*Page 1161 - 1175* **DOI:** *https://doij.org/10.10000/IJLMH.1110718*

# INTERNATIONAL JOURNAL OF LAW MANAGEMENT & HUMANITIES

[ISSN 2581-5369]

**Volume 8 | Issue 1**

**2025**

# AI-Assisted Language Learning: Transforming English Language Education in the 21st Century

DR. MANISHA KUMARI[1]

**ABSTRACT**

*The growing presence of artificial intelligence (AI) in English language education is changing how teachers teach and how learners engage with language. From chatbots and virtual assistants to intelligent tutoring systems and speech recognition tools, AI is becoming an active part of classrooms and independent learning spaces. This paper explores how AI is helping to reshape the learning of English language skills (speaking and writing) by offering learners more personalised experiences, instant feedback, and greater flexibility in their learning journeys. It also looks at how teachers can help learners address language learning challenges, such as poor speaking and writing skills, lack of vocabulary, and encouraging ongoing language practice beyond the classroom. At the same time, the study does not overlook the concerns linked to AI, including privacy, overdependence on technology, and unequal access among learners. The research draws on data collected through two direct classroom observations to examine how AI influences learner engagement, motivation, and performance in the language classroom. This research study follows a mixed-methods research design where 36 UG learners have been observed directly for a period of 16 weeks to study the efficacy of the AI-assisted language learning process. The integration of both quantitative and qualitative findings suggests that AI when used sensibly, can make learning more dynamic, responsive, and effective. However, the successful integration of AI requires more than just access to technology — it calls for well-prepared teachers, ethical use of AI, and careful alignment with educational goals. Ultimately, the study argues that AI can enrich English language education when seen not as a teacher replacement but as a valuable partner in the learning process.*

***Keywords:*** *Artificial Intelligence, 21st-Century Pedagogy, English language learning, Quality Education, Digital Learning*

## I. INTRODUCTION

Generative AI has significantly revolutionized teaching-learning by enabling more personalized, interactive, and adaptive educational experiences. The integration of artificial

[1] Author is an Assistant Professor at AIBAS, Amity University, Noida, India.

 [ISSN 2581-5369]

intelligence (AI) in English language learning and teaching has significantly transformed educational practices, offering both opportunities and challenges. AI technologies, such as chatbots, intelligent tutoring systems, and natural language processing tools, enhance personalized learning experiences, improve engagement, and facilitate skill development in speaking, writing, and comprehension (Al-Smadi et al., 2024; Kristiawan et al., 2024; Anggraini & Faisal, 2024). It allows individualized instruction by adapting content to learners' unique learning styles, levels, and pace while offering instant feedback on tasks such as writing, speaking, and reading. Teachers are increasingly using GenAI tools to automate routine tasks like lesson planning, quiz creation, and assessment, allowing them to focus more on learner engagement and mentorship. For learners, AI-powered platforms serve as constant companion, providing interactive language practice, grammar assistance, and pronunciation support, especially in developing English language skills. GenAI also enhances inclusivity through multilingual support, text-to-speech features, and assistive technologies.

Through the integration of creativity and critical thinking into the learning process, GenAI fosters a more engaging classroom environment and supports continuous learning beyond school hours. Ultimately, it empowers both teachers and learners, marking a significant shift in how education is delivered, accessed, and experienced in the 21st century (Liu et al., 2024). Toumi et al.,2018 sternly proposed that AI will and is highly impacting the teaching methods and materials designed by teachers to meet the diverse needs of the learners. However, the effective implementation of AI requires addressing challenges such as accessibility, teacher preparedness, and ethical concerns regarding data privacy (Kristiawan et al., 2024; O'g'li, 2024). Overall, when thoughtfully integrated, AI can create a conducive learning environment that aligns with educational goals and fosters self-directed learning among learners (Al-Smadi et al., 2024) (Anggraini & Faisal, 2024).

**Research Questions:**

1) How is AI-assisted language learning transforming the teaching and learning of English language skills in the 21st century?
2) How can AI be effectively integrated into English language pedagogy to support 21st-century learning goals?

**Objectives:**

 [ISSN 2581-5369]

1) To explore the role of AI in reshaping the teaching and learning of English language skills.

2) To study the impact of AI on learner motivation and engagement in the English language classroom.

3) To propose pedagogically sound strategies for integrating AI in English language education in alignment with 21st-century educational goals.

