

RESEARCH ARTICLE**Personalized English Language Learning through Artificial Intelligence: Learner Engagement and Achievement – A Conceptual Review**

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Abstract:

The integration of Artificial Intelligence (AI) into English language education has created new opportunities for personalized learning by adapting instructional content, feedback, practice activities, and learning pathways to individual learner needs. Conventional English language classrooms often face challenges in addressing differences in learners' proficiency levels, learning styles, interests, motivation, and pace of learning. AI-powered language-learning platforms can potentially address these differences by analysing learner performance and delivering individualized learning experiences. This conceptual review examines the role of Artificial Intelligence in personalized English language learning, with particular emphasis on learner engagement and academic achievement. The review explores how AI can support personalized vocabulary development, grammar learning, reading, writing, listening, speaking, pronunciation, assessment, and feedback. It also discusses the relationship between personalized AI-supported learning, learner motivation, participation, autonomy, confidence, and achievement. At the same time, challenges such as excessive dependence on technology, inaccurate AI feedback, privacy concerns, digital inequality, reduced human interaction, and ethical issues are considered. The review argues that AI-based personalization is most effective when combined with teacher guidance and meaningful communicative activities. The paper proposes a human-AI collaborative model in which AI provides individualized learning support while teachers monitor progress, provide contextual guidance, and develop learners' critical and communicative abilities. The review concludes that responsible integration of AI can create more flexible, engaging, and learner-centred English language learning environments.

Keywords: Artificial Intelligence, personalized learning, English language learning, learner engagement, academic achievement, EFL learners, learner autonomy

Introduction

English language learning has become increasingly important in higher education and professional environments. University students are expected to communicate effectively in English through speaking, writing, reading, and listening. However, learners enter English classrooms with different levels of proficiency, learning experiences, motivations, interests, and linguistic needs.

Traditional classroom instruction generally provides the same lesson, materials, and activities to a group of students. Although teachers attempt to differentiate instruction, providing individualized learning support to every learner can be difficult, particularly in large classes. Artificial Intelligence offers new possibilities for addressing this challenge. AI-powered systems can analyse learner responses, identify areas

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of difficulty, recommend appropriate activities, and provide immediate feedback. Generative AI tools can further personalize learning by responding to individual questions and creating examples, exercises, conversations, and explanations according to learner requirements. Personalized learning through AI therefore represents an important development in English language education. This conceptual review examines how AI-based personalization may influence learner engagement and English language achievement.

2. Concept of Personalized AI-Based Language Learning

Personalized learning refers to an educational approach in which learning experiences are adapted to individual learners.

AI can personalize several dimensions of English learning, including:

- content difficulty;
- vocabulary selection;
- grammar exercises;
- reading materials;
- listening activities;
- speaking practice;
- pronunciation tasks;
- writing feedback;
- assessment;
- learning pace.

For example, a learner with limited vocabulary may receive additional vocabulary practice, while an advanced learner may be given more challenging academic reading and writing activities. Such adaptability can help learners work at an appropriate level rather than receiving identical activities regardless of their abilities.

3. AI and Learner Engagement

Learner engagement refers to students' active involvement in learning activities. It includes behavioural participation, cognitive effort, emotional involvement, and persistence.

AI may enhance engagement by making learning more interactive and responsive.

Instead of completing the same exercise repeatedly, learners can interact with AI systems through questions, conversations, simulations, quizzes, and personalized activities.

For example, a student interested in technology can practise English through AI-generated discussions about artificial intelligence, cybersecurity, programming, or electric vehicles.

The relevance of learning content may increase students' willingness to participate.

4. Personalized Feedback

Feedback is essential for language development.

Traditional classroom feedback may be delayed because teachers have many assignments to evaluate.

AI can provide immediate responses to learners' writing, grammar, pronunciation, and vocabulary activities.

For example, an AI system may identify a grammatical error and explain the relevant rule immediately.

Immediate feedback allows learners to revise their work while the learning experience is still active.

However, AI feedback should be evaluated critically because automated systems may occasionally provide inaccurate or contextually inappropriate suggestions.

5. Personalization across Language Skills

AI can support personalization across all major English language skills.

Reading

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AI can recommend texts according to proficiency and explain difficult vocabulary and passages.

Writing

AI can identify grammatical problems, provide suggestions, and support revision.

Listening

AI can provide listening materials at different difficulty levels and generate comprehension activities.

Speaking

Conversational AI can provide opportunities for dialogue practice.

Vocabulary

AI can create personalized vocabulary lists and retrieval activities.

Pronunciation

Speech-recognition tools can provide pronunciation practice and feedback.

This integrated approach can provide learners with a comprehensive personalized learning environment.

6. Learner Motivation

Motivation is closely connected with successful language learning.

