EVOLUSI DEKAD
DEWAN LATIHAN MARA ke UITM
1956-2026

UNIVERSITI TEKNOLOGI MARA®

RONA TINTA

EDISI 2026

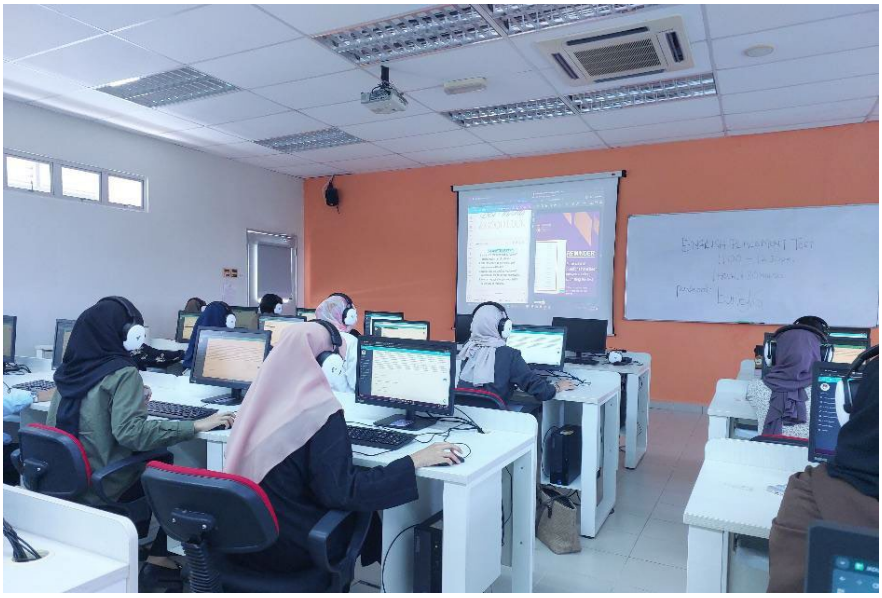


AI AND LANGUAGE LEARNING: CURRENT INSIGHT

Nadiah Yahyauddin

The rise of artificial intelligence in education has been an ongoing evolution and an emerging revolution, specifically for those who are learning second languages. In the past, it was once about textbook dependence and stale audio recordings. With AI, second-language learners now have free access to intelligent digital sources that can answer any query. This new era of AI-assisted learning has transformed the individual act of learning into an interactive, responsive experience. There are three key trends shaping the development of AI-assisted language learning: adaptive, personalised learning systems, the change toward intelligent, conversational Generative AI, and the growing integration of AI-based applications into both instruction and assessment in classrooms. While these tools offer great opportunities for engagement and skill development, their success depends more on careful pedagogical practice and the management of worrisome ethical concerns.

The first trend in the field is the switch towards adaptive AI systems that personalize the educational experience based on an individual student's ability to adapt and to learn. These technologies have proven to be highly effective at improving writing quality by providing quick yet simple feedback on vocabulary and grammar. In addition, the introduction of gamified AI interactions has boosted student engagement and speaking proficiency, fostering an environment conducive to self-directed learning. However, this speedy adoption would inevitably invite issues such as its inability to produce real-world conversations. Consequently, concerned teachers have implemented interventions to make sure that the AI-assisted exercises are truly genuine enough for learning communicative competence. The integration of these systems also demands a responsible framework that manages significant ethical challenges, including algorithmic errors, data privacy, and the risk of student over-reliance on technology.



Picture 1: Using AI as an adaptive learning tool in language classes

The second major trend involves a clear transition from strictly rule-based software to an advanced model of Generative AI-based applications. Chatbots such as ChatGPT and Gemini are being used by language learners for practising writing and speaking. Learners themselves have reported that AI models assist learners' performance in assessments and affective outcomes such as motivation and emotional engagement. This technology functions as a dynamic partner for real-time instruction and learning-oriented assessment, with large language models capable of instantly generating customised conversational materials and interactive tutoring sessions from vast databases. Despite these overwhelmingly positive outcomes, AI experts urge caution regarding potential publication errors in research. There is also a significant gap in the current applications, which overly neglect receptive skills like reading and listening, as well as the teaching of non-English languages. For AI to be truly effective, educators must specifically redesign it to promote awareness-raising dialogue rather than simply dispensing direct answers and do encourage learners in the classroom to think critically about the language they are producing when using AI models.

In conclusion, current insights into AI and language learning reveal a clear trend: learners have integrated the latest technology into their learning styles. The integration of adaptive systems and generative chatbots is undeniably enhancing the efficiency of skill practice and elevating learner motivation in ways traditional methods cannot match. Despite the obvious results and positive feedback from learners themselves, technology is not a remedy; it serves best as an advanced tool rather than a replacement for the human elements of education. The future of second language acquisition does not lie in choosing between artificial intelligence and human instruction, but in the strategic incorporation of both. By addressing the ethical challenges and ensuring that AI is used to foster genuine learning experiences rather than mere answer-matching, these technological trends can indeed define a future where personalized, engaging, and effective language learning is accessible to all.

REFERENCES

Ng, J. (2025). Artificial Intelligence in Language Learning: A Systematic Review of Personalization and Learner Engagement. *Forum for Linguistic Studies*, *7*(9). https://doi.org/10.30564/fls.v7i9.10336/

"View of Exploring the Role of Generative AI in Second Language Education: Insights for Instruction, Learning, and Assessment." *Columbia.Edu*, Columbia University Libraries, 16 July 2024, https://journals.library.columbia.edu/index.php/SALT/article/view/12863/6308/. Accessed 7 Sept. 2026.

Vo, Thi Kim Anh. *Transforming Language Learning with AI: Adaptive Systems, Engagement, and Global Impact*. 7th International Global Conference Series on ICT Integration in Technical Education & Smart Society, 20 Jan. 2025, Aizuwakamatsu City.

Wang, Y., Zhang, Z. J., & Zhou, H. (2026). Artificial Intelligence in Language Learning: A Twenty-Year Scoping Review of Applications, Research Methods, and Outcomes. *Research Synthesis in Applied Linguistics*, 1–38. https://doi.org/10.1080/29984475.2026.2647961