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Abstract:

The use of artificial intelligence (AI) in language education has grown quickly, bringing both new possibilities and challenges for students and teachers. This study looks into how AI-powered tools can help improve language skills in reading, listening, writing, and speaking. A qualitative approach was used to examine forty AI-supported tools, which were grouped based on their main purpose and features. These tools were chosen through a careful review of existing research, online platforms, and applications, with attention to factors like availability, cost, free features, and how well they support specific language skills. Each tool was closely analyzed and placed into different categories to show how they can be used in teaching. The results show that while AI tools can offer personalized learning experiences, detailed feedback, and interactive learning through different media, there are still issues like uneven accuracy, limited coverage of language skills, and ethical questions. This study provides useful advice for both teachers and learners, and suggests that more research should be done on how well these tools work for specific skills, how they should be used ethically, and their impact on learners at different levels of language proficiency.

Key Words: Artificial Intelligence, Four Skills, AI-Assisted Tools, Qualitative Approach, Language Learning.

Introduction:

In recent years, artificial intelligence (AI) has emerged as a transformative technology across many areas, including education and language learning. The rapid development of AI tools has sparked both excitement and worries among educators, researchers, and learners. In particular, the use of AI in language education has led scholars to examine its impact from various angles (Williamson, 2023; King, 2022; Poola, 2023). As interest in AI grows; the literature has given rise to different definitions. For instance, Tartuk (2023) defines AI as digital systems or robots that carry out tasks usually done by humans. Ergen (2019) emphasizes AI's ability to perform cognitive functions like recognition, learning, inference, and interaction. Cheng and Day (2014) view AI as a groundbreaking innovation. These perspectives highlight AI's ability to mimic human intelligence and change existing systems. AI-powered tools have become more accessible, making many aspects of daily life easier. Navigation systems use AI to find efficient routes, while virtual assistants and chatbots interact with users and provide relevant information. Although these applications show AI's convenience, they also raise concerns about its impact on employment and job security.

AI is bringing innovative changes to education, especially in language teaching. Tools like Khan Academy, Coursera, Duolingo, and Future Learn allow learners to progress at their own pace. ChatGPT became particularly popular when it was introduced in 2022. It uses natural language processing and large language models to provide human-like responses and support tasks like summarizing, writing, and instructional design (Bonner et al., 2023). However, even with its versatility, there are ongoing discussions: for example, some studies note that AI can facilitate continuous interaction between learners and systems. Tartuk (2023) points out AI's potential in helping teachers create adaptable instructional materials, while Fidan and Kasimi (2023) highlight how AI can personalize learning for individuals. Similarly, Al-Tkhayney et al. (2023) suggest that AI promotes student engagement and collaborative learning. On the other hand, some researchers have raised concerns. Kasneci et al. (2023), Baskara and Mukarto (2023), and Chelliah (2017) argue that overreliance on AI may reduce human involvement in teaching and affect the role of teachers.

The issue of academic integrity has also been raised, with Mamatova and Qizi (2023) focusing on ethical concerns. Overuse of AI tools may damage the emotional connection between students and teachers, lower student motivation, and lead to passive learning (Bhosale et al., 2020). Ula et al. (2023) warn that heavy dependence on AI systems might weaken critical thinking skills. Technology has long

played a key role in language teaching and learning, with many studies highlighting its transformative potential. The widespread use of digital devices has led to the creation and popular use of Computer Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) environments. In addition, the rise of Web 2.0 and Web 3.0 technologies has created more interactive and personalized learning experiences. Recent studies suggest that AI can have both benefits and drawbacks in language learning contexts. For example, Liu and Ma (2023) found that AI can enhance learner engagement by offering real-life language use. Baidau-Anu and Owusu Ansah (2023) emphasized the role of ChatGPT in automating assessments and promoting interactive learning environments. Despite these concerns, AI materials can be valuable for language education if used under appropriate and ethical conditions.

This research aims to fill this gap by identifying and analyzing AI-based tools such as apps, websites, plugins, and platforms that are designed to improve reading, writing, listening, and speaking in language learning contexts. The tools were evaluated based on their pedagogical functionality, accessibility, and suitability for English learners. The goal is to determine whether these tools are effective for promoting language learning. The research also seeks to combine theoretical insights with practical applications in technology-enhanced second language teaching by considering web apps and plugin formats.

