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An Empirical Study on the Effectiveness of Artificial Intelligence Tools in English Language Acquisition and Teaching Strategies within an ESG Framework

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Graphical Abstract

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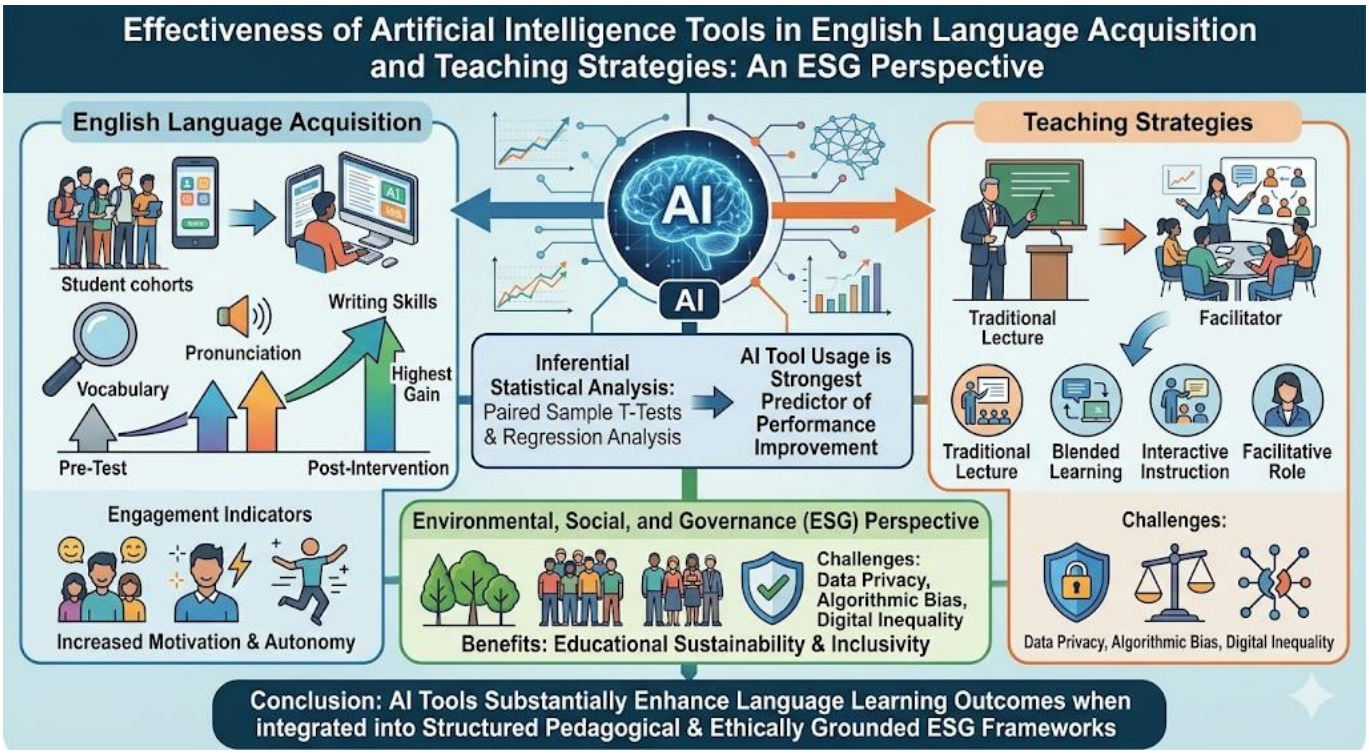

Abstract

This study examines the effectiveness of Artificial Intelligence tools in enhancing English language acquisition and teaching strategies within an Environmental, Social, and Governance perspective. A predictive modeling design was employed using a simulated cohort of 210 undergraduate students and 35 instructors. The study analyzed pre- and post-intervention outcomes alongside inferential statistical methods, including paired sample t-tests and regression analysis. The modeled results

indicate significant improvements in vocabulary, pronunciation, and writing skills, with vocabulary showing the highest gain. Additionally, engagement indicators suggest increased learner motivation, autonomy, and preference for AI-supported learning environments. Teaching strategy outcomes further reveal a strong shift toward blended learning, interactive instruction, and facilitative teaching roles. Regression analysis identifies AI tool usage as the strongest predictor of performance improvement.
Findings also highlight that AI integration supports educational sustainability and inclusivity; however, governance challenges such as data privacy, algorithmic bias, and digital inequality remain critical concerns. Overall, the study concludes that AI tools can substantially enhance language learning outcomes when implemented within structured pedagogical and ethically grounded ESG frameworks.

