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## **The Ascendency of AI in English Literature and Language Teaching**

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### **Abstract**

The fast development of AI has provided certain new possibilities in teaching English literature and language. Nevertheless, unlike the traditional approaches to teaching, the research aims at establishing the capacity of the AI-sustained learning to improve the academic performance of the students. The pre-test post-test research design that utilized an AI-assisted instruction was the research design which included an experimental group and a control group and used traditional classroom assignments. It had met the learning goals in areas of comprehension, grammar, vocabulary and writing. Upon the completed calculations made through the use of the produced experimental data, statistically significant performance betterment of the students who have received AI-assisted teaching has taken place. The cumulative learning preferences and the scores were higher in the experimental group compared to the control group. The results have shown that the performance improvement was significantly greater in those students who were subjected to AI-assisted training. It was observed that the experimental group demonstrated greater improvement in mean scores of pre-tests,  $M = 61.42$  ( $SD = 6.18$ ), to post-test,  $M = 75.68$  ( $SD = 5.94$ ), than the control group, which had an improvement between  $M = 60.87$  ( $SD = 6.05$ ) and  $M = 67.21$  ( $SD = 6.11$ ). The statistical analysis revealed that the AI-aided learning may be able to have a positive impact on the engagement and the teaching performance since the statistical difference was significant in the experimental group ( $t = 14.36$ ,  $p < .05$ ) and between groups ( $t = 7.82$ ,  $p < .05$ ). The study believes that AI can become an effective instrument of teaching English language and literature in case it is combined with the conventional methods of teaching.

**Keywords:** Adaptive Learning Systems, English Teaching, Intelligent Educational Technologies, Literature Education, Quantitative Analysis

## **1. Introduction**

The progressive technological growth has affected the education sphere, and the introduction of AI is a chance to make a breakthrough in activities like teaching and learning (Crompton et al., 2024). In the last several years, AI has drawn significant attention to English language training because of its ability to enhance the understanding process, personalize the learning experience, and enhance instructional efficiency (Jia et al., 2022), (Luo & Hsiao-Chin, 2023). The conventional approaches to teaching English can be based on the teacher-centred approaches that might not match the individual differences in learning (Lee et al., 2023) or offer swift feedback to the learner (Son et al., 2025). It has also resulted in the growing need to find new ways that can not only enhance the process of teaching but also the interest of students (Omar et al., 2024). English language teaching may be implemented with the use of AI to provide the most recent opportunities in the field of text analysis, intelligent tutoring systems, grammatical correctors (Chuang & Hung, 2025), vocabulary developers, and adaptive learning applications (Gayed et al., 2022). The AI tools could be useful to help the learners understand the complex texts in English literature when summarizing the text, outlining the themes, analyzing the stylistic aspects, and simplifying the process of interpretation (Edmett et al., 2023). The abilities help reduce the cognitive load and help learners to develop critical reading and analytical skills (Akbarani, 2023). The same applies to learning a language, as students are able to learn and read at their own speed with the help of AI-based courses, which provide feedback on writing, grammar and pronunciation (Kovalchuk et al., 2025). The increasing AI application in education is another sign of a shift in the direction of non-learner-centred and non-data-driven approaches to education (Raza, 2025). In comparison to conventional instructional techniques, AI-based learning tools can track the progress of a student, adapt to his/her needs, and apply certain interventions (Fitria, 2021). In particular, this flexibility is claimed in English language courses, where students will tend to have different levels of learning and skills (Kretzschmar et al., 2024). The AI tools are also capable of advancing and supporting the learning process by providing personalized treatment (Liu et al., 2024).