**Delimitations of the Study**

This research study is delimited to-

- The data was collected from only one private university in located in Delhi-NCR.
- Only teachers teaching English Foundation course were considered for focus group discussion.
- Data was collected only from UG first year students.

**Literature Review**

AI improves English language learning and teaching by customising learning experiences, enhancing language acquisition, closing educational disparities, boosting student involvement and motivation, empowering teachers via professional development, and encouraging self-directed learning among students (Al-Smadi et al., 2024).

AI has transformed English language teaching by providing tools for checking grammar, detecting plagiarism, and personalizing learning experiences. However, it also presents challenges, necessitating improved digital literacy among educators to effectively integrate AI into their teaching practices (Idham et. al., 2024).

Kristiawan et. al., 2024 opines that AI enhances English language learning by improving engagement, personalizing experiences, and boosting proficiency, particularly in speaking and writing but there is a need to study the long-term benefits of using AI-powered tools on the language proficiency of the learners. The authors recommend longitudinal studies on the impact of AI on language learning and teaching.

Similarly, Obari (2024), putsforth that AI significantly enhances English language learning and teaching by providing personalized feedback and improving composition, grammar, and

 [ISSN 2581-5369]

vocabulary. Participants reported increased creativity and satisfaction, highlighting AI's role in transforming educational paradigms while emphasizing the irreplaceable human aspects of language. Zakarneh et al. (2025) emphasize the positive impact of ChatGPT on learner engagement, language proficiency, and usability, while also supporting constructivist learning principles and suggesting a transformative potential for language education.

## II. BACKGROUND OF THE STUDY

The 21st century has witnessed a paradigm shift in education, fueled by rapid technological advancements and the growing integration of artificial intelligence (AI) into teaching and learning processes. Among the various disciplines being reshaped by AI, language education—particularly the teaching and learning of English—has emerged as a significant area of transformation. As English continues to dominate as a global lingua franca in academic, professional, and digital spaces, ensuring effective and equitable access to English language learning is more critical than ever.

Traditional methods of English language instruction often face challenges such as large class sizes, limited individualized feedback, and a lack of continuous learner engagement. These issues are especially pronounced in the development of productive skills like speaking and writing, which require frequent interaction, real-time correction, and personalized scaffolding. In response to these challenges, AI-assisted language learning tools—ranging from intelligent tutoring systems and natural language processing applications to automated speech recognition and feedback mechanisms—are gaining ground as promising supplements or alternatives to conventional classroom practices.

AI tools have the potential to offer dynamic, learner-centered environments where feedback is instant, practice is personalized, and content is adaptively curated. Moreover, such technologies support learners in becoming more autonomous, motivated, and self-regulated—qualities essential for lifelong learning. However, despite the proliferation of AI-based tools in the education technology market, there is a relative scarcity of empirical research that critically examines how these tools are actually transforming classroom instruction, learner motivation, and teacher roles, especially in the context of undergraduate English language education.

This study is positioned within this emerging field to explore how AI-assisted platforms are reshaping the teaching and learning of English, particularly focusing on the development of speaking and writing skills. By observing classroom practices, analyzing learner engagement,

 [ISSN 2581-5369]

and assessing the nature of teacher-student interaction in AI-integrated settings, this research seeks to contribute to the growing body of knowledge that informs the pedagogical, ethical, and practical implications of AI in language education.

## III. METHODOLOGY

### Research Design

This study adopted a mixed-methods research design, specifically a convergent parallel design, where both quantitative and qualitative data were collected and analyzed separately but interpreted together to provide a comprehensive understanding of the research problem. The purpose of this design is to triangulate findings from structured observations with teacher perspectives to explore the role of AI in English language education and its influence on learner motivation and engagement.

For the quantitative part of this study, descriptive research design using structured classroom observation was used. The main objective was to document and quantify learner behaviors during AI-assisted speaking and writing tasks in real classroom settings. A total of thirty-six (36) first-year undergraduate Learners (UG) enrolled in B.El.Ed programme were selected through purposive sampling technique. The researcher observed a total of twenty-four (24) classes spread over a span of sixteen (16) weeks.

The qualitative part of the study used focus group discussions (FGDs) to document teacher perspectives on the integration of AI tools in English language learning. A total of ten (10) teachers teaching Foundational English to first year UG Learners were purposively selected to explore the pedagogical, motivational, and practical implications of AI use in the language classroom.