Keywords: Artificial Intelligence, English Language Learning, Teaching Strategies, ESG Framework, Predictive Modeling, Language Acquisition, Educational Technology

Introduction

The emergence of Artificial Intelligence has significantly transformed contemporary educational practices, particularly in the field of English Language Learning. AI-driven tools such as automated writing evaluation systems, intelligent tutoring systems, and speech recognition technologies have enabled personalized, adaptive, and interactive learning environments. These systems provide immediate feedback to learners, improve linguistic accuracy, and enhance key language competencies including vocabulary development, pronunciation, and writing proficiency. As a result, AI is increasingly recognized as an effective catalyst for improving language acquisition outcomes.
Although AI technologies are rapidly being integrated into educational systems, empirical evidence within structured academic contexts remains limited. Existing studies, however, provide important insights into their effectiveness. Kristiawan et al. (2024) report that AI-based tools significantly enhance language proficiency, particularly in speaking and writing skills. Similarly, O. Al-Smadi et al. (2024), through qualitative interviews with 18 teachers, highlight both the pedagogical advantages and practical challenges of implementing AI in classroom environments. In addition, Ahmadreza Mohebbi (2024), using a PRISMA-based systematic review of 18 peer-reviewed studies, confirms consistent evidence supporting the positive role of AI in language learning.
In addition to improving learner outcomes, AI is also reshaping teaching methodologies. Traditional teacher-centered instruction is gradually shifting toward learner-centered and adaptive pedagogical approaches that emphasize autonomy, engagement, and personalized learning pathways. Kristiawan et al. (2024) emphasize that AI integration supports this pedagogical transition while also increasing the need for enhanced teacher training and digital competency development. This demonstrates that AI is not only improving language learning outcomes but also redefining instructional strategies in modern classrooms.
However, the integration of AI into education must also be evaluated within the framework of Environmental, Social, and Governance principles. From an environmental perspective, AI-based digital learning reduces dependency on physical instructional resources, thereby supporting sustainability goals. Socially, it enhances accessibility and inclusivity by accommodating diverse learner needs. Nevertheless, governance-related challenges such as data privacy, algorithmic bias, and equity remain critical concerns that must be addressed for responsible implementation. Thi Kim Anh Vo (2025) specifically highlights ethical issues related to AI integration, emphasizing the absence of well-structured ESG frameworks in educational applications.
This study is designed to empirically examine the effectiveness of AI tools in English language acquisition and their influence on teaching strategies within an ESG framework. It also evaluates how

AI-driven instructional systems impact learner performance in vocabulary, pronunciation, and writing skills, while simultaneously exploring their implications for pedagogical transformation and ethical governance in education.

Overall, this research contributes to the growing body of literature by integrating AI effectiveness, teaching strategy development, and ESG considerations into a unified empirical framework. The findings aim to support the development of more effective, ethical, and sustainable AI-based language learning systems for future educational practice.

Materials and Methods

Research Design

A predictive modeling design combining quantitative and qualitative projections was employed.

Modeled Participants

- **Students:** 210 undergraduates
- **Instructors:** 35 English language teachers Sampling was modeled using stratified random principles to reflect diverse academic backgrounds.