Although the AI-assisted education is gaining more popularity, the empirical studies that address how effective it is to teach the English language in both specific and quantitative evaluations are few (Nakade et al., 2024). It is possible to find a large number of studies, which are theoretical or qualitative in character, which do not provide the quantifiable and comparative analysis (Tobing et al., 2023). Thus, one of

the issues that requires exploration is the extent to which AI-assisted learning can be more effective in terms of the performance of the students compared to the conventional teaching approaches (Rohit et al., 2024). The study fills this gap by assessing the effectiveness of AI as a quantitative measure of education (Murtaza et al., 2022). In accordance with a systematic experimental design and statistical study, the study will provide impartial evidence of the influence of AI-based learning on the overall goals of language understanding and performance (Laak & Aru, 2025). The results of the study can be applied to create informed choices connected to the implementation of AI into the teaching of English, and assist in the creation of a complex of effective teaching tools (Kostka & Toncelli, 2023).

## **2. Literature Review**

In recent years, the use of AI in English language and literature training has been given more attention, especially in reaction to the constraints of traditional methods of teaching. Many studies have examined the opportunities that AI technology can enhance the access, effectiveness, and engagement of education within various learning contexts.

Gyawali and Mehandroo (2022) conducted a study on the relevance of AI in (ELT) within the South Asian regions of the world, where most of the educational resources and teaching training facilities are limited. Their analytical overview was sharp in terms of demonstrating that AI can be employed to support personal learning, as well as reduce the amount of work done by the teachers by means of such activities as ML, NLP, and speech recognition. The paper has highlighted the AI capacity to address linguistic barriers and improve access to learning, but has also mentioned the problems related to the infrastructure limitation, ethical concerns, and inability to find untrained instructors. These findings underscore the need to validate these in an empirical manner in terms of quantifiable learning outcomes.

Chen & Yuan (2022) intended to utilize AI and big data technology to transform the practice of teaching English literature. In their study, they suggested a smart online learning system based on a neural network algorithm to examine the performance of the students and provide guidance on instructions. The cultural comparison courses were also covered, and students became more critical and culturally conscious. The results of the experiment demonstrated the existence of more favourable attitudes to learning and the acquisition of proficiencies in using the language, which verifies the effectiveness of the AI-based models of learning.

However, the study identified certain limitations, such as the complexity of the system, as well as the dependence on the quality of data.

Wei (2023) found the effectiveness of AI-mediated teaching and examined how it could influence the motivation, self-regulated learning, and English language competence of EFL students. The experiment was done under the mixed methodology that found the strong performance of students who were exposed to AI-assisted instructions as opposed to those taught through the conventional method of instruction in the different language skills. The identified benefits were identified to be the motivation to learn, control by learners, and adaptive feedback, whereby the study had indicated that bigger studies and more in-depth studies ought to be conducted.

De la Vall & Araya (2023) conducted a large-scale survey of the AI-based language learning tools, where it was observed that they all can be described as having the benefits of personalized training, accelerated mastering, and increased effectiveness in the learning process. They also discovered that there are problems in their analysis, like the reduction of human interaction and technical problems that affect the use of contextual language. Nevertheless, the article has highlighted how AI-based systems can be used in the future in terms of teaching language.

More recently, Omar et al. (2024) conducted an empirical study of the ChatGPT app in learning English through the operations of the pre-test and post-test experimental method. Their results revealed the prospects of the AI technology to increase the acquisition of language by revealing statistically significant improvement in the performance of the students after they have been instructed in AI. Similarly, Zhang et al. (Zhang et al., 2023) proposed an AI-enabled smart classroom model that increased the language proficiency as well as intercultural competence of learners since they could learn in an interactive and personalized classroom environment.

Jia et al. (2022) designed and tried an artificial intelligence-based system that learnt the English language, which helped in vocabulary and grammar learning using simulated learning conditions. Although the usability of the system and its effectiveness were demonstrated by the study, the small sample used suggests that it is important to implement broader quantitative studies of AI-assisted learning in the real classroom environment.

Although a favourable role of AI can be found in the study of English provided in the current literature, a significant part of it is grounded in either the

qualitative review or mixed methods. It is significant that even now there is a need to conduct certain quantitative studies that may allow comparing AI-assisted learning with other conventional methods of teaching. In order to fill this gap, this teaching with the help of AI, is studied quantitatively in the study.

