

AI-Assisted Language Learning

Category: Artificial Intelligence in Education

AI-assisted language learning is the purposeful use of AI to support the development of linguistic knowledge, communicative competence and learner autonomy. Applications may provide conversation, pronunciation practice, explanation, translation or feedback, but their value depends on how activities serve clear language-learning aims.

AI can offer accessible and repeated practice, yet generated language may be inaccurate, culturally narrow or pragmatically inappropriate. Effective use combines interaction with reflection, independent checking and meaningful communication with people rather than treating fluent output as a model to copy ([Kohnke et al., 2023](#)).

Learning Practices

1. **Set a language goal:** Define the skill, level, genre and communicative situation to be practised.
2. **Prompt for interaction:** Request role-play, graduated questioning, examples or feedback rather than answers alone.
3. **Notice and compare:** Examine vocabulary, grammar, register and cultural assumptions against trusted models.
4. **Produce independently:** Apply learning in speech or writing without simply reproducing generated language.
5. **Reflect and verify:** Check corrections, record recurring needs and evaluate whether practice improves performance.

Examples in Practice

An international student rehearses a tutorial discussion with an AI role-player and asks for feedback on clarity and register. The student checks unfamiliar expressions in a reputable dictionary, revises the response and later contributes in the live seminar, where meaning must be negotiated with classmates.

Why It Matters

AI can lower anxiety and expand opportunities for individual practice, especially where human feedback is limited. It should nevertheless supplement varied input, teacher guidance and authentic interaction. Learners also need to protect personal data and recognise that language choices carry social and cultural meanings ([Godwin-Jones, 2023](#)).

Further Reading

6. Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). [ChatGPT for language teaching and learning](#). RELC Journal, 54, 537–550.
7. Godwin-Jones, R. (2023). [Emerging spaces for language learning: AI bots, ambient intelligence, and the metaverse](#). Language Learning & Technology, 27(2), 6–27.
8. Miao, F., Shiohira, K., & Lao, N. (2024). [AI competency framework for students](#). UNESCO.

Related Terms: Computer-Assisted Language Learning | Conversational AI in Education | Learner Autonomy | Feedback Literacy