To achieve this, the study addresses the following research questions: This study aims to explore AI-assisted language learning tools for the four key skills: reading, writing, listening, and speaking. Directly, it replies several questions:

- What types of AI-supported tools are used to develop the four language skills?
- What are the features and capabilities of these AI-supported tools?
- To what extent are these AI-supported tools helpful in improving language learning?

Research Gaps:

Chatbots powered by GenAI are a new addition to language education, so more research is needed on digital affordances and empirical studies regarding their use, especially with ChatGPT.

Most research on using ChatGPT in language learning focuses on AI-assisted writing (Salvagno et al., Citation2023), where opinions are mixed and sometimes conflicting. Supporters highlight its ability to provide outlines, drafting examples, help in argument development, and offer linguistic feedback (Salvagno et al., Citation2023), while critics point out issues such as fake references, incorrect examples, and concerns about academic integrity and ethics (Ray, Citation2023).

Moreover, most of these studies were conducted in controlled experimental settings with small sample sizes and short interventions, which might limit the general applicability of their findings. This study addresses these gaps by analyzing global learners' experiences with ChatGPT on one of the largest social media platforms. It uses sentiment analysis tools to measure emotional responses and models the relationship between reported digital affordances and overall learning experiences with ChatGPT.

Research Context:

This is a sequential mixed-methods study that combines both quantitative and qualitative data, providing comprehensive insights, validating findings, and improving the credibility of the research (Creswell, Citation 2014).

To capture the initial learning experience of global language learners with ChatGPT, data were collected from YouTube videos because it is one of the most popular video platforms with a large number of videos. The process of crawling YouTube video comments followed a specific procedure. First, the study focused on videos by searching for "ChatGPT language learning" and "ChatGPT language teaching". Next, the page was scrolled through based on YouTube's algorithmic video recommendations, and video information was collected using the Python "requests_html" library (<https://requests.readthedocs.io/projects/requests-html/en/latest/>). Finally, to ensure accuracy, videos were purposefully selected based on the following criteria: (1) The title must include "ChatGPT" (with exact spelling and spacing) and "language"; (2) The video must be over 2 minutes long; (3) The video was published between December 15, 2022, and April 30, 2023 (the start date of this study); and (4) The content should be related to language learning. Nineteen representative videos (Figure 1) were selected as a result.

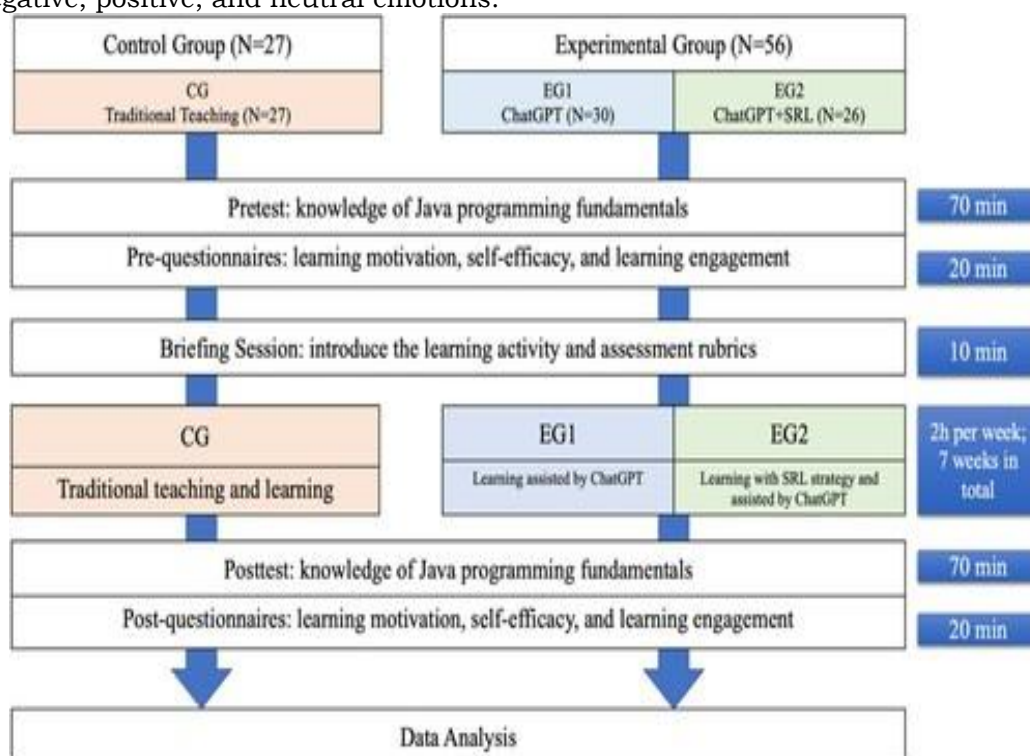
On April 17, 2023, first-level comments from these 19 videos were extracted via Python. Comments at the second level were not considered. It should be noted that comments without expressive meaning, such as single-letter responses, punctuation, or blank comments, were excluded from further analysis. Since some comments were not in English due to the content being related to language learning, they were translated into English using Google Translate. As a result, a total of 1088 comments were collected.