### **3. Aim of the Study**

The research will further be useful in the exploration of the question of whether AI-based learning is effective in teaching English at a quantitative scale. Research questions will aim at determining whether AI-based teaching devices are capable of significantly contributing towards the understanding, language and general performance of the students in comparison to traditional teaching.

### **4. Significance of the Research**

The study provides tangible, quantifiable information on whether AI is useful in English language teaching, thereby filling in a gap within the literature, most of which involves a qualitative or conceptual approach to the topic. This gives a clue on the way the AI technologies are applied to enhance the extent of understanding, writing, vocabulary, and language skills on the whole by assessing the learning outcomes against the quantifiable performance standards. These findings can assist teachers, curriculum developers and policymakers in understanding the potential practical applications of AI in learning institutions to enhance engagement, personal learning and performance effectiveness. Moreover, the paper contributes to the body of literature on educational technology overall by outlining the most effective practices, potential issues, limitations, and prospective studies in AI-assisted language education.

### **5. Research Objectives**

1. To determine the effectiveness of AI-assisted learning in English literature and language teaching.
2. To quantify the change in language ability and literary understanding of the learners by applying quantitative methods.
3. To make a comparison between the learning outcomes of the AI-assisted instruction and the conventional teaching methods.

### **6. Research Methodology**

#### **6.1 Research Design**

The study analyzed the effectiveness of AI-supported learning in teaching through the quantitative method of experimental research. The experiment juxtaposes a control group which traditionally receives training with an experimental group that

is trained with the help of AI tools. This design will allow measuring the outcomes of the learning process in terms of comprehension, vocabulary, grammar, and writing skills, and provide statistical data on the impact of AI on the performance of the students. The experimental design would render variations in learning outcomes to be credited to AI intervention; therefore, it would be suitable for addressing the research objectives in a quantifiable and controlled manner.

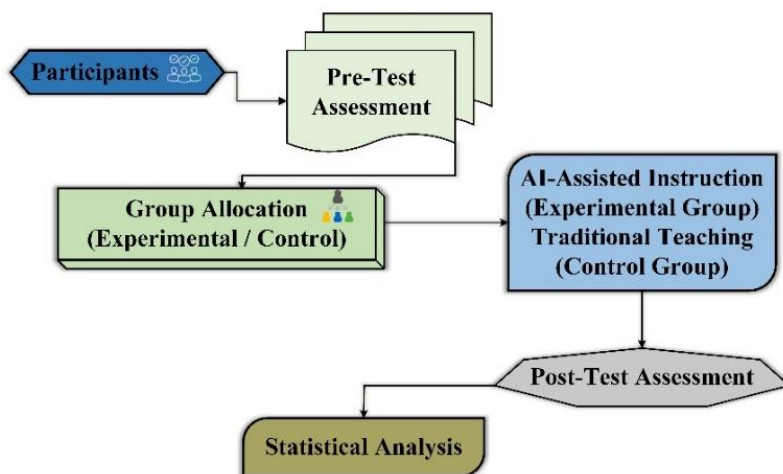


Figure 1. Research Methodology Workflow

## 6.2 Study Population

The study population will consist of a sample of 120 undergraduate students aged between 18 and 22 years who study English language and literature in university. The selection of participants was done using stratified random sampling in order to provide a fair representation of people with different academic backgrounds and different levels of competence. They have been divided into 2 groups of 60 students each: As the experimental group has been taught through AI-assisted teaching and provided with such tools as ChatGPT and AI-based grammar and literary assistance programs, the control group has been taught by employing more traditional methods, such as textbooks, lectures, and exercises. The two control groups were similar in their baseline performance, which was determined through the use of pre-test performance; hence, any variation in the post test performance could be described as a response to the AI intervention rather than a variation.

### **6.3 Research Instruments**

The proposed experiment involves the combination of the AI-based learning platforms with the standard instructional resources to examine the efficacy of the latter in the learning of both English literature and the English language. The experimental group was provided with the applications of AI, to learn through interactive learning, grammar and vocabulary checkers, literature analysis applications, and to get personal feedback and adaptive learning exercises. The control group employed traditional approaches to instruction, including textbooks, lecture notes and classroom activities. Structured pre-test and post-test measures of learning outcomes that consisted of comprehension, grammar, vocabulary, and writing skills were used to measure the learning outcomes, which could be quantitatively compared to measure AI-assisted instruction and traditional instruction.

