face-to-face with their peers, teachers, or family. Every language teacher must create a strategy tailored to their students' needs and preferred learning methods. As UNESCO *Guidance for generative AI in education and research* affirms, “a ‘human-centered and pedagogically appropriate interaction’ approach” is required which means that “the use of the tool(s) should contribute to humans’ needs and make learning or research more effective than a no-tech or other alternative approach” (UNESCO, 2023). More teachers of those 24 percent from the British Council’s survey who have not used any AI tools yet should gain confidence, take advantage of the AI positives, and incorporate them in the EFL/ESP classroom. It is unrealistic to believe that AI can solve all daily educational, economic, or social problems youngsters and adults face. In the educational environment, it is still the responsibility of teachers, academics, educators, and policy-makers to guarantee that pupils and university students receive a well-rounded education that gradually builds knowledge, social awareness, and critical thinking. AI can assist and improve some aspects of education and prepare today’s students for the near future. AI is not a novelty; however, human interaction and engagement, steered by the teacher in the real or virtual classroom, will remain essential in the learning process.

Suggestions for Future Research

Although numerous articles have been published on the new technologies and their impact on the educational process in recent years, the presented research adds practical tips on applying AI tools in the English language classroom. Only a limited number of AI tools are examined here; therefore, further analysis would benefit the language teachers in the following ways.

First of all, a comparative analysis of different AI-powered language learning tools, such as ChatGPT vs DeepSeek, Diffit vs Kahoot, Write & Improve vs ProWritingAid, and Speechace vs Krisp, could help determine the most effective tools for specific language skills, as well as those that are free to use by students. Research could investigate the potential synergies between these tools and how they can be combined to optimise learning outcomes.

Another avenue for future research is exploring the use of AI in diverse educational contexts, such as large classrooms or small group classes (which was our case), and remote learning or hybrid environments. Research could examine how AI tools can be used effectively in these settings and what challenges may arise.

Future studies could investigate how AI tools impact student motivation, engagement, and learning autonomy. Although this research confirms the improved motivation, involvement (especially among first-year students) and increased self-determination, understanding the



psychological and motivational factors behind successful AI integration could help educators develop more effective teaching strategies.

Finally, future studies could focus on developing teacher training programmes to better equip language teachers with the skills needed to effectively incorporate AI tools into their teaching. Research could investigate which training strategies and resources most effectively address teachers' hesitations and concerns about adopting AI in the classroom.

By exploring these research directions, the EFL/ESP community can confidently embrace the unavoidable, further scrutinise and harness AI's transformative impact on language learning and gain deeper insights into the most effective strategies for integrating these technologies into educational practices.

Acknowledgements

None

Conflict of Interest

None

Funding

The Author received no funding for this research.

References

- Al-Obaydi, L. H., Pikhart, M., & Klimova, B. (2023). ChatGPT and the general concepts of education: Can artificial intelligence-driven chatbots support the process of language learning? *International Journal of Emerging Technologies in Learning (iJET)*, 18(21), 39-50. <https://doi.org/10.3991/ijet.v18i21.42593>
- Aliyeva, G. (2023). The use of e-learning tools for teaching English in high school. *E-Learning Innovations Journal*, 1(2), 39-67. <https://doi.org/10.57125/ELIJ.2023.09.25.03>
- Almehmadi, W. (2024). Exploring the potential of AI techniques in teaching English as a foreign language: A systematic literature review. *Asian Journal of Social Sciences and Management Studies*, 11(2), 22-31. <https://doi.org/10.20448/ajssms.v11i2.5576>
- Alshumaimeri, Y., & Alshememry, A. (2024). The extent of AI applications in EFL learning and teaching. *IEEE Transactions on Learning Technologies*, 17, 653-663. <https://doi.org/10.1109/TLT.2023.3322128>
- Barrot, J. S. (2023). Using automated written corrective feedback in the writing classrooms: Effects on L2 writing accuracy. *Computer Assisted Language Learning*, 36(4), 584-607. <https://doi.org/10.1080/09588221.2021.1936071>