Text data pre-processing, such as converting to lowercase, splitting sentences into words, and removing stop words and punctuation, was performed using the Python natural language toolkit (NLTK) (<https://www.nltk.org/>).

It is also important to mention that for the validity of the word cloud visualisation, some relevant keywords (e.g., "ChatGPT", "language", "learning", "AI") were disabled, as they could influence the subsequent manual annotation of the comments.

Sentiment Analysis and Data Visualization:

Sentiment analysis and data visualization were used to identify the digital affordances and challenges of using ChatGPT for self-learning. Generally, sentiment analysis involves using natural language processing, text mining, and other methods to determine the emotional tone of a message. In this study, all comments were collected using the “textblob” library in Python (<https://textblob.readthedocs.io/en/dev/>) to analyse the sentiment of the text. The “textblob” library operates by (1) splitting sentences into sets of words, (2) comparing these words to those in a sentiment polarity lexicon along with their associated semantic relationships, and (3) calculating a polarity score for the entire text. This method can effectively categorise the sentiment of a text as positive, negative, or neutral. Due to its wide range of text-processing capabilities, such as phrase extraction, spelling correction, and sentiment analysis (Sarkar, Citation2019), this tool is widely used by researchers to analyse emotions expressed in text data on social media platforms such as X and others (Qi & Shabrina, Citation2023; Zahoor & Rohilla, Citation2020). However, it may struggle with sarcasm, negation, and multilingual nuances, and may produce biased or inaccurate results due to ambiguous sentiment or contextual errors (Wankhade et al., Citation2022). Once the comment database was used for sentiment analysis, we obtained a database of YouTube comments expressing negative, positive, and neutral emotions.



A word cloud is a visual tool that helps in showing word frequencies in an easy and appealing way. The “word cloud” library in Python (https://amueller.github.io/word_cloud/index.html) was used to visualise the most frequently used terms in the dataset. While word clouds are useful for showing frequency, they do not capture the context in which words are used, and they tend to overemphasize frequent words, ignoring their relative importance or relevance (Skeppstedt et al., Citation2024).

Methods:

This study used a qualitative document analysis method (Bowen, 2009) to find and check AI-based tools that help with language learning. Document analysis is a common method in qualitative research, especially useful for looking at digital content, educational materials, and tech platforms. This method helped the researchers look at online resources, existing research, and app interfaces to better understand how AI tools support language skill development. The selection process included a detailed review of both academic papers and public platforms such as websites, apps, and browser extensions. In the end, forty AI-assisted tools were included in the final set. These tools were picked based on several specific criteria. First, they needed to support one or more of the four main language skills: reading, writing, listening, and speaking. Second, they had to be accessible, whether free, fermium, or paid. Third, we considered the features available in the free version when applicable. Fourth, we looked at how much AI was used, ranging from simple automation to advanced generation-based AI. Lastly, we assessed usability and effectiveness based on hands-on use and user interaction. To ensure practical relevance, the authors used and tested each tool in real language-learning scenarios.

Findings and Interpretations:

It is widely accepted that all four language skills are equally important for comprehensive learning. Therefore, this study does not focus on one skill more than others. Instead, it includes tools that support

all four skills reading, writing, listening, and speaking recognizing their combined importance in effective language teaching and learning.

