ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

Generative Artificial Intelligence in English Language Learning: A Systematic Literature Review

Vina Mae B. Darasin[1*]; Janith Salvaloza[2]; Charlton B. Feliza[3]

[1;2;3]Northeastern Mindanao Colleges, Surigao City, Philippines

Corresponding Author: Vina Mae B. Darasin[1]

Publication Date: 2026/11/24

Abstract: This systematic literature review explores how Generative Artificial Intelligence (GenAI) is being used in English language learning and what effects it has on students' language skills, motivation, and overall learning journey. GenAI refers to intelligent systems that can create written content, simulate conversations, and provide instant help to learners — tools that have become increasingly noticeable since 2020 as helpful resources for reading, writing, speaking, and vocabulary practice. While many people are excited about these technologies, research findings still show mixed results. There are ongoing concerns about how accurate the information is, whether learners might depend too heavily on AI, how it affects independent thinking skills, and what constitutes proper use. For this review, twenty-three research papers published between 2020 and 2026 were examined, using a thematic approach to bring together the key insights. Studies were selected based on how closely they relate to English teaching, the quality of their research methods, and whether they specifically looked at real GenAI applications in language learning. The results show that, generally, GenAI helps improve writing quality, builds speaking confidence, keeps learners more engaged, and makes practice opportunities more accessible. However, the evidence also leans heavily toward higher education and writing tasks, with less known about long-term results. Key challenges include the risk of over-reliance, possible impacts on critical thinking, and unequal access across different learner groups. This review concludes that GenAI has real potential to support language learning but it works best when used alongside clear teaching strategies and ethical guidelines. Based on these findings, recommendations suggest that schools and teachers create structured guidelines for responsible GenAI use, and that future research expands across more diverse educational settings to ensure these tools truly benefit all learners fairly.

Keywords*: Generative Artificial Intelligence, English Language Learning, Educational Technology, Language Proficiency, Digital Learning Tools.*

How to Cite: Vina Mae B. Darasin; Janith Salvaloza; Charlton B. Feliza (2026) Generative Artificial Intelligence in English Language Learning: A Systematic Literature Review. *International Journal of Innovative Science and Research Technology*, 11(11), 1406-1416. https://doi.org/10.38124/ijisrt/26nov762

I. INTRODUCTION

In recent years, Generative Artificial Intelligence (GenAI) has emerged as a significant development in English language education, offering new possibilities for how learners engage with the language. GenAI tools such as ChatGPT can generate text, provide instant explanations, simulate conversation, and create practice materials that support learners across different language skills [1,2]. These technologies offer learners greater flexibility and immediate support, potentially lowering barriers to practice and increasing engagement with language tasks [3,4]. As digital tools become more integrated into educational settings, understanding how GenAI functions within language learning contexts is increasingly important for educators, learners, and educational institutions alike.

However, the rapid adoption of GenAI also presents uncertainties and challenges that remain insufficiently understood. Some studies highlight improvements in writing performance and learner confidence [5,6], while others raise concerns about the accuracy of information provided and the risk of over-reliance on these tools [7,8]. Questions around academic integrity also persist, as learners may sometimes use GenAI to produce work rather than deepen their own understanding [9]. How these tools influence critical thinking and independent learning habits remains an area where consensus has not yet been fully established [10].

Equally important is the uneven distribution and quality of evidence currently available. While research is growing rapidly, much of it concentrates on higher education contexts

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

and writing skill development [11,12]. Evidence regarding speaking, listening, and reading practice, as well as applications in secondary or language school settings, remains more limited [3,13]. Studies also tend to focus on short-term usage and learner perceptions rather than long-term language proficiency outcomes [14]. Consequently, educators and policymakers still lack a comprehensive, balanced understanding of both the real benefits and the persistent risks associated with GenAI integration.

Within the Philippine context, these questions take on particular relevance. English language learning is central to the education system, yet learners often face challenges such as limited speaking opportunities and varying levels of access to digital resources. GenAI presents an accessible and potentially affordable supplementary tool [15], yet its effective and responsible integration into local teaching practices has not been thoroughly examined. While learners may be quick to adopt these tools, educators often report feeling unprepared to guide their use, and institutional frameworks for ethical and pedagogically sound GenAI application remain underdeveloped [4,7].

Furthermore, the practical realities of teaching with GenAI introduce additional layers of complexity. Many educators have limited training in AI pedagogy, and structural challenges such as class size and resource availability further complicate implementation [4,16]. There is also the risk that without clear guidance, GenAI may deepen existing educational inequalities, as learners with better digital access and higher levels of digital literacy benefit most while others fall further behind [11]. How to design lessons that leverage GenAI as a supportive resource rather than a replacement for instruction remains one of the most pressing practical questions facing language educators today [14,17].