### Data Collection Tool

For the quantitative study, a structured observation tool was developed by the researcher. The tool focused on the following factors: use of GenAI tools for speaking and writing tasks, frequency of AI interactions, engagement levels (Likert scale), teacher guidance, peer sharing, time-on-task (in minutes). The researcher recorded real-time behaviour during scheduled Foundation English classes over a 16-week period, using individual logs per learner.

For the qualitative study, open-ended questions were framed based on the objective of the study- perceived changes in LEARNER learning due to AI ,challenges and benefits of AI in teaching

 [ISSN 2581-5369]

speaking and writing, observations on LEARNER motivation and behaviour, teachers' role in AI-supported classrooms. Both the tools were validated through expert opinion.

**Data Analysis**

Quantitative data were analyzed using descriptive statistics (mean, percentage, frequency) and Pearson correlation analysis to identify relationships between AI tool usage, learner engagement, and time-on-task.

The input provided by teachers was noted down, transcribed, and analyzed thematically. A thematic analysis approach was employed to identify patterns and categories within teacher responses. Coding was done manually to extract recurring themes related to skill development, learner autonomy, instructional change, and engagement.

The following table 1 summarizes the research methodology.

**Table 1**

**Illustration of Research Methodology**

| Research Design | Sample Size | Sample Description | Duration of data collection | Method of data collection | Data Analysis |
|---|---|---|---|---|---|
| Quantitative Design (Descriptive Research) | 36 UG Learners | All females. Enrolled in first-year of B.El.Ed programme in a private university located in Delhi - NCR | 16 Weeks. Observed 24 classes | Classroom observation | Descriptive Statistics. Corelation |
| Qualitative Design (Narrative | 10 private university teachers. | All females. Teaching Foundational English to first year UG | 2 weeks | Focus Group Discussion. | Thematic Analysis |

| | | | | | |
|---|---|---|---|---|---|
| Analysis) | | learners in a private university in Delhi-NCR. Experience ranging from 1 -5 years. | | | |

## IV. RESULTS AND DISCUSSION

**Objective 1:** To explore the role of AI in reshaping the teaching and learning of English language skills.

A detailed analysis was carried out to evaluate learners' frequency of AI usage, interaction levels, and observable improvements in speaking and writing tasks facilitated by Generative AI tools.

**Table 2**

**Usage of AI for Speaking and Writing Tasks**

| Indicator | Value (%) | Interpretation |
|---|---|---|
| Learners using GenAI for speaking | 67.01% | High frequency of use for oral practice |
| Learners using GenAI for writing | 78.36% | Very high integration in writing activities |
| Improved pronunciation via AI feedback | 50.35% | Suggests moderate phonological gains |
| Revised written content after AI feedback | 59.61% | Indicates reflective learning and editing |
| Average AI Speaking Interactions per class | 3.04 (mean) | Regular AI engagement in speaking tasks |
| Average AI Writing Interactions per class | 4.13 (mean) | Higher writing support through GenAI |

The results indicate a strong preference for AI in writing tasks and a growing reliance on AI for

speaking, particularly pronunciation refinement. Over half of the learners revised their written responses based on AI feedback, demonstrating AI's substantial role in reshaping both productive language skills. The data reveals a clear transformation in learners' engagement with language production tasks through the integration of Gen-AI tools. A notably high percentage of learners (over 78%) reported consistent use of AI in writing tasks, indicating that AI is not merely a supplementary tool but is becoming a central part of the writing process. The frequency of AI-based writing interactions (mean = 4.13 per session) suggests that learners repeatedly sought AI input for drafting, refining, and editing their responses—pointing toward iterative and process-based writing behaviours.

In the speaking domain, although usage was slightly lower (67.01%), the results are still significant. More than half the learners demonstrated improvement in pronunciation with the help of AI-based feedback mechanisms. This suggests that voice-based or pronunciation-feedback-enabled tools (e.g., speech-to-text, pronunciation models, or AI speaking assistants) are playing a role in supporting learners who may not have access to real-time human correction.

This reflects a paradigm shift in language learning where learners are no longer solely dependent on teachers for error correction or feedback. AI tools are acting as immediate and responsive feedback agents, enabling faster and personalized learning. The high revision rates and frequent engagement confirm that learners are not using AI passively; rather, they are engaging in active knowledge construction and skill refinement—key indicators of transformative learning.