### **6.4 Experimental Procedure**

The experimental type of applied research helps to test the efficiency of AI-based learning regarding English literature and the level of language proficiency of the participants in a logical manner. In the study, the experimental and control groups were used in the form of pre-test, intervention test and post-test.

**Pre-Test Assessment:** A pre-test was carried out so that the participants were tested prior to the intervention, and it was used to test their understanding, vocabulary, grammar and writing. This brought all the students to the same level of playing that makes the two groups comparable as far as their competence is concerned.

**Intervention Phase:**

- The AI-assisted tools, including ChatGPT to do interactive work, AI-assisted grammar and vocabulary checkers, and literature analysis programs, were applied in the case of the experimental group. These were indisputably feedback and personal resources of learning as students were free and able to work in an adaptive manner, whatever they believed was suitable.
- The control group was using the same method of teaching as they had done before; that is, they used textbooks, lectures, and in-class activities. To be equitable, the content of the curriculum was taught to the two groups during the intervention time.

**Post-Test Assessment:** It was carried out on the last day of the intervention, but it resembled the pre-test. The same learning outcomes were administered at the end of the test to determine the improvements that are attributed to the AI-assisted instruction. **Information Processing:** Coded and documented collection and recording

of the test results. The two groups were then compared, and the significance was identified by statistical analysis of the experiment and control groups.

The approach to the methodology was applied in such a way that any difference in the performance observed in the students can be attributed to the positive contribution of the AI-assisted learning intervention; therefore, this research design and study purpose adhered to the type of quantitative study design.

### **6.5 Statistical Analysis**

The authors used a quantitative statistical design to evaluate the competence of assisted learning to teach English. The results of both measures were compared to provide the statistics needed to attribute the performance increase, as well as in order to compare the experimental group and the control group.

Descriptive Statistics:

- To summarize the overall performance, the mean scores, the standard deviations, and the percentage improvements of both groups were calculated.
- These measures gave a clear picture of the learning trends and the extent of improvement after the intervention based on AI assistance.

Inferential Statistics: The paired sample t-test was used to compare the results of the test of the experimental group to determine whether the instruction based on AI provided any important improvement in the learning results.

Studies of the significance of AI-supported learning were conducted on an independent t-test compared with the post-test scores of the experimental and control groups with conventional learning approaches. All studies were conducted using all statistical software (e.g. SPSS or Excel) with a significance level of  $p < 0.05$ .

## **7. Results**

The findings of the ongoing study indicate that AI applications in teaching lead to better outcomes for learners in the language, unlike the traditional approach to teaching. The results are in line with the past empirical research, indicating the effective learning environment promotes academic performance. The results of the study include the fact that AI-enhanced learning can be used to improve the performance of students in English language and literature. The pre-test analysis made sure that there were no differences in baseline between experimental ( $M = 61.42$ ,  $SD = 6.18$ ) and control ( $M = 60.87$ ,  $SD = 6.05$ ) groups, as they were the same. The findings of the current research are similar to those of previous works of empirical evidence, which provide significant positive outcomes in student learning outcomes of AI-assisted instructional strategies. The subsequent statistical significance and

improvement in the post-test outcomes can be attributed to the previous research on the importance of adaptive feedback and personalized learning, as well as interactive engagement in AI-based environments.

### **7.1 Pre-Test Scores Descriptive Statistics**

The pre-test scores analysis was carried out to identify the initial level of the language and literature proficiency of the two groups prior to the intervention. The experimental group mean pre-test score was  $M = 61.42$  and  $SD = 6.18$ , and the control group mean pre-test score was  $M = 60.87$  and  $SD = 6.05$ . The difference between the two groups was not very high, to the extent that their means score was much higher than the average.