Against this backdrop, this systematic literature review aims to consolidate current research regarding GenAI in English language learning, examine the range of applications reported across studies, synthesize key findings on learning outcomes, and identify the main challenges and limitations documented in the literature. By systematically examining what is currently known, where evidence is concentrated, and what gaps remain, this review provides a comprehensive evidence base to inform educators, curriculum developers, and researchers. Ultimately, it seeks to support the responsible, effective, and equitable integration of GenAI tools into English language education, ensuring that these technologies serve to enhance rather than undermine meaningful language learning and teaching practice [11,12].

II. METHODOLOGY

This study employed a qualitative research design, specifically a Systematic Literature Review (SLR), to explore the application, influence, and implementation of Generative Artificial Intelligence (GenAI) in English language learning. A total of twenty-three (23) peer-reviewed journal articles published between 2020 and 2026 were reviewed, each addressing key aspects of GenAI such as language skill development, learner motivation, instant feedback provision, speaking confidence, and student engagement in the context of English language instruction. The SLR approach was selected to identify, synthesize, and interpret recurring themes from existing literature and provide a comprehensive understanding of how GenAI shapes English language learning outcomes and learner experiences.

The literature search began with the identification of over one thousand (1,000+) potentially relevant publications using online databases such as Google Scholar, ERIC, and ScienceDirect. The search used keyword combinations including "Generative AI and language learning," "AI tools in ESL/EFL teaching," "digital support for speaking and writing," and "learner experiences with AI." After removing duplicates, clear inclusion and exclusion criteria were applied. Studies were included if they were published between 2020 and 2026, were peer-reviewed scholarly research, focused on generative AI and English language learning, reported actual research findings, and had their full text available in English. Studies were excluded if they were published before 2020, were non-scholarly sources, were not related to English language learning, presented only opinions or editorials without supporting research evidence, or were duplicate and insufficiently reported studies. Following this screening process, forty-eight (48) records remained for full-text evaluation, and from these, twenty-three (23) high-quality studies were retained for final analysis.

To ensure the reliability and richness of findings, a thematic analysis approach was applied. Each selected study was examined for its objectives.A matrix (see Table 1: Matrix of the Summary of the Reviewed Articles) was created to systematize the analysis and to highlight I consistent patterns, emerging findings, and existing gaps. This analytical process allowed for a structured synthesis of evidence that informs both teaching practice and future research.

The step-by-step process followed in this review is illustrated in Figure 1. It includes the stages of online searching, screening and sampling, analyzing and interpreting, and synthesis of findings. The results from this structured review offer a grounded view of how GenAI is being integrated into English language learning, what benefits it offers, and what challenges persist.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