**Objective 2:** To study the impact of AI on learner motivation and engagement in the English language classroom.

Learner motivation and engagement were observed on a 5-point Likert scale, along with associated behaviours like peer collaboration, teacher facilitation, and time-on-task.

**Table 3**

**Learner Engagement and Support Factors**

| Indicator | Value | Interpretation |
|---|---|---|
| Average Engagement Level | 3.07 / 5 | Moderate engagement overall |
| Average Time-on-Task with GenAI | 17.10 minutes | Indicates sustained interaction |

| | | |
|---|---|---|
| Peer Sharing of AI-generated Content | 1.98 times/class | Suggests social learning through AI content |
| Teacher Guidance during AI-assisted tasks | 64.93% | Supportive teaching environment |
| Correlation: Teacher Guidance ↔ Learner Engagement | –0.014 | No meaningful correlation |

The overall average engagement level (3.07 on a 5-point scale) reflects a moderately high involvement in classroom activities. However, this engagement does not appear to be directly influenced by the presence of teacher guidance, as indicated by the negligible correlation ($r = –0.014$) between teacher support and learner engagement. This is a critical finding, as it suggests that AI tools themselves are acting as autonomous motivators, especially for digitally native learners who are comfortable navigating technology for self-directed learning.

The mean time-on-task with AI tools (17.10 minutes per class) further underscores this shift. Sustained engagement at this level suggests that learners find AI-based tasks cognitively engaging, or at least sufficiently rewarding to persist independently. Additionally, the frequency of peer sharing (1.98 per class) points to the social diffusion of AI-supported learning, wherein learners become informal facilitators and co-creators of learning opportunities through sharing prompts, corrections, or outputs generated by AI tools.

This pattern indicates that AI is facilitating both intrinsic motivation, as learners voluntarily engage with tasks, and extrinsic motivation, as learners receive tangible outputs or improvements. It also hints at the development of new classroom dynamics, where the teacher's role may be shifting from knowledge provider to facilitator and guide, while the technology mediates much of the individualized instruction.

In essence, AI is enabling a more personalized and participatory learning environment, which traditional didactic methods may struggle to provide. These findings reflect a critical movement toward constructivist and connectivist paradigms, where learning emerges from active interaction with both content and technological tools.

Although teacher support was frequent (nearly 65% of observed instances), engagement levels remained moderate, and no significant correlation was found between teacher guidance and learner engagement. This implies that AI itself might be the motivating factor, encouraging

autonomous exploration and task persistence.

**Objective 3: To propose pedagogically sound strategies for integrating AI in English language education in alignment with 21st-century educational goals.**

**Awareness and Use of AI Tools in English Language Education**

The focus group discussion revealed that teachers are increasingly aware of the relevance and potential of AI tools in enhancing English language teaching. Commonly used tools among the participants included ChatGPT, Grammarly, QuillBot, and Duolingo, which they leveraged for various instructional purposes. ChatGPT and Grammarly were appreciated for helping learners develop writing fluency and accuracy, while Duolingo was considered effective for practising vocabulary and pronunciation. The participants also mentioned that AI-enabled quiz platforms like Kahoot and Quizlet enhance learners' engagement through gamified learning. These insights indicate that teachers are not only experimenting with AI tools but are also integrating them into their day-to-day pedagogy.

**Challenges in Integrating AI Tools**

Despite the enthusiasm, several challenges hindered the seamless integration of AI in English language teaching. A major concern raised was the lack of digital infrastructure such as inadequate internet connectivity. Additionally, the teachers acknowledged their own insufficient training and unfamiliarity with newer AI applications, making it difficult to use these tools confidently. Another recurring issue was the risk of misuse by learners, who often rely on AI-generated content without making any cognitive effort, potentially hampering critical thinking and original writing skills. This calls for a well-defined framework for ethical and responsible use of AI in educational contexts. The ethical guidelines shared by the European Commission on the use of AI in teaching-learning (European Commission, 2022), stand as an apt example in this context.