- Bashori, M., Van Hout, R., Strik, H., & Cucchiarini, C. (2024). 'Look, I can speak correctly': Learning vocabulary and pronunciation through websites equipped with automatic speech recognition technology. *Computer Assisted Language Learning*, 37(5-6), 1335-1363. <https://doi.org/10.1080/09588221.2022.2080230>
- BILC (2025). *STANAG 6001 Language Proficiency Levels*. Bureau for International Language Cooperation (BILB). <https://natobilc.org/stanag-6001/>
- Boeru, M. (2024). Exploring the use of AI tools in teaching English for specific purposes (ESP). *Scientific Bulletin of Naval Academy*, 27, 91-96. https://www.anmb.ro/buletinstiintific/buletine/2024_Issue1/04_FAR/91-96.pdf
- Chen, Y. (2024). Enhancing language acquisition: The role of AI in facilitating effective language learning. *Proceedings of the 2024 3rd International Conference on Humanities, Wisdom Education and Service Management (HWESM 2024)*, (pp. 593-600). Atlantis Press. https://doi.org/10.2991/978-2-38476-253-8_71
- Chung, B., & Bong, H. (2022). A study on the intelligibility of Korean-accented English: Possibilities of implementing AI applications in English education. *The Journal of Asia Asia TEFL*, 19(1), 197-215. <http://dx.doi.org/10.18823/asiatefl.2022.19.1.12.197>
- Çobanoğullari, F., & Özbek, Ö. (2025). AI-powered language learning: Developing the chatGPT usage scale for foreign language learners. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-025-13342-w>
- Demianenko, O., & Moroz, T. (2024). Impact of artificial intelligence in foreign language teaching: Forming and developing students' skills. *Věda a Perspektivy*, 4(35), 191-199. [https://doi.org/10.52058/2695-1592-2024-4\(35\)-191-199](https://doi.org/10.52058/2695-1592-2024-4(35)-191-199)
- Dhanapal, C., Asharudeen, N., & Alfaruque, S. Y. (2024). Impact of artificial intelligence versus traditional instruction for language learning: A survey. *World Journal of English Language*, 14(2), 182-193. <https://doi.org/10.5430/wjel.v14n2p182>
- Edmett, A., Ichaporia, N., Crompton, H., & Crichton, R. (2024). *Artificial intelligence and English language teaching: Preparing for the future* (2nd ed.), British Council. <https://doi.org/10.57884/78EA-3C69>
- El Shazly, R. (2021). Effects of artificial intelligence on English speaking anxiety and speaking performance: A case study. *Expert Systems*, 38(3), Article e12667. <https://doi.org/10.1111/exsy.12667>
- Glenn, D. (2024, May 03). The age of copilots. *Tech Community*. <https://techcommunity.microsoft.com/t5/microsoft-365-community-blog/m365-community-conference-keynote-the-age-of-copilots/ba-p/4129999>



- Guan, C., Mou, J., & Jiang, Z. (2020). Artificial intelligence innovation in education: A twenty-year data-driven historical analysis. *International Journal of Innovation Studies*, 4(4), 134-147. <https://doi.org/10.1016/j.ijis.2020.09.001>
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., ... Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, Article 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
- Klimova, B., Pikhart, M., Polakova, P., Cerna, M., Yayilgan, S. Y., & Shaikh, S. (2023). A systematic review on the use of emerging technologies in teaching English as an applied language at the university level. *Systems*, 11(1), Article 42. <https://doi.org/10.3390/systems11010042>
- Koç, F. Ş., & Savaş, P. (2025). The use of artificially intelligent chatbots in English language learning: A systematic meta-synthesis study of articles published between 2010 and 2024. *ReCALL*, 37(1), 4-21. <https://doi.org/10.1017/S0958344024000168>
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *RELC Journal*, 54(2), 537-550. <https://doi.org/10.1177/00336882231162868>
- Koraishi, O. (2023). Teaching English in the age of AI: Embracing ChatGPT to optimize EFL materials and assessment. *Language Education & Technology (LET Journal)*, 3(1), 55-72. <https://langedutech.com/letjournal/index.php/let/article/view/48/37>
- Kovačević, D. (2023). Use of ChatGPT in the ESP teaching process. In *2023 22nd International Symposium INFOTEH-JAHORINA (INFOTEH)*, (pp. 1-5). IEEE. <https://doi.org/10.1109/INFOTEH57020.2023.10094133>
- Langly. (2023, April 12). Adapting learning technology in language acquisition. *Langly*. <https://langly.ai/en/our-news/adapting-learning-technology-in-language-acquisition/>
- OpenAI. (2025). *OpenAI website*. <https://openai.com>
- Pérez, J. Q., Daradoumis, T., & Puig, J. M. M. (2020). Rediscovering the use of chatbots in education: A systematic literature review. *Computer Applications in Engineering Education*, 28(6), 1549-1565. <https://doi.org/10.1002/cae.22326>
- Qiao, H., & Zhao, A. (2023). Artificial intelligence-based language learning: Illuminating the impact on speaking skills and self-regulation in the Chinese EFL context. *Frontiers in Psychology*, 14, Article 1255594. <https://doi.org/10.3389/fpsyg.2023.1255594>
- Rebolledo Font De La Vall, R., & González Araya, F. (2023). Exploring the Benefits benefits and Challenges challenges of AI-Language language Learning learning Toolstools. *International*