Reading:

Reading remains a key part of language learning, helping with vocabulary, grammar, understanding, and critical thinking. In AI-assisted education, many tools have been developed to support reading through interactive feedback, vocabulary help, and access to real texts. In this section, ten AI-assisted tools are examined based on their unique contributions to reading development, along with their limitations and teaching implications.

Table 1 below provides a comparison of these ten AI-supported reading tools. Each tool is described in terms of its main educational functions, and its notable features and shortcomings are outlined.

Table 1: Overview of AI-Supported Tools for Reading

Tool	Category	Key Features	Main Limitations
Tutor AI	Comprehension	Adaptive texts, simplification, interactive Q&A, personalized content	Misinterpretation by AI; oversimplification risk
Read Theory	Comprehension	Comprehension Level-adjusted texts, progress tracking, comprehension quizzes	No writing feedback; misdiagnosis from quiz performance
Read Works	Comprehension	Comprehension Curriculum-aligned content, dictionary integration	Requires teacher code; limited access for self-learners
IXL.com	Comprehension	Paragraph-based exercises, skill-level sorting	Tasks may feel mechanical; limited text variety
Duolingo Stories	Comprehension & Vocabulary	Multimodal (audio/text) vocabulary highlighting, comprehension checks	Mistake limits in free version; repetitive over time
Tooltips.ai	Vocabulary	On-screen translations, synonyms/antonyms, ChatGPT integration	Inaccuracy with idioms/contextual meanings
Readlang	Vocabulary	Word-click translation, flashcards, spaced repetition, multimedia support	Focuses on recognition; lacks deeper semantic engagement
Polyglot Media	Extensive Reading	Language learning-focused texts, reading strategies	Static content; may not appeal to all learner types
BBC.Com	Extensive Reading	Authentic journalistic content, cultural awareness	Complex vocabulary; British-centric English
Time.com	Extensive Reading	Real-world topics, academic vocabulary, interpretive reading	Too advanced for lower proficiency learners

The following tools are intended to improve reading comprehension, consistently adapting reading material to individual proficiency levels using supporting technologies. For example, Read Theory changes the complexity of text based on students' responses, using an interactive quiz to track and assess comprehension over time.

Tutor AI emphasizes understanding through interaction, giving students the chance to ask questions or get simpler versions of text passages. Both tools exemplify the principles of differentiated instruction and formative assessment, helping learners' access texts that gradually increase in challenge. However, automated feedback systems may sometimes misinterpret the intent of learners or simplify content too much, leading to a lower level of comprehension compared to medium-to-high-level strategies that are effective in enhancing literacy. Other tools like Read Works and IXL.com offer structured reading activities that align with education standards. Read Works is for formal educational settings and requires teacher-generated access codes, while IXL provides more flexibility for independent practice. Many other tools mainly focus on improving vocabulary through reading. For example, Tooltips.ai is a browser extension that includes ChatGPT, allowing readers to instantly translate or define unfamiliar words, often with synonyms and antonyms. This promotes incidental learning in real reading contexts, though its effectiveness may be limited in complex or idiomatic situations. Readlang offers a more formalized approach to vocabulary learning by collecting unknown words during reading and using flashcards or quizzes to revisit them. It also includes subtitled videos to help students learn more. These tools show promising signs of effective vocabulary acquisition, but they might lack deeper semantic mapping or encourage more productive use of vocabulary, which goes beyond mere recognition. A more specialized resource, Polyglot Media, focuses on language learning themes, offering curated readings that include both language content and study strategies. Tools like Tutor AI and Read Theory adjust content based on learners' performance and needs. Research supports differentiated instruction and adaptive learning technologies in language education (Chen et al., 2020). These tools also use learner data to select reading materials at the right difficulty level, supporting Krashen's (1982) $i+1$ hypothesis, which suggests that

input slightly above the learner's current level is most effective. However, automated systems can misalign or misdiagnose learners' needs, especially if proficiency is measured only by quiz feedback. Incidental vocabulary acquisition is another strength provided by these tools. In contrast, extensive reading platforms like BBC.com, Time.com, and Polyglot Media expose learners to authentic, often unmodified texts. This exposure is crucial for developing fluency and higher-level comprehension skills (Day & Bamford, 1998).