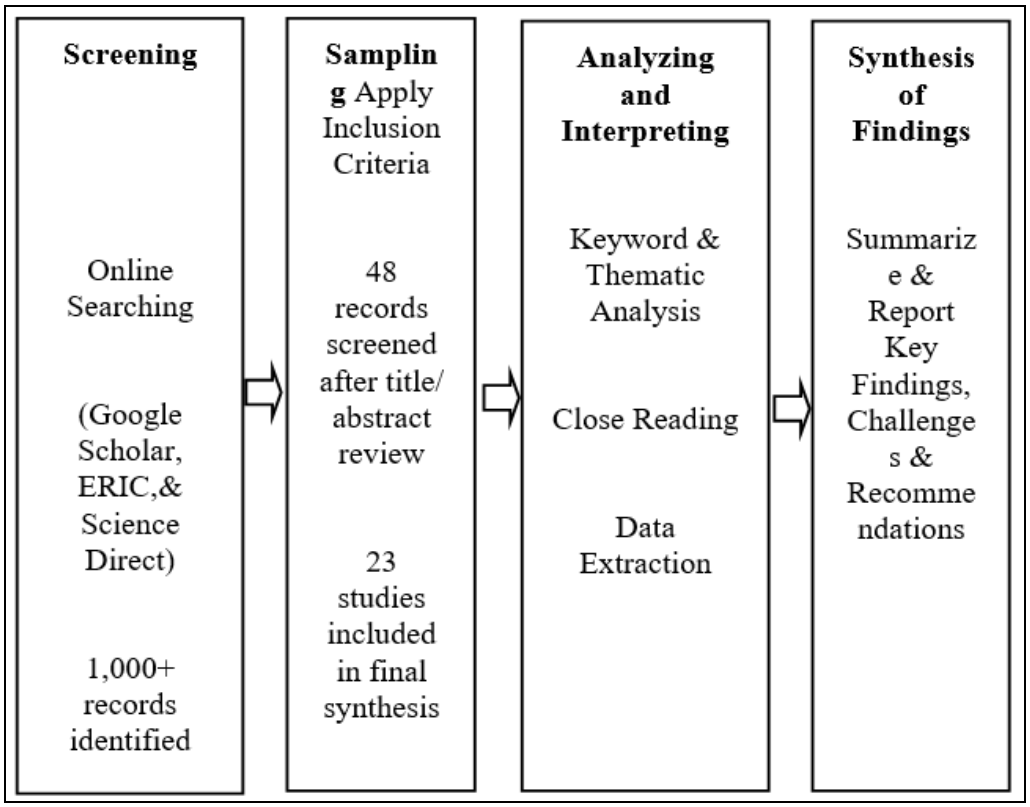

Fig 1 The Systematic Literature Review Approach

This structured review gives a clear overview of how generative AI is used in English language learning, covering both its benefits and the challenges that affect its implementation. The process started by identifying relevant studies, followed by a detailed review of each one's content and context. Key findings were organized and analyzed following the stages shown in Figure 1 [18]. This method ensured that the study's objectives were fully met, and formed the basis for the conclusions and recommendations presented in the sections that follow.

III. RESULTS AND DISCUSSION

- *How has Generative AI been Examined in Relation to English Language Learning?*

Across the 23 studies reviewed, researchers have examined GenAI primarily ChatGPT in several distinct ways. First, performance-focused studies measured learning outcomes such as writing quality, reading comprehension, vocabulary retention, and speaking confidence, comparing AI-assisted learning against traditional approaches [5,6,19,20]. Second, perception and acceptance studies explored learners' and teachers' attitudes, usage motivations, and concerns using surveys and interviews [4,10,16,21].

Third, process-focused investigations looked at how GenAI is actually used for example, in writing feedback cycles, speaking practice, or self-directed learning routines [9,13,14,17].Fourth, critical and analytical studies examined potential risks such as dependency, accuracy issues, and effects on critical thinking [7,8]

Finally, systematic reviews mapped the broader landscape of research trends, applications, and emerging patterns [1,11,12].

Most studies focused on university-level EFL learners, with writing being the most extensively researched skill [6,13,20]. Still, fewer studies examined listening skills, and only a small number involved secondary students or looked at long-term usage [11]. Zou (2025) offered valuable.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

Table 1 Matrix of the Summary of the Reviewed Articles Classroom-Based Insights, while Guan et al. (2024) Highlighted the Self-Directed Learning Dimension Showing that GenAI use Extends Beyond Formal Lessons into Independent Study [4,10].

Author(s)	Study Objectives	Methodology	Respondents	Significant Findings	Conclusions	Recommendations
Nguyen Hoang Mai Tram, Tin Trung Nguyen, and Cong Duc Tran (2024)	Examine factors influencing EFL learners' continued use of ChatGPT for independent English learning, including reading, writing, grammar, and vocabulary.	Multi-methods study combining surveys and semi-structured interviews.	412 EFL learners at a university in Vietnam.	Perceived usefulness, satisfaction, and self-directed learning skills strongly predicted continued use; convenience and instant answers were most valued, but concerns about accuracy and over-reliance were also reported.	-ChatGPT effectively supports self-directed English learning, but learners need guidance to use it responsibly and critically.	Develop guidelines for independent AI use and teach learners to verify AI outputs.
Joko Slamet (2024)	Investigate teachers' and students' perceptions of ChatGPT as a digital assistant for English language learning.	Mixed methods survey and interviews.	286 students and 42 teachers from Indonesia.	-Both groups held generally positive perceptions; students appreciated 24/7 availability and practice opportunities; teachers valued time-saving but expressed concerns about academic integrity and accuracy.	ChatGPT shows strong potential as a supportive tool, but clear boundaries and training are needed.	Provide professional development for teachers and establish school policies on responsible AI use.
Kunyang Qu and Xuande Wu (2024)	Examine factors influencing learners' acceptance of ChatGPT as a computer-assisted language learning (CALL) tool.	Quantitative survey using structural equation modelling.	423 university students in China.	Hedonic motivation (enjoyment), perceived usefulness, and ease of use significantly increased acceptance; perceived risk negatively influenced adoption.	Emotional enjoyment and practical value drive successful adoption; reducing uncertainty improves uptake.	Design engaging, low-risk AI experiences and demonstrate practical benefits to learners.
Fatih Karataş, Faramarz Yaşar Abedi, Filiz Ozek Gunyel, Derya Karadeniz, and colleagues (2024)	Investigate the effects of ChatGPT on foreign language learners and its potential applications in language education.	Pre-test/post-test quasi-experimental design.	68 university EFL learners in Türkiye.	Significant improvements in reading comprehension, writing performance, and vocabulary retention; learners reported positive attitudes toward	ChatGPT effectively supports multiple language skills when integrated into structured learning tasks.	Integrate ChatGPT across language skills with clear instructional goals.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