AI personalization may support motivation by allowing learners to:

- select topics of interest;
- control learning pace;
- practise privately;
- receive immediate feedback;
- monitor progress;
- choose difficulty levels.

Learners may feel more motivated when they perceive that learning activities are relevant to their needs.

However, motivation should not depend solely on technological novelty. Meaningful tasks, authentic communication, teacher support, and clear learning goals remain essential.

7. Learner Autonomy

One of the important potential benefits of AI-based personalization is the development of learner autonomy.

Students can use AI outside classroom hours to:

- practise English;
- ask questions;
- review vocabulary;
- improve writing;
- practise conversations;
- prepare presentations;
- check grammar;
- receive explanations.

This can shift some responsibility for learning from the teacher to the learner.

Nevertheless, autonomy requires critical AI literacy. Students must understand how to evaluate AI responses rather than accepting every generated answer as correct.

8. AI and Academic Achievement

Academic achievement in English can be reflected through improved test performance, writing quality, vocabulary knowledge, speaking ability, reading comprehension, and listening skills.

Personalized AI support may contribute to achievement by allowing learners to spend more time on areas

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where they experience difficulty.

For example, a student repeatedly making tense errors can receive targeted grammar activities. Another learner struggling with listening can receive additional listening practice.

Such targeted learning may improve learning efficiency.

However, empirical research is necessary to determine the extent to which AI-based personalization produces measurable and sustained improvements in achievement.

9. Challenges

Despite its potential, personalized AI learning has several challenges.

Accuracy

AI-generated explanations and feedback may occasionally be incorrect.

Overdependence

Students may become dependent on AI rather than developing independent language-learning strategies.

Reduced Human Interaction

Language is fundamentally communicative, and excessive AI use may reduce meaningful interaction with teachers and peers.

Digital Inequality

Not all learners have equal access to reliable devices, internet services, or advanced AI platforms.

Privacy

Personal learning data and student-generated content may create privacy concerns.

Academic Integrity

Students may use AI to complete assignments rather than using it as a learning support.

These challenges highlight the need for responsible implementation.

10. Role of Teachers

AI-based personalization should not eliminate the role of English teachers.

Teachers provide important forms of support that AI cannot fully reproduce, including:

- emotional encouragement;
- contextual interpretation;
- cultural guidance;
- communicative interaction;
- classroom management;
- professional judgment;
- individualized pedagogical support.

Teachers can use AI-generated learner data to identify common difficulties and design targeted classroom activities. The most effective model is therefore likely to be a partnership between teacher expertise and AI-supported personalization.

11. Human-AI Collaborative Learning Model

A practical model can involve five stages:

Stage 1 – Diagnosis: AI identifies learners' strengths and weaknesses.

Stage 2 – Personalization: AI recommends appropriate materials and activities.

Stage 3 – Practice: Students complete individualized language tasks.

Stage 4 – Human Interaction: Students apply their knowledge through teacher-guided communication and collaborative activities.

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Stage 5 – Evaluation: Teachers and AI-supported assessment tools monitor progress. This model combines technological personalization with human interaction.

12. Future Research

Future studies should investigate the relationship between AI-based personalization, learner engagement, and English achievement.

Researchers can examine:

- learning outcomes;
- motivation;
- engagement;
- learner autonomy;
- confidence;
- retention;
- satisfaction;
- long-term achievement.

Experimental studies comparing traditional instruction with AI-personalized instruction could provide stronger evidence regarding effectiveness.

Longitudinal research is particularly important because short-term engagement does not necessarily guarantee long-term learning.

Research should also examine whether AI personalization benefits low-, intermediate-, and high-proficiency learners equally.

13. Conclusion

Artificial Intelligence has the potential to transform English language education by providing personalized learning experiences that respond to individual learner needs. AI-powered systems can adapt content difficulty, provide immediate feedback, generate customized exercises, support different language skills, and offer learning opportunities beyond the classroom. Personalization may enhance learner engagement by making activities more relevant, interactive, and responsive. It may also support academic achievement by allowing students to focus on specific areas of difficulty and receive repeated practice.

However, AI is not a replacement for teachers or authentic communication. Inaccurate feedback, technological dependence, privacy concerns, unequal access, and reduced human interaction must be carefully considered. A human-AI collaborative approach provides a balanced solution. AI can provide personalized practice and immediate assistance, while teachers provide pedagogical expertise, emotional support, contextual guidance, and opportunities for meaningful communication. Ultimately, the success of AI-powered personalized English learning depends not simply on the availability of advanced technology but on how effectively it is integrated into sound language pedagogy. When used responsibly, AI can contribute to more engaging, flexible, personalized, and learner-centred English language education while supporting improved academic achievement and lifelong language-learning autonomy.

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