From a broader perspective, the tools reviewed show a lot of potential when used together. In this way, while learners build their basic reading skills with Read Theory, improve fluency and gain a better understanding of the world through Time.com, and expand their vocabulary using Readlang, they also get the chance to use these tools in combination. This approach of using AI tools in a strategic way aligns with the ideas of Self-Regulated Learning (Zimmerman, 2000) and CALL frameworks (Chapelle, 2001), both of which highlight the importance of learner independence, reflection, and the coordination of different language skills. However, there are still some ethical and teaching-related concerns.

Listening:

Listening is an important skill that helps with understanding a language and also influences speaking, pronunciation, and overall communication ability. Different types of spoken language, from formal to informal, are essential for developing real-time processing skills and improving listening comprehension in second language students. AI-based listening tools support various functions like pronunciation, understanding accents, and improving comprehension. The following is a comparison of ten AI-supported tools that were evaluated for listening. Each tool is described based on its main function, important characteristics, and notable drawbacks.

Table 2: Classification of AI-Supported Listening Tools

Tool	Main Category	Key Features	Limitations
Podcast	Pronunciation	Podcast creation, voice recording and editing, self-assessment	Audio quality issues; discomfort with self-recordings
Speechace	Pronunciation	Vocabulary-focused pronunciation practice, automated feedback	Limited feedback in free version to short sentences
Transcribe	Pronunciation	Speech-to-text transcription, limited recording time	5-minute time limit restricts practice
Speechling	Pronunciation & Comprehension	Dictation, quizzes, oral correction, daily activities	Too many mechanical tasks; lacks attention to connected speech and intonation
Youngish	Pronunciation & Accent Exposure	Accent comparison across English, American, Australian	Basic focus; lacks contextual or discourse-level support
Ello	Accent Exposure & Comprehension	Audio with transcripts, comprehension questions, multiple accents	Relies on internet; videos may not load smoothly in poor connections
Lyrics	Training Accent Exposure	Song-based listening, fill-in-the-blanks, difficulty levels	Free version restricts mistakes; can be discouraging at higher levels
Listenwise	Comprehension	Curriculum-aligned podcasts, transcripts, comprehension tasks	Requires teacher code; limited independence for self-learners
BBC Learning English	Comprehension	Podcasts with comprehension questions, formal British English	Uses formal RP accent; may be challenging for unfamiliar learners
ESL	Lab	Comprehension Level-based audio recordings with quizzes	Requires stable internet; may not support offline learning

Batuhan SELVİ, Ümit Ferit ALDIM & Zelal ÇOBAN [981] some tools are developed to help learners improve their pronunciation. For instance, Podcastle is an app where students create and edit podcasts to practice listening and review their own speech. While it encourages learners to think about their learning process, the effectiveness of this approach may depend on the quality of the audio and how easy it is for users to listen to themselves. Speechace offers detailed pronunciation practice through vocabulary and sentence-based exercises and provides automated feedback. However, the free version only allows feedback for short sentences, which could prevent learners from practicing longer, more natural speech. Transcribe helps users convert spoken input into text, allowing them to compare their speech with the correct version and correct any errors. Although this method is useful for self-checking, it might be too restrictive for lower-level learners because the free version limits sessions to five minutes. Speechling adds personalized oral feedback to traditional tasks like dictation and fill-in-the-blanks. However, the heavy reliance on repetitive drills makes it less effective for developing features like intonation, rhythm, and connected speech. Lyrics Training includes songs from around the world and lets learners fill in lyrics at

different difficulty levels. It is very engaging, but the free version limits the number of mistakes allowed. Ello exposes learners to a variety of accents through real speakers from different English-speaking regions. It also includes comprehension tasks and scripts, making it suitable for both accent training and listening comprehension. Additionally, some tools focus on developing listening comprehension, such as Listenwise, BBC Learning English, and ESL Lab. They support structured listening activities with quizzes and transcripts. In terms of listening comprehension, tools such as Listenwise, ESL Lab, and BBC Learning English provide structured listening materials accompanied by quizzes and transcripts, offering support that helps learners strengthen their inferencing, decoding, and memory abilities. These approaches align with bottom-up and top-down processing theories in listening (Vandergrift & Goh, 2012). However, tools that require special access like Listenwise, which needs teacher codes may limit the independence and flexibility of learners outside formal classroom environments.