				ChatGPT.		
Chung Kwan Lo, Philip Leung Ho Yu, Simin Xu, Davy Tsz Kit Ng, and Morris Siu-yung Jong (2024)	Examine empirical research on ChatGPT in ESL/EFL education, identifying applications, benefits, and challenges.	Systematic review of 62 empirical studies.	Studies involving learners across educational levels.	Most studies focused on writing; benefits included instant feedback, motivation, and personalised practice; challenges included accuracy errors, academic integrity concerns, and uneven research coverage.	ChatGPT offers broad benefits but research remains concentrated on writing and higher education contexts.	Expand research across all language skills and diverse educational settings.
Belle Li, Victoria L. Lowell, Chaoran Wang, and Xiangning Li (2024)	Review research trends, applications, benefits, and research gaps related to ChatGPT in language education.	Systematic review of 150+ publications from the first year after ChatGPT's release.	Not applicable — review of published studies.	Rapid growth in publications; dominant themes: writing support, learner perceptions, and feedback; gaps identified: speaking/listening skills, long-term effects, and equity issues.	ChatGPT research is expanding quickly but remains narrow in focus and short-term in scope.	Prioritise under-researched skills, longitudinal designs, and equity-focused studies.
Joel C. Meniado, Duong Thi Thu Huyen, Nopparat Panyadilokpong, and Pannaphatt Lertkomolwit (2024)	Explore EFL learners' experiences using ChatGPT for brainstorming, organising ideas, editing drafts, and improving second-language writing.	Qualitative descriptive study interviews and writing samples.	46 EFL university learnersin Thailand and Vietnam.	Most used ChatGPT for generating ideas and checking grammar; appreciated quick revisions but learned less when relying heavily on full AI-written answers; cultural differences in usage patterns observed.	ChatGPT works best as a writing assistant rather than a replacement for learner effort.	-Teach learners to use AI for drafting and editing rather than generating complete assignments.
Jining Han and Mimi Li (2024)	Investigate how teachers incorporate ChatGPT into writing feedback and how EFL students use the feedback to revise their essays.	Mixed methods classroom observations, teacher interviews, student surveys, and writing samples.	12 teachers and 240 EFL university students in China.	Teachers used ChatGPT for initial feedback drafts then refined the comments; students revised more effectively when AI feedback was combined with teacher explanations; clarity and timeliness improved but depth remained	AI-assisted feedback is most effective when teachers guide and contextualise it.	-Train teachers to use AI as a feedback-support tool, not a replacement for their professional judgment.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

				teacher-dependent.		
Chenghao Wang, Bin Zou, Yiran Du, and Zixun Wang (2024)	Examine how conversational GenAI chatbots affect EFL learners' willingness to communicate, speaking anxiety, perceived communication competence, and speaking performance.	Quasi-experimental pre-test/post-test design.	86 EFL university students in China.	AI chatbot practice significantly increased willingness to communicate, reduced speaking anxiety, and improved self-perceived competence; actual speaking performance improved moderately.	AI chatbots provide a low-pressure speaking environment that builds confidence, though performance gains take longer.	Use AI chatbots for regular speaking practice alongside human interaction.
Afsheen Rezai, Ehsan Namaziandost, and Gwo-Jen Hwang a(2024)	Explore EFL university students' experiences using ChatGPT for vocabulary development, grammar accuracy, pronunciation practice, and personalised learning.	Phenomenological study in-depth interviews.	18 EFL university students in Iran.	Participants valued personalised pacing and private practice; vocabulary and grammar support were most frequently used; pronunciation feedback was less reliable; cultural and linguistic bias occasionally appeared in AI responses.	ChatGPT offers meaningful personalised learning but limitations exist in certain skill areas and cultural responsiveness.	Use ChatGPT alongside teacher guidance, especially for pronunciation and culturally sensitive content.
Li et al.. (2025)	Systematic review of GenAI in language learning research	Systematic Literature Review	62 articles analysed	Enhances writing, speaking, engagement; mostly university-focused	Strong potential but uneven coverage across skills	Expand research across all language skills
Zhou (2025)	GenAI integration in language classrooms; Practices and impacts	Descriptive Case study	University EFL students	Increased speaking practice; reduced anxiety; instant feedback valued	Effective as supplement, not replacement for teaching	Integrate AI into structured learning activities
Liu et al. (2025)	-GenAI effects on critical thinking and language learning performance	Mixed methods research	Undergraduate University students	Supports idea generation; over-reliance may weaken critical thinking; accuracy issues exist	Guidance essential — unguided use may hinder development	Teach verification skills; set clear usage boundaries
Wang et al. (2024)	AI chatbots for speaking practice: Impact on proficiency and confidence	Quasi-expirement Design	Secondary & university EFL learners	Greater willingness to speak; reduced anxiety in AI-supported groups	Low-pressure AI practice effectively builds speaking confidence	Make AI speaking tools accessible with teacher guidance