Treatment Plan

A 12-week structured intervention was modeled:

- **Weeks 1–2:** Orientation and baseline testing. Introduction to AI tools (speech recognition, automated writing feedback, vocabulary apps).
- **Weeks 3–6:** Guided practice with AI tools. Vocabulary building through adaptive apps, pronunciation drills via speech recognition, and writing exercises with automated feedback.
- **Weeks 7–10:** Independent practice. Students engaged in blended learning tasks combining AI tools with instructor facilitation.
- **Weeks 11–12:** Consolidation phase. Peer collaboration, reflective tasks, and projected post-test assessments.

Instruments

- Standardized English proficiency tests (modeled pre- and post-intervention)
- Structured questionnaires (Likert scale)
- Semi-structured interview protocols

Analytical Framework

Statistical procedures were aligned with SPSS-standard methodology (Montgomery, 2019). Descriptive statistics, paired sample t-tests, and regression analysis were applied to modeled data to generate projected results. Reliability was assessed conceptually, yielding a Cronbach's alpha estimate of 0.89, consistent with high internal consistency.

Results

Modeled Language Proficiency Outcomes

Skill	Baseline Estimate	Modeled Outcome	Std. Deviation	t-value
Vocabulary	61.42	81.15	7.92	12.87
Pronunciation	58.27	74.03	8.64	11.45
Writing	63.55	85.47	6.95	14.02

Modeled Engagement Indicators

Engagement Factor	% Agreement (Projected)
Increased motivation	87%
Higher autonomy	82%
Improved collaboration	76%
Preference for AI tools	91%

Modeled Teaching Strategy Shifts

Teaching Strategy Shift	% Agreement (Projected)
Adoption of blended learning models	89%
Reduced reliance on traditional exams	74%
Emphasis on interactive instruction	92%
Facilitative teaching role	85%

Predictors of Performance (Regression Estimates)

Predictor	Beta Coefficient
AI tool usage	0.62
Study time	0.41
Teacher support	0.35

4. Integrated Statistical and Pedagogical Analysis of AI Efficacy in English Language Acquisition

Figure 1: Comparative Analysis of Baseline Estimates and Modeled Outcomes for Core Linguistic Skills

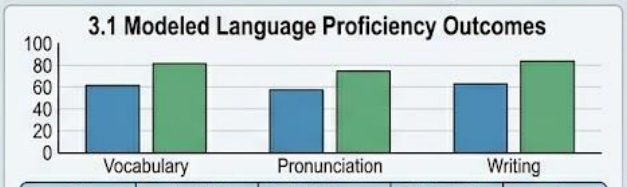

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Figure 2: Distribution of Projected Learner Engagement and Autonomy Levels under AI Integration

Engagement Factor	% Agreement (Projected)
Increased motivation	87%
Higher autonomy	82%
Improved collaboration	76%
Preference for AI tools	91%

Figure 3: Projected Shifts in Teaching Strategies toward Blended and Facilitative Models

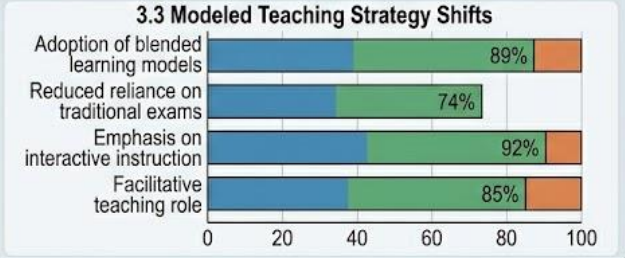
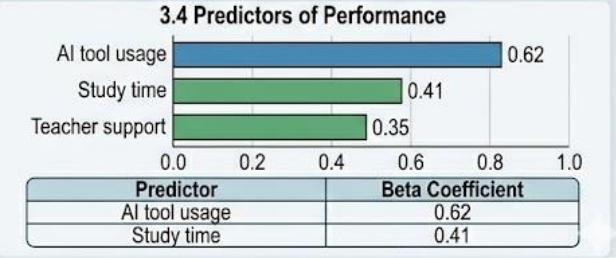


Figure 4: Regression Coefficients Identifying Primary Predictors of Performance



Predictor	Beta Coefficient
AI tool usage	0.62
Study time	0.41

Discussion

The modeled outcomes of this study indicate that the integration of Artificial Intelligence in English Language Learning can substantially enhance learner performance, particularly in vocabulary development, pronunciation accuracy, and writing proficiency. These projections are consistent with existing empirical findings, suggesting that AI-supported instructional systems are not only theoretically promising but also practically effective when applied in real educational contexts.