Writing:

Writing, as a productive skill, is vital for expressing ideas, developing arguments, and engaging in academic or professional communication. For second language learners, writing also enhances grammatical control, vocabulary use, and overall language awareness. AI-assisted writing tools have become increasingly advanced, offering real-time feedback, sentence-level rephrasing, and guidance on mechanics such as punctuation and spelling.

Table 3 below presents a comparative overview of ten AI-supported writing tools, each categorized by its primary function, with key features and limitations noted.

Table 3: Overview of AI-Supported Tools for Writing

Tool	Category	Key Features	Main Limitations
ProWritingAid	Spelling & Structure	Grammar, spelling, structure feedback; Chrome extension	Struggles with complex sentences and long texts
Write and Improve	Spelling & Structure	Free writing practice by level; auto feedback; IELTS prep	Limited topic updates; static prompts reduce engagement
Language Tool	Spelling & Structure & Paraphrasing	Grammar/spell check and sentence rephrasing	Inaccuracy in complex rephrasing and feedback inconsistencies
Grammarly	Spelling, Structure & Punctuation	Grammar, punctuation, and style checks; browser integration	Limited free version; lacks advanced features for longer texts
ChatGPT	All Three	Multifunctional (grammar, paraphrasing, feedback, explanation)	Requires very specific prompts; risk of overreliance and ethical concerns
PopAI Pro	Paraphrasing	Sentence rephrasing, synonym suggestions, ChatGPT-based	Not always accurate in synonyms; lacks context sensitivity
Ref-n-Write	Paraphrasing	Academic rewording; avoids plagiarism; user-friendly	May not handle complex input well; rephrasing can lose clarity
Ginger Software	All Three	Grammar, punctuation, rephrasing; extension/app-based	May miss advanced errors; less effective with dense academic texts
Slick Write	Spelling & Structure	Instant grammar/spelling feedback; browser-based	Limited with longer/complex structures; basic analysis
QuillBot	Spelling, Paraphrasing & Punctuation	Grammar/spell check, paraphrasing, plagiarism checker	Restricted in free version; paraphrasing may lack nuance

The advantages of these tools mainly involve identifying and correcting spelling, grammar, and sentence construction errors.

Tools like ProWritingAid, Write and Improve, Ginger Software, and Slick Write assist users in spotting mistakes and improving clarity through suggestions. ProWritingAid is particularly effective at analyzing word usage, though it sometimes struggles with interpreting lengthy and complex sentences. Write and Improve, developed by Cambridge, allows students to write essays and receive automatic graded feedback; however, it suffers from static prompts that rarely change, which may reduce long-term user engagement. Ginger Software also provides basic structural feedback, similar to Slick Write. Ginger is helpful for grammar, punctuation, and rephrasing, but it is not well-equipped to deal with complex syntax. Slick Write is easy to use and useful for independent editing, but it can also misinterpret some nuanced sentence structures. Several tools highlight sentence-level paraphrasing, which helps learners develop creativity and eliminate redundancy in writing.

When it comes to paraphrasing, tools such as Language Tool, PopAI Pro, Ref-n-Write, QuillBot, and ChatGPT are available. Language Tool is a bit different in that it includes both error corrections and rephrasing methods, while Ref-n-Write is specifically designed for academic writing and can be beneficial in avoiding plagiarism.

Most of these tools still have some issues, particularly PopAI Pro and QuillBot, which may not provide very good grammatical corrections or stylistic consistency, especially when dealing with abstract or complex ideas. Although there is a wide range of tools that support different aspects of writing, their effectiveness often depends on how learners use them. When used strategically like using Write and Improve for structure, QuillBot for paraphrasing, and Grammarly for punctuation these tools can offer a more complete writing improvement process. A key advantage of many tools, including ProWritingAid, Grammarly, and Write and Improve, is their ability to provide automated and personalized feedback. This feedback encourages learner independence and allows for frequent, low-stakes revisions, which align with the principles of formative assessment (Black & Wiliam, 2009). Teachers need to set clear guidelines and help students understand how to use such tools as a supplement, not a replacement, for their writing practice. From an educational perspective, the variety of AI-supported writing tools offers new possibilities for differentiated instruction and process-based writing approaches (Tribble, 1996). Students can revise multiple drafts with AI support, reflect on changes, and gain insights into their own language patterns. However, successful use depends on thoughtful integration and critical digital literacy ensuring learners understand both the strengths and limitations of these technologies.