### **7.2 Statistical Description of Post-Test Results**

Descriptive statistics are used to examine the test and to discuss the performance of students in relation to the instructional intervention. The average score of the experimental group with the introduction of assisted instruction on the test was  $M = 75.68$  and  $SD = 5.94$ . The opposite is true because the control group taught traditional methods used a lower mean score of  $M = 67.21$ ,  $SD = 6.11$ . The variation in the mean score is a pointer to the higher degree of academic performance in the students who are exposed to AI-assisted learning compared to the students who receive the conventional means of instruction.

### **7.3 Within-Group Analysis Using Paired Sample t-Test**

The statistical significance of the improvement of the experimental group compared to the pre-test was determined by a paired sample t-test. The findings indicate that the post-test and pre-test student scores vary significantly ( $t = 14.36$ ,  $p < 0.05$ ) when the AI-assisted training is provided. This finding substantiates the fact that the learning intervention based on the AI has had a statistically significant influence on the students as far as learning literature is concerned.

### **7.4 Between-Group Comparison Using Independent Sample t-Test**

A comparative study on the post-test results of both groups was done through the independent sample t-test to determine the effectiveness of AI-based training and traditional teaching methods. The results of the statistical analysis were that the experimental and control groups were different ( $t = 7.82$ ,  $p < 0.05$ ) and that the former performed better. This observation implies that AI-assisted learning was superior to traditional learning in enhancing the performance of students in English language and literature.

### 7.5 Summary of Key Quantitative Findings

Overall, the quantitative study demonstrates that the learning outcomes of students who were exposed to AI-mediated learning were higher in comparison with the learning outcomes of students who were taught through the use of the traditional method. The mean of the experimental group increased significantly in the pre-test compared to the post-test, whereas the mean scores of the control group rose only slightly. Such a vast difference between and within groups was statistically significant, which gives good empirical evidence of the effectiveness of AI in language teaching.

**Table 1: Statistical Findings**

Study	Method	p-value	t-value	Confidence Interval
Torres & Kahveci (2025)	Effect Size (Hedges' g) + Confidence Interval	$p < 0.001$	-	95% [0.57, 0.92]
He et al. (2025)	Likelihood Ratio (LR) Test + Confirmatory Factor Analysis (CFA) with CFI	$p = 0.13$	-	-
Fathali & Mohajeri (2025)	Independent t-test	$p < 0.07$	1.79	0.104
Wu & Wang (2021)	t-test	$p < 0.01$	20.189	-
<b>Proposed Study</b>	Paired Sample t-test and Independent Sample t-test	<b><math>p &lt; 0.05</math></b>	<b>14.36</b>	-

Table 1 includes a comparative summary of the methods and major findings in statistical results cited in the chosen publications, together with the proposed research. To reveal the differences between analytical methods and the significance of outcomes, the key statistical measures, such as effect size, p-values, t-test outcomes, and confidence intervals, are summarized.

## **8. Discussion**

The findings of the study provide good empirical evidence since they demonstrate that AI-based learning is effective enough to enhance the performance of language and literature learners compared to traditional teaching methods. There was a significant increase in mean scores in the experimental group of  $M = 61.42$  ( $SD = 6.18$ ) in pre-test and  $M = 75.68$  ( $SD = 5.94$ ) in post-test, and a relatively lower increase in mean scores of the control group of  $M = 60.87$  ( $SD = 6.05$ ) in pre-test and  $M = 67.21$  ( $SD = 6.11$ ) in post-test. Statistically significant outcomes of the paired sample t-test ( $t = 14.36$ ,  $p < .05$ ) and independent sample t-test ( $t = 7.82$ ,  $p < .05$ ) prove the effectiveness of AI-assisted instruction to facilitate the improvement of the learning outcomes. The obtained results are congruent with the literature that insists on the positive contribution of AI to language learning. Other past studies have laid the groundwork in the current study by determining that AI-based learning systems assist in increasing student interaction, offer personalized feedback and individualized study paths, which result in improved academic performance. Correlation of the current findings with these works makes the findings more valid and reliable; thus, the given study is stronger and needed in the context of the literature available. Real-time feedback, automatic grammar correcting, interactive work, and AI-assisted literary analysis can be the factors that enabled such outstanding effects of AI-assisted learning to be recorded in the experimental group, in particular. These traits will allow a learner to be an active participant in the content and get the personal and immediate help that would otherwise be constrained in a traditional classroom learning environment. This description is connected to the former research that determines the relevance of adaptive and learner-based interventions to enhance the performance of learning a language.