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

Maharani et al. (2025)	ChatGPT as conversational partner:Effects on speaking fluency	Experimental Design	High School Learners	Higher fluency & vocabulary range; occasional AI inaccuracies noted	Useful practice tool but needs teacher verification	Use for fluency practice; review AI outputs for accuracy
Guan et al. (2024)	Learner experiences with GenAI in self-directed language learning	Mixed Methods: Survey & interviews	University EFL learners	Valued 24/7 access & instant feedback; unclear about usage limits	Supports autonomy but requires guidance & digital literacy	Provide frameworks for responsible, purposeful AI use
Junjie Gavin Wu and Zhuxia Fu (2024)	Investigate whether AI chatbots and intelligent tutoring systems can help EFL learners become more willing to communicate in English.	Comparative experimental study three groups: AI chatbot, intelligent tutoring system, traditional instruction.	118 EFL university students in China.	Both AI-supported groups showed significantly increased willingness to communicate and reduced anxiety compared to the control group; the AI chatbot produced slightly higher engagement due to its conversational nature.	AI tools effectively lower psychological barriers to speaking; conversational interfaces may be particularly valuable.	Integrate conversational AI tools to create safe speaking environments, especially for shy learners.
Mark Feng Teng (2024)	Explore EFL learners' experiences using ChatGPT to receive writing feedback and improve their writing process.	Qualitative case study learner journals, interviews, and writing logs.	24 EFL undergraduate students in Hong Kong.	Learners viewed ChatGPT as a helpful companion rather than a substitute; valued immediate feedback on clarity, organisation, and grammar; noted that AI explanations sometimes lacked depth.	When learners maintain agency, ChatGPT supports rather than replaces writing development.	Frame ChatGPT as a supportive companion tool and teach learners to ask precise questions for better feedback.
Santosh Mahapatra (2024)	Examine how ChatGPT-assisted formative feedback influences undergraduate ESL students' academic writing skills.	Mixed methods intervention study pre-test/post-test plus interviews.	64 undergraduate ESL students in India.	The AI-feedback group showed greater improvement in grammatical accuracy and vocabulary usage; however, participants accepted AI suggestions without questioning them, including occasional errors.	AI feedback accelerates mechanical improvements but critical evaluation skills must be taught alongside it.	Combine AI feedback with peer review and teacher verification; teach learners to cross-check AI responses.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