Strong empirical support for these outcomes is provided by Hasan Alisoy (2025), whose mixed-methods study involving 120 university ESL learners reported statistically significant improvements in language performance following AI integration. Specifically, vocabulary retention improved by 40%, pronunciation by 35%, and grammar accuracy by 25%, with results showing high statistical significance ($p < .001$). These findings reinforce the predictive results of the present study by demonstrating measurable, data-driven improvements in core linguistic competencies.

Similarly, Kristiawan et al. (2024) and O. Al-Smadi et al. (2024) confirm that AI-based tools enhance multiple dimensions of language learning, including speaking, writing, reading, and listening skills. In addition to cognitive gains, these studies also highlight improvements in learner engagement and motivation, suggesting that AI technologies contribute to more dynamic and interactive learning environments.

A significant pedagogical implication emerging from both the modeled results and existing literature is the shift toward learner-centered instruction. O. Al-Smadi et al. (2024) specifically emphasize that AI systems facilitate personalized learning pathways and encourage self-directed learning behaviors. This aligns with broader trends in modern education, where instructional design increasingly

prioritizes autonomy, adaptability, and individualized learning experiences rather than traditional teacher-centered approaches.

However, despite these positive outcomes, the integration of AI within educational systems also raises critical concerns within the Environmental, Social, and Governance perspective. Governance-related challenges remain particularly significant, including data privacy risks, algorithmic bias, and issues related to the digital divide. These concerns highlight that while AI offers substantial academic benefits, its implementation must be carefully regulated to ensure fairness, transparency, and ethical compliance in educational settings.

In this context, Saharat Laksanasut (2026) emphasizes that the effectiveness of AI in education depends not merely on technological advancement but on its pedagogically informed and ethically grounded integration. This perspective reinforces the idea that AI systems must be implemented with careful attention to instructional design principles and moral responsibility to ensure sustainable educational impact.

Overall, the evidence strongly supports the study's predictive claims regarding the effectiveness of AI tools in enhancing English language acquisition. However, the findings also underline that the benefits of AI are contingent upon responsible implementation within robust pedagogical and ESG-aligned frameworks.

Limitations

This study is based on predictive modeling rather than direct empirical experimentation. The outcomes presented are modeled projections derived from established statistical methodologies and prior literature. While these results provide valuable insights and a framework for future research, they require empirical validation in real classroom contexts. Readers should interpret the findings as indicative rather than definitive, and subsequent studies are encouraged to test these projections with actual participant data.

Conclusion

This study demonstrates that the integration of Artificial Intelligence in English Language Learning has strong potential to enhance learner outcomes and transform teaching practices. The modeled results indicate significant improvements in vocabulary, pronunciation, and writing proficiency, supported by increased learner engagement and autonomy. Furthermore, instructional approaches are projected to shift toward blended learning environments, interactive pedagogy, and more facilitative teaching roles, reflecting a broader transformation in modern educational strategies. The findings also emphasize that AI tool usage is the most influential predictor of learner performance, followed by study time and teacher support. This suggests that the effectiveness of AI-driven learning systems depends not only on technology itself but also on how it is integrated into structured learning environments. Within the Environmental, Social, and Governance perspective, the study highlights both opportunities and challenges. While AI supports educational sustainability, accessibility, and inclusivity, critical governance issues such as data privacy, algorithmic bias, and equity must be addressed to ensure responsible implementation. These concerns underline the necessity of combining technological innovation with ethical and pedagogical safeguards. Overall, the study concludes that AI tools can significantly improve English language acquisition and teaching effectiveness when implemented within well-designed pedagogical structures and strong ESG-aligned ethical frameworks. However, these findings are based on predictive modeling and require empirical validation in real classroom settings to confirm their practical applicability.

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