Further, the between-group comparison ensures that the traditional teaching approaches, even with the level of effectiveness, do not offer the much-needed flexibility in fulfilling the requirements of various learners. The solutions provided by the AI-based systems, in their turn, are scalable and personalized, which is perhaps the explanation behind the fact that the performance changes in the experimental group were found to be more substantial. The figure for the change in the experimental group is much higher, which again justifies the practical significance of the AI implementation in the field of education. Overall, the fact that the obtained results are in line with the existing studies validates the usefulness of AI-assisted learning, which, consequently, makes the study findings more valid and scholarly.

The results also relate to the current literature that AI can also be a powerful pedagogical support tool that is not likely to supplant the traditional teaching strategies and can positively impact the overall learning outcomes in the sphere of English language and literature learning.

### **9. Implications**

This study has certain practical implications for teachers, schools and policy makers. The findings suggest that the instructional process on the English language and literature supported by AI technologies can help to improve the outcomes that learners will obtain. Schools should look into adopting AI-based mechanisms that improve personalized learning and conduct the teaching process. In addition, teacher training programs should be made AI-literate to make them effective. The policymakers can use these findings to come up with technology-based curricula that can support adaptive and student-centred learning environments.

### **10. Limitations**

Regardless of the contributions made, the study has several limitations, which ought to be recognized. First, the sample was rather small ( $N = 120$ ) and was restricted to the context of undergraduate students, which can limit the generalization of the results to a larger group of the population, including school-level learners or various educational environments. Secondly, the intervention period was quite short, which did not allow for assessing the long-term retention and usefulness of AI-assisted instruction outcomes. Longitudinal studies would be required to establish whether the observed improvements are long-term. Third, the research design was mostly quantitative based experiment, which aimed at measurable academic performance outcomes, like test scores. Although this method gives very good statistical data, it fails to offer qualitative aspects of student engagement, motivation, perceptions, and user experience with AI tools, which are critical issues in educational research. Lastly, the external variables of familiarity with technology among students ahead of the study, the level of digital literacy, and the facilitation by instructors were not detailed, and this could have affected the outcome.

### **11. Conclusion and Future Direction**

This study has mentioned the ways in which AI can be used to teach English and literature subjects and has stated that AI can significantly improve the learning quality of students compared to the conventional way of teaching. Through AI tools, the quantitative outcomes will be able to help students improve their understanding, language, and grades. The results indicate that AI can be used to support flexible and

individualized learning to enable students to learn the language and literature in a more efficient way. As AI-guided learning would be able to offer rapid feedback and personalized learning, it can turn students into more varied learners and stimulate interaction between the learners. The article also grants the value of AI as a learning assistive application and not a substitute for the instructor. The use of AI resources, as well as traditional pedagogical practices, may be applied to the improvement of the quality of instruction and enable making classroom management more efficient. Even though the research has contributed, the sample size and the lack of an intervention period have limited the research. More studies may be done in future to expand the research using bigger samples, longitudinal, and advanced AI solutions to investigate the long-term and general outcome of learning and education. In conclusion, the findings of the study promote the idea that AI could offer a lot to affect the process of teaching English and literature and present some new opportunities to improve the performance of students in the contemporary classroom and the level of their teaching.

Future research aims to verify the long-term impacts of assisted AI-based learning through longitudinal research. This will be improved by increasing the sample size across various learning institutions. The more advanced AI models, such as generative AI and deep learning systems, may be explored to find out more information regarding personalized education. In addition, the qualitative analysis introduction will be applied to the disclosure of the experiences of the learners and their degree of engagement.

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