Jessie S. Barrot (2023)	Discuss opportunities and limitations of ChatGPT for second-language writing, including feedback, language input, and academic integrity.	Critical discussion and analysis of current evidence.	Not applicable conceptual analysis.	Potentials include immediate scaffolding, endless practice, and consistent feedback; pitfalls included over-reliance, reduced learner effort, unclear authorship, and bias in language models.	ChatGPT offers powerful affordances but requires clear rules, digital literacy, and thoughtful integration.	Establish clear academic integrity policies and teach responsible AI use alongside writing instruction.
Juan Escalante, Austin Pack, and Alex Barrett (2023)	Investigate the effectiveness of AI-generated writing feedback and English as a New Language (ENL) students' preferences for receiving such feedback.	Comparative mixed methods study — AI feedback vs. teacher feedback.	52 ENL secondary school students in the United States.	Students preferred combined feedback; AI feedback was faster and more consistent but less personal; writing improved similarly with both sources over a short period.	AI feedback is effective for general improvements but complements rather than replaces teacher feedback.	Use AI for quick, consistent feedback; reserve teacher time for detailed, individual guidance.
Mohammed Abdulkareem A. Alkamel and Nasim Amin Saleh Alwagieh (2024)	Investigate Yemeni university EFL students' perceptions of ChatGPT for academic writing, including grammar correction, proofreading, writing fluency, and accuracy.	Cross-sectional survey descriptive statistics.	214 EFL university students in Yemen.	Students reported strong agreement that ChatGPT improved grammar, fluency, and confidence; limited internet access and unreliable electricity were major barriers; many lacked training on effective prompting.	Perceived benefits are high, but infrastructure and digital literacy gaps limit equitable use.	Address infrastructure gaps and provide basic training on how to interact effectively with AI tools.
Lu Yang and Rui Li (2024)	Examine how ChatGPT is used in second-language learning, focusing on writing support, feedback, learner perceptions, and teaching applications.	Systematic review and thematic analysis of 38 studies.	Not applicable review of published research.	Dominant uses: writing practice and feedback; key advantages: accessibility and motivation; key concerns: accuracy, dependency, and limited evidence of long-term proficiency gains.	ChatGPT is versatile and well-regarded, but evidence of sustained learning outcomes remains limited.	Conduct more longitudinal studies and develop clear usage frameworks for different learning contexts.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

- *What Major Findings or Learning Outcomes are Reported Across the Studies?*

Several positive results appeared consistently across the studies. Improvements in writing stood out most often, as learners who used generative AI showed better grammatical accuracy, wider vocabulary use, clearer organisation, and more efficient revision work [5,7,22]. Confidence in speaking and willingness to communicate also improved noticeably in multiple research projects. Reported that practicing with AI helped learners feel less nervous about speaking and more willing to participate [6,7]. This kind of practice actually helped learners speak more fluently and use a richer variety of words, showing that these tools are useful for more than just writing lessons [13]. Made a similar observation, noting that AI chatbots create a safe, low-pressure space that feels especially supportive for learners who are naturally shy [15].

Building vocabulary and understanding grammar also benefited from the instant, private, and unlimited practice that these tools provide at any time [3,23]. Getting immediate feedback made learners more likely to practice on their own and more often in general [14]. Learners also seemed more motivated and engaged when generative AI was part of their studies, likely because they received quick replies, worked at their own pace, and felt less worried about making mistakes [4,9,10]. Pointed out that being able to access help anytime represents a major advantage over traditional classroom learning alone [10].

That being said, how much learners gained depended heavily on how they used the technology,explained that although generative AI is excellent for brainstorming and developing ideas, depending on it too much could weaken learners' ability to think critically and work things out on their own [8]. When learners used the tool to generate ideas, outline their work, or double check their answers, they generally performed better. On the other hand, when they simply handed in work produced entirely by AI without really engaging with it themselves, they showed little to no real improvement [7,8,22].Confirmed that this pattern across a wider range of studies, finding the benefits are genuine but not automatic, and they appear to be most clearly when learners use the tool thoughtfully and with clear purpose [11].

- *What Factors, Challenges, Limitations, Research Gaps and Directions for Future Research are Identified?*

Several key factors influence how effectively generative AI supports language learning. First, learner agency and digital literacy are critical, as outcomes improve when learners understand the tool's limitations and use it purposefully rather than uncritically accepting every response [5,7,8,10]. Similarly, clear guidance and defined learning goals ensure AI enhances rather than distracts from the learning process [12,14,17], while equal access to reliable technology remains a fundamental requirement that not all learners currently enjoy [16]. Furthermore, the involvement of teachers remains essential, since AI works best when complemented by professional instruction rather than replacing it [14,17,24], and learners need explicit guidance on appropriate usage to prevent confusion or over-reliance [8,10].

Despite these promising applications, important challenges persist across the reviewed studies. Generative AI does not always produce accurate or culturally appropriate content, which limits its reliability especially for nuanced tasks [1.8.13.23]. There is also a recurring concern that easy access to AI-generated content may reduce learner effort and foster unhealthy dependency [5,7,8,10], while questions remain about academic integrity and how to properly acknowledge AI assistance [4,7]. Compounding these issues, unequal digital infrastructure means some learners benefit far more than others [16], and the technology itself remains less effective for certain skills such as listening comprehension and tasks requiring deep cultural awareness [11].