Speaking:

Speaking remains one of the most valuable language skills in today's multilingual and multicultural world. As English continues to be a global language, learners increasingly seek effective and time-saving ways to improve their oral skills. AI-supported tools now help address key areas of speaking development: pronunciation, fluency, and grammatical accuracy.

Table 4 summarizes the main features and limitations of ten AI-supported tools that support speaking development.

Table 4: Classification of AI-Supported Speaking

Tools	Tool Category	Key Features	Main Limitations
ElevenLabs	Pronunciation	High-quality TTS, voice cloning, multi-accent exposure	Deepfake risks; needs quality input; internet dependent
TalkPal	Fluency	AI tutor, role-play scenarios, multilingual support, feedback	AI feedback may be inaccurate; needs strong connectivity
Speak & Improve	Pronunciation & Fluency	Timed responses, speech recording, proficiency-level feedback	Repetitive prompts; resets user progress on login
Smalltalk 2.me	Pronunciation	Pronunciation-based scoring, visual prompts, speaking practice	Lacks feedback on complex speech or grammar
Zaplingo Talk	All Three	Phone-based speaking, pronunciation feedback, vocabulary learning	May be misused for casual/social chat; privacy concerns
Reverso Context	Accuracy	Contextual vocabulary examples, expression usage support	Limited to vocabulary usage; no speaking practice feature
ClubEnglish	Accuracy	Grammar & vocabulary practice across all language skills	Not specific to speaking; limited interactivity
Forvo	tiPronunciaon	Native speaker pronunciations from multiple countries	No grammar support; basic word-level focus
Simsimi	Fluency	Chatbot conversations for informal fluency practice	Lacks structured tasks or linguistic depth
PowerPoint Speaker Coach	Fluency & Accuracy	Speech pacing feedback, filler word detection, vocabulary tips	Limited feedback on grammar; basic fluency metrics

Tools like Speak & Improve and Zaplingo Talk blend pronunciation practice with fluency development. Speak & Improve, developed by Cambridge, provides timed prompts and feedback on speech performance, encouraging learners to speak quickly and clearly. However, the repetition of questions and the lack of progress tracking may reduce its appeal for long-term use. Zaplingo Talk is more dynamic: it simulates telephone conversations with native and non-native speakers, evaluates pronunciation in real-time, and introduces vocabulary activities. Its multipurpose nature places it across all three categories - supporting fluency, accuracy, and pronunciation. A few tools focus more narrowly on fluency enhancement. TalkPal, an AI powered language practice app, uses realistic role-play scenarios, AI-tutoring, and dialogue simulations to simulate everyday interactions. Its gamified elements and custom learning paths are appealing to learners, though limitations in internet connectivity and the accuracy of AI feedback should be noted. Simsimi, on the other hand, offers casual chatbot conversations. While it supports fluency through informal exchanges, the lack of structured learning objectives may make it better suited for supplementary rather than core speaking practice. For accuracy, tools such as Reverso Context, EnglishClub, and PowerPoint Speaker Coach can allow grammar concentration, vocabulary learning, and metalinguistic awareness to be a breeze. With the use of examples of the contextually-based

use of a word, Reverso has furnished guidance to learners to pick the right words for both spoken and written communications. EnglishClub supports beginners with free grammar exercises and vocabulary improvement in all skills as an asset for accuracy. PowerPoint Speaker Coach, a new feature from Microsoft, gives pace control, appositions, and clarity step by step while learners present speeches to adjust fluency and grammatical control. While each of the tools target different aspects of speaking, their true pedagogical value arises when combined in an integrated learning approach. Tools like Zaplingo Talk, Speak & Improve, and PowerPoint Speaker Coach offer performance-based evaluations where learners must reflect on their own speaking skills. This method aligns well with the ideas of self-regulated learning (Zimmerman, 2000) and process-oriented speaking teaching (Bygate, 2009). These tools also provide detailed feedback and corrections, helping learners become aware of their challenges in areas such as fluency, articulation, and pacing, which are key to developing a confident speaking voice (Nation & Newton, 2009). In terms of pronunciation, tools like ElevenLabs, Forvo, and Smalltalk.2.me contribute to improving intelligibility how well a speaker understands according to Derwing and Munro (2005). These tools expose learners to different accents, sounds, and intonation patterns, and allow them to compare their own speech with recorded examples. However, there are ethical issues linked to voice cloning in tools like ElevenLabs and limited feedback in platforms like Smalltalk.2.me. This emphasizes the importance of critical digital literacy when using these tools in formal education settings.