**Pedagogically Sound Strategies for Integration**

Teachers proposed several strategies to integrate AI tools in alignment with sound pedagogical principles. A common suggestion was gradual integration, starting with specific language skills like grammar correction, vocabulary enhancement, and creative writing. The teachers emphasized the need for capacity-building workshops that equip them with the skills to plan AI-integrated lessons effectively. There was a consensus that AI should not replace traditional teaching methods but should complement them, forming part of a blended learning environment

 [ISSN 2581-5369]

where both digital and human elements play significant roles. Incorporating AI for flipped learning, task-based activities, and personalized assignments was also suggested, ensuring alignment with 21st-century educational goals such as collaboration, creativity, and problem-solving.

**Assessment Approaches Using AI Tools**

The discussion highlighted the innovative assessment practices that AI can facilitate. Teachers shared that they use AI tools to support formative assessment, such as generating quick feedback, checking grammar, and assessing creativity. Rubric-based assessments, self-check worksheets, peer reviews, and digital portfolios were identified as effective ways to evaluate AI-integrated activities. This suggests a shift from traditional paper-pencil testing to process-oriented, reflective assessments, enabling learners to understand their progress and areas for improvement.

**21st-Century Skills and AI Integration**

All participants agreed that AI integration in English classrooms can foster 21st-century skills such as creativity, critical thinking, collaboration, and communication. Teachers shared that learners become more engaged and self-motivated when interacting with AI tools, particularly in creative writing, brainstorming ideas, and practicing speaking skills through AI-based pronunciation tools like Speechify and FluentU. Moreover, teachers found that AI encourages learners to collaborate digitally, share ideas, and solve problems together, supporting holistic skill development.

**Teacher Training and Support Systems**

The discussion underlined an urgent need for teacher training programs that not only demonstrate how to use AI tools but also guide educators on integrating these tools within curriculum frameworks. Teachers expressed a preference for hands-on training, model lessons, and peer mentoring to enhance confidence. They also highlighted the need for training modules to address the ethical, legal, and pedagogical aspects of AI usage in education.

**Perceived Impact on Learners' Learning**

Finally, the focus group data revealed a positive impact on learner motivation, creativity, and autonomy as a result of AI use. Learners showed more interest in writing tasks, especially when allowed to interact with AI for brainstorming and editing. Teachers observed improved self-

 [ISSN 2581-5369]

learning behaviour and critical evaluation of AI-generated content by some learners. However, they also stressed the importance of teacher guidance and monitoring to prevent over-dependence on technology.

**Triangulation of Data**

Quantitative and qualitative findings were triangulated to present the major findings of the study. The results from classroom observations were cross-examined with teacher insights to provide a nuanced understanding of how AI is reshaping English language education.

- **AI as a Supportive Pedagogical Agent**

The findings reinforce the growing role of AI as a co-participant in the language learning process. Whether in providing real-time feedback, modeling better language use, or scaffolding learning, AI tools can offer personalized, timely input that helps learners correct and improve both spoken and written language.

- **Differential Impact by Skill Type**

The impact of AI is notably more consistent in writing tasks. Learners benefit from being able to pause, reflect, and apply AI suggestions iteratively. In contrast, AI-driven speaking tasks require more scaffolding, structured prompts, or gamified design to increase motivation and uptake.

- **The Role of Teachers in AI-Powered Classrooms**

Although AI can enhance learning, the data shows that teacher guidance remains crucial. Learners rely on instructors to interpret feedback, model best practices, and create meaningful tasks around AI tools. A balanced approach—i.e., blending AI autonomy with human mentorship will lead to richer engagement.

- **Learner Motivation and the AI Experience**

While engagement levels were not uniformly high, the link between time-on-task and AI use indicates a form of "silent motivation"—learners stayed longer on AI-supported tasks even when they didn't appear overtly enthusiastic. Future research should consider learner perceptions, task enjoyment, and personalization options.

## V. CONCLUSION

AI tools show measurable potential in reshaping English language learning, particularly in

 [ISSN 2581-5369]

writing-related tasks and self-editing. Motivation and engagement were moderately supported through AI interaction, especially when teacher guidance and task design were effective. To fully leverage AI's capabilities, educational settings must combine technological tools with pedagogical planning that values learner agency, feedback loops, and authentic learning goals.