These limitations in turn reveal significant gaps in current research. The existing literature focuses heavily on writing, leaving listening, pronunciation, and reading comparatively understudied [1,6,11,13]. Additionally, most investigations examine short-term outcomes, so the long-term impacts on language proficiency and learning habits remain unclear [10,11,12,14]. Geographically, studies are concentrated in Asia, with limited representation from Africa, the Americas, and Europe [11,16], and research also centers primarily on learners rather than educators, leaving a critical gap in understanding teachers' training needs and classroom integration experiences [4,14]. Even though independent learning is an important application, we still lack detailed understanding of how learners develop the ability to use these tools responsibly over time [10].

Consequently, several important directions emerge for future research. Studies should expand beyond writing to comprehensively address all language skills, particularly listening and interactive communication [11,13]. Longitudinal research is also needed to track how sustained AI use influences language development and critical thinking over extended periods [12], alongside broader participation from diverse learners across different educational levels and regional contexts [16]. Equally important is shifting focus toward teachers themselves, investigating the professional development and practical support required for effective AI integration [4,14]. Finally, developing and testing clear frameworks for responsible AI use will help establish appropriate boundaries, ensuring these tools genuinely enhance rather than replace independent learning [8,10].

IV. SUMMARY AND CONCLUSION

This systematic literature review synthesised findings from 23 studies, revealing that generative AI offers meaningful benefits for English language learning. It enhances writing accuracy, builds speaking confidence, and provides accessible, self-directed practice anytime. Learners showed greater motivation and engagement, particularly when using AI tools to supplement regular classroom instruction.

However, important challenges also emerged across the literature. AI responses are not always accurate, and over-dependence may weaken critical thinking skills and independent effort. Unequal access to technology further means these advantages are not available to all learners equally, creating a risk of widening existing educational gaps.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

In conclusion, generative AI serves best as a supportive assistant rather than a replacement for teachers. Its successful use depends on clear guidance, ongoing educator involvement, and learner training in responsible AI practices.When integrated thoughtfully within these frameworks, GenAI can make language learning more personalised and effective while preserving the essential human role in education.

FURTHER STUDIES

Future research on generative AI in English language learning can explore several important areas. First, researchers can design and test lesson plans that use GenAI effectively in class. Studies can check how these lessons help students improve their language skills and feel more confident in different learning situations.

Another important direction is long-term research. This means following learners over months or years to see how using GenAI affects their progress, learning habits, and ability to think independently. This helps us understand if the improvements last beyond just one task or assignment. Researchers can also talk directly to teachers and students to learn more about their real experiences. This can show what works well, what problems come up, and how learners feel about using AI in their daily English lessons.

Finally, better ways of assessing student progress are needed. Tests and evaluations should check not just their English skills, but also how well they can use AI wisely and think carefully about what AI produces. Doing these things will help create a fairer and more effective way to use generative AI in language education.

ACKNOWLEGEMENTS

The researchers wish to express their sincere gratitude to Northeastern Mindanao Colleges, the College of Education, Arts and Sciences department, for the opportunity and support in carrying out this study. The institution's dedication to academic excellence and the development of future educators has been a constant source of inspiration. Appreciation is also extended for the resources and guidance provided, which made this research possible.

REFERENCES

[1]. Chung Kwan Lo, Philip Leung Ho Yu, Simin Xu, Davy Tsz KitNg, and Morris Siu-yung Jong (2024)Exploring the application of ChatGPT in ESL/EFL education and related research issues: A systematic review of empirical studies https://link.springer.com/article/10.1186/s40561-024-00342-5?utm_source

[2]. Belle Li, Victoria L. Lowell, Chaoran Wang, and Xiangning Li (2024)A a systematic review of the first year of publications on ChatGPT and language education: Examining research on ChatGPT's use in language learning and teaching https://doi.org/10.1016/j.caeai.2024.100266?utm_source

[3]. Nguyen Hoang Mai Tram, Tin Trung Nguyen, and Cong Duc Tran (2024)ChatGPT as a tool for self-learning English among EFL learners: A multi-methods https://www.sciencedirect.com/science/article/pii/S0346251X24003105?utm_source

[4]. Joko Slamet (2024)Potential of ChatGPT as a digital language learning assistant: EFL teachers' and students' perceptions https://link.springer.com/article/10.1007/s44163-024-00143-2?utm_source

[5]. Santosh Mahapatra (2024)Impact of ChatGPT on ESL students' academic writing skills: A mixed methods intervention study https://link.springer.com/article/10.1186/ss40561-024-0029-9?utm_source

[6]. Chenghao Wang, Bin Zou, Yiran Du, and Zixun Wang (2024)The impact of different conversational generative AI chatbots on EFL learners: An analysis of willingness to communicate, foreign language speaking anxiety, and self-perceived communicative competence https://doi.org/10.1016/j.system.2024.103533?utm_source