Pedagogical Implications:

The increasing use of AI-based tools in language learning settings brings both opportunities and challenges for educators.

The results of this study offer several insights that can shape classroom instruction, curriculum development, and teacher training.

First, AI introduces a level of personalization in teaching and learning. HER projects require AI integration in the teaching of critical thinking and problem-solving skills to develop AI competencies (Liu & Ma, 2023; Baidau Anu & Owusu Ansah, 2023). For instance, students can use Read Theory or Readlang at home with automatic comprehension checks and vocabulary support based on their reading level. In class, teachers can follow up with group discussions or deeper reading activities informed by AI feedback. Similarly, writing tools like "Write and Improve" or Grammarly can assist in the writing process by helping students revise and refine their work, resulting in much more spontaneous writing activities (Wu et al., 2023; Alharbi, 2023).

Second, tools focused on fluency and pronunciation, such as Speak & Improve, Ello, and Zaplingo Talk, can support classroom-speaking activities.

For example, 'Speak & Improve activity can be used weekly for students to assess their speaking skills by recording responses to prompts and reviewing improvements over time. Teachers might assign Ello listening and speaking modules with different accents before diving into pronunciation exercises. In speaking clubs or online learning environments, Zaplingo Talk can serve as a platform for students to practice real conversations and build spontaneous speaking abilities.

Third, a blended approach to instruction is highly recommended. While AI tools offer flexibility and immediate feedback, teacher involvement is still essential. For example, when using QuillBot for paraphrasing, instructors can have students analyze the AI-generated suggestions and discuss which ones are most effective in terms of style, grammar, and clarity. This transforms the tool from a passive assistant into an active learning aid. Similarly, educators can use Speechace in oral exams or pronunciation workshops, comparing AI feedback with that from peers and instructors (Shaikh et al., 2023; Baskara & Mukarto, 2023). Language teachers and institutions should also be involved in addressing the ethical aspects of generative AI. Including a module on AI ethics in the curriculum can help students understand issues like misuse such as using ChatGPT to complete entire assignments and develop their own guidelines for ethical use (Zhao, 2022; Younis et al., 2023; Barrot, 2023).

Conclusion:

This study aimed to explore the educational benefits of AI-supported tools in enhancing learners' reading, listening, writing, and speaking skills. By reviewing documents and analyzing various digital platforms, forty tools had been chosen and evaluated as well, based on their accessibility, usefulness, and potential to aid language development. Each tool was categorized by its primary function and thoroughly examined to determine how well it addresses the needs of language learners. The findings of this research highlight the growing importance of AI in the learning of a second language. While previous studies have explored specific tools, such as ChatGPT for assessment (Younis et al., 2023), Grammarly for grammar correction (Wu et al., 2023), or Duolingo for self-study (Li et al., 2023), there is still a need for a more comprehensive analysis covering a wide range of AI-assisted tools across all language areas. This study addresses that need by offering a detailed, comparative view that can guide both teaching practices and future research. Beyond looking at individual tool features, this study also provides broader insights into how AI is reshaping language education. Issues such as plagiarism, dependency on AI, and reduced learner independence raise important questions about academic integrity and the evolving role of teachers in AI-driven classrooms. At the same time, educators and institutions must establish clear guidelines for the ethical use of AI to prevent misuse and ensure that learners are genuinely engaged in their learning. It

is important to be transparent about how AI tools operate and what they can and cannot do, to help users make informed and responsible decisions. Looking ahead, future studies could examine the efficiency of these tools regarding performance with different learner groups, such as young children, university students, or working adults.

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