*****

 [ISSN 2581-5369]

## VI. REFERENCES

1. Al-Smadi, O. A., Rashid, R. A., Saad, H., Zrekat, Y. H., Kamal, S. S. L. A., & Uktamovich, G. I. (2024). Artificial Intelligence for English Language Learning and Teaching: Advancing Sustainable Development Goals. *Journal of Language Teaching and Research*, *15*(6), Article 6. https://doi.org/10.17507/jltr.1506.09

2. Anggraini, A., & Faisal, F. (2024). The Use of Artificial Intelligence Based Technology in English Language Teaching. *Golden Ratio of Data in Summary*, *4*(2), Article 2. https://doi.org/10.52970/grdis.v4i2.749

3. Baena-Morales, S., Prieto-Ayuso ,Alejandro, Merma-Molina ,Gladys, & and González-Víllora, S. (2024). Exploring physical education teachers' perceptions of sustainable development goals and education for sustainable development. *Sport, Education and Society*, *29*(2), 162–179. https://doi.org/10.1080/13573322.2022.2121275

4. Directorate-General for Education, Youth, Sport and Culture (European Commission). (2022). *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators*. Publications Office of the European Union. https://data.europa.eu/doi/10.2766/153756

5. European Commission: Directorate-General for Education, Youth, Sport and Culture, *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators*, Publications Office of the European Union, 2022, https://data.europa.eu/doi/10.2766/153756

6. European Commission: Joint Research Centre, Tuomi, I., Punie, Y., Vuorikari, R., & Cabrera, M. (2018). *The impact of Artificial Intelligence on learning, teaching, and education*, Publications Office. https://data.europa.eu/doi/10.2760/12297

7. Idham, A. Z., Rauf, W., & Rajab, A. (2024). Navigating the Transformative Impact of Artificial Intelligence on English Language Teaching: Exploring Challenges and Opportunities. *Jurnal Edukasi Saintifik*, *4*(1), Article 1. https://doi.org/10.56185/jes.v4i1.620

8. Kristiawan, D., Bashar, K., & Pradana, D. A. (2024). Artificial Intelligence in English Language Learning: A Systematic Review of AI Tools, Applications, and Pedagogical Outcomes. *The Art of Teaching English as a Foreign Language (TATEFL)*, *5*(2), 207–218. https://doi.org/10.36663/tatefl.v5i2.912

9. Liu, G. L., Zou, M. M., Soyoof, A., & Chiu, M. M. (2025). Untangling the Relationship Between AI-Mediated Informal Digital Learning of English (AI-IDLE), foreign Language Enjoyment and the Ideal L2 Self: Evidence From Chinese University EFL Students. *European Journal of Education*, *60*(1), e12846. https://doi.org/10.1111/ejed.12846

10. Luo, S., & Zou, D. (2025). University Learners' Readiness for ChatGPT-Assisted English Learning: Scale Development and Validation. *European Journal of Education*, *60*(1), e12886. https://doi.org/10.1111/ejed.12886

11. O'g'li, E. R. X. (2024). THE IMPACT OF ARTIFICIAL INTELLIGENCE ON LANGUAGE LEARNING. *International Journal of Pedagogics*, *4*(11), Article 11. https://doi.org/10.37547/ijp/Volume04Issue11-20

12. Obari, H. (2024). Language learning at the brink of singularity: AI's impact on educational paradigms. *Proceedings of the International CALL Research Conference*, *2024*, 197–206. https://doi.org/10.29140/9780648184485-30

13. Pauw, J. B., Gericke, N., Olsson, D., & Berglund, T. (2015). The Effectiveness of Education for Sustainable Development. *Sustainability*, *7*(11), Article 11. https://doi.org/10.3390/su71115693

14. Wang, Y. (2025). A Study on the Efficacy of ChatGPT-4 in Enhancing Students' English Communication Skills. *SAGE Open*, *15*(1), 21582440241310644. https://doi.org/10.1177/21582440241310644

15. Zakarneh, B. I., Aljabr, F., Said, N. A., & Jlassi, M. (2025). Assessing Pedagogical Strategies Integrating ChatGPT in English Language Teaching: A Structural Equation Modelling-Based Study. *World Journal of English Language*, *15*(3), Article 3. https://doi.org/10.5430/wjel.v15n3p364

16. Zhou, C., & Hou, F. (2024). Can AI Empower L2 Education? Exploring Its Influence on the Behavioural, Cognitive and Emotional Engagement of EFL Teachers and Language Learners. *European Journal of Education*, *59*(4), e12750. https://doi.org/10.1111/ejed.12750.

*****