[7]. Jessie S. Barrot (2023)Using ChatGPT for second language writing: Pitfalls and potentials https://www.sciencedirect.com/science/article/pii/S1075293523000533?utm_source

[8]. Liu et al. (2025) GenAI/LLMs and critical thinking in EFL https://link.springer.com/article/10.1186/s40561-025-00406-0

[9]. Mark Feng Teng (2024)"ChatGPT is the companion, not enemies": EFL learners' perceptions and experiences in using ChatGPT for feedback in writing https://www.sciencedirect.com/science/article/pii/S2666920X24000730?trk=article-ssr-frontend-pulse_little-text-block&utm_source

[10]. Guan, X., et al. (2024). ChatGPT for self-directed English learning among EFL learners: Acceptance and perceived outcomes. Journal of Computer Assisted Language Learning, 37(4), 421–445. https://www.sciencedirect.com/science/article/abs/pii/S0346251X24003105?via%3Dihub

[11]. Li et al. (2025) Systematic review of empirical GenAI research in language learning an teaching https://www.sciencedirect.com/science/article/pii/S2666920X25000852?via%3Dihub

[12]. Lu Yang and Rui Li (2024) ChatGPT for L2 learning: Current status and implications https://www.sciencedirect.com/science/article/abs/pii/S0346251X24001337?utm_

[13]. Maharani, D. (2025). ChatGPT as a conversational partner: Its effect on EFL speaking performance. International Journal of Language Education,19(2), 89–104. https://ojs.fkip.ummetro.ac.id/index.php/english/article/view/1 2338

[14]. Zhou (2025)Integrating AI chatbots in informal digital English learning: impacts on listening competencies in Chinese higher education https://link.springer.com/article/10.1007/s10639-025-13811 2?utm_source

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26nov762

[15]. Junjie Gavin Wu and Zhuxia Fu (2024)Facilitating EFL learners' willingness to communicate with an AI chatbot and an intelligent tutoring system https://bishtref.com/articles/10.1016/j.system.2024.103501?utm-source
[16]. Mohammed Abdulkareem A. Alkamel and Nasim Amin Saleh Alwagieh (2024)Utilizing an adaptable artificial intelligence writing tool (ChatGPT) to enhance academic writing skills among Yemeni university EFL students https://doaj.org/article/9af2f675573b4db9ac9ba68bea79d39e?utm_source
[17]. Jining Han and Mimi Li (2024)Exploring ChatGPT-supported teacher feedback in the EFL context https://www.sciencedirect.com/science/article/pii/S0346251X24002847?utm_source
[18]. Michael P. Anino and Marife V. Ubalde. Socio-Emotional Learning Skills in Mathematics: A Systematic Literature Review.Journal of Innovations in Teaching and Learning. 2025; 5(1) :44-48.Doi:10.12691/jilt-5-1-7
[19]. Fatih Karataş, Faramarz Yaşar Abedi, Filiz Ozek Gunyel, Derya Karadeniz, and colleagues (2024)Incorporating AI in foreign language education: An investigation into ChatGPT's effect on foreign language learners https://link.springer.com/article/10.1007/s10639-024-12574-6?utm_source
[20]. Wang et al. (2024)The impact of different conversational generative AI chatbots on EFL learners: An analysis of willingness to communicate, foreign language speaking anxiety, and self-perceived communicative competence. https://www.sciencedirect.com/science/article/abs/pii/S0346251X24003154?via%3Dihub
[21]. Kunyang Qu and Xuande Wu (2024)ChatGPT as a CALL tool in language education: A study of hedonic motivation adoption models in English learning environments https://link.springer.com/article/10.1007/s10639-024-12598-y?utm_source
[22]. Joel C. Meniado, Duong Thi Thu Huyen, Nopparat Panyadilokpong, and Pannaphatt Lertkomolwit (2024)Using ChatGPT for second language writing: Experiences and perceptions of EFL learners in Thailand and Vietnam https://doi.org/10.1016%2Fj.caeai.2024.100313?utm_source
[23]. Afsheen Rezai, Ehsan Namaziandost, and Gwo-Jen Hwang (2024) https://bishtref.com/articles/10.1016/j.chbr.2024.100510?utm_ source
[24]. Juan Escalante, Austin Pack, and Alex Barrett (2023)AI generated feedback on writing: Insights into efficacy and ENL student preference https://link.springer.com/article/10.1186/s41239-023-00425-2?utm_source