Journal of Social Sciences and Humanities Invention, 10(01), 7569-7576.
<https://doi.org/10.18535/ijsshi/v10i01.02>

Ridwan, I., Sumarta, S., & Firmansyah, D. (2024). The impact of task-based language teaching (TBLT) on students' grammar skills using an online application: A classroom action research. In Z. B. Pambuko et al. (Eds.), *Proceedings of the 5th Borobudur International Symposium on Humanities and Social Science (BISHSS 2023)*, 856, 134-144. https://doi.org/10.2991/978-2-38476-273-6_17

Robillos, R. J., & Bustos, I. G. (2023). Unfolding the potential of technology-enhanced task-based language teaching for improving EFL students' descriptive writing skills. *International Journal of Instruction*, 16(3), 951-970. <https://doi.org/10.29333/iji.2023.16351a>

Schmidt, T., & Strasser, T. (2022). Artificial intelligence in foreign language learning and teaching: A CALL for intelligent practice. *Anglistik: International Journal of English Studies*, 33(1), 165-184. <https://doi.org/10.33675/ANGL/2022/1/14>

Șișianu, A., & Pușcașu, A. (2024). New technologies and foreign language learning: Transforming language education. *Journal of Social Sciences*, 7(1), 91-99. [https://doi.org/10.52326/jss.utm.2024.7\(1\).07](https://doi.org/10.52326/jss.utm.2024.7(1).07)

Son, J.-B., Ružić, N. K., & Philpott, A. (2025). Artificial intelligence technologies and applications for language learning and teaching. *Journal of China Computer-Assisted Language Learning*, 5(1), 94-112. <https://doi.org/10.1515/jccall-2023-0015>

Strielkowski, W., Grebennikova, V., Lisovskiy, A., Rakhimova, G., & Vasileva, T. (2025). AI-driven adaptive learning for sustainable educational transformation. *Sustainable Development*, 33(2), 1921-1947. <https://doi.org/10.1002/sd.3221>

Tahiru, F. (2021). Ai AI in education: A systematic literature review. *Journal of Cases on Information Technology*, 23(1), 1-20. <https://doi.org/10.4018/JCIT.2021010101>

Tai, T.-Y., & Chen, H. H.-J. (2024). The impact of intelligent personal assistants on adolescent EFL learners' listening comprehension. *Computer Assisted Language Learning*, 37(3), 433-460. <https://doi.org/10.1080/09588221.2022.2040536>

Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, 10(1), Article 15. <https://doi.org/10.1186/s40561-023-00237-x>

Tobing, M., Ismaliana, F., Hayrunnisa, N., Haswuri, N., Sutarsyah, C., & Munifatullah, F. (2023). An exploration of artificial intelligence in English language teaching as a foreign language.



International Journal of Social Science and Human Research, 06(06), 3837-3843.
<https://doi.org/10.47191/ijsshr/v6-i6-78>

UNESCO. (2023). *Guidance for generative AI in education and research*.
<https://doi.org/10.54675/EWZM9535>

Villasenor, J. (2023, February 10). How ChatGPT can improve education, not threaten it. *Scientific American*.
<https://www.scientificamerican.com/article/how-chatgpt-can-improve-education-not-threaten-it/>

Willis, J. R. (2005). *A framework for task-based learning*. (1. publ., 9. impr). Longman.

Woo, J. H., & Choi, H. (2021). Systematic review for AI-based language learning tools. *Journal of Digital Contents Society*, 22(11), 1783-1792. <https://doi.org/10.9728/dcs.2021.22.11.1783>

Wu, L., Li, K., Yu, M., & Lin, Y. (2024). Application of artificial intelligence in teaching English as a foreign language: progress, challenges, and trends. *English Language Teaching and Linguistics Studies*, 6(4), 214-228. <https://doi.org/10.22158/eltls.v6n4p215>

Yao, C., Kanjanakate, S., & Jantharajit, N. (2024). Enhancing ESL learners' executive function and cognitive ability: A hybrid approach of situated learning and task-based language teaching. *Australian Journal of Applied Linguistics*, 7(2), Article 1522.
<https://doi.org/10.29140/ajal.v7n2.1522>

Żammit, J. (2024). Capturing the full potential of Maltese language learning through ChatGPT. *Technology in Language Teaching & Learning*, 6(1), Article 1082.
<https://doi.org/10.29140/tl.v6n1.1082>

Zhang, W. (2022). The role of technology-based education and teacher professional development in English as a foreign language classes. *Frontiers in Psychology*, 13, Article 910315. <https://doi.org/10.3389/fpsyg.2022.910315>

|