



International Journal of English Literature and Literary Theories

International Peer Reviewed and Refereed English Journal

INTERNATIONAL JOURNAL OF ENGLISH LITERATURE AND LITERARY THEORIES (IJELLT)

ISSN: 3107-6505

Vol.:2: Issue: 5: 2026.

(International Peer Reviewed and refereed English Journal)

Editorial Board:

Dr. R. Gobinath

Prof. Sharif Atiquzzaman

Dr. Dr. Aravindan Balakrishnan

Dr. Athisayaraj Jebakumar J

Dr. P. Dinakar

Dr.P.Chitra

Dr. M.K. Praseeda

Prof. D. Deepikadevi

Dr. K.Usha Savithri

Dr. D.Solomon

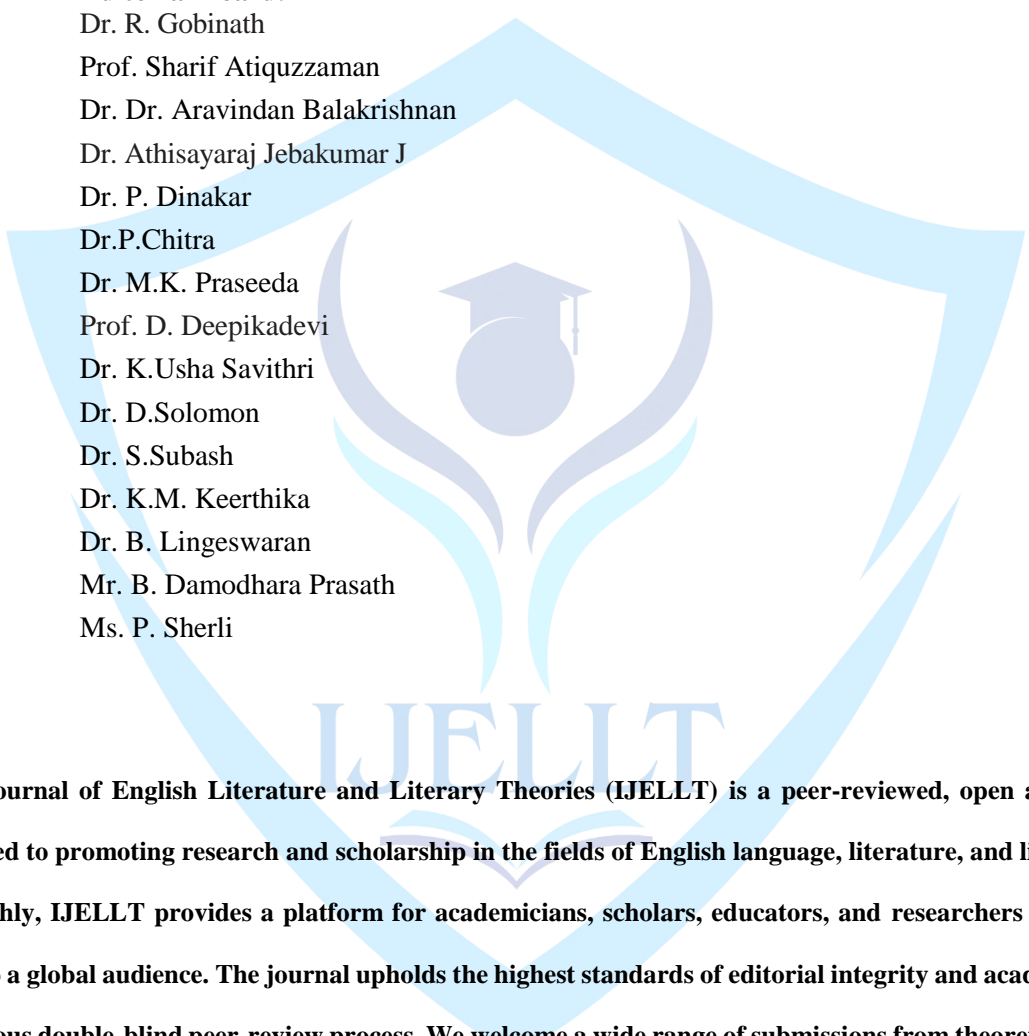
Dr. S.Subash

Dr. K.M. Keerthika

Dr. B. Lingeswaran

Mr. B. Damodhara Prasath

Ms. P. Sherli



International Journal of English Literature and Literary Theories (IJELLT) is a peer-reviewed, open access academic journal dedicated to promoting research and scholarship in the fields of English language, literature, and literary theories. Published monthly, IJELLT provides a platform for academicians, scholars, educators, and researchers to present their original work to a global audience. The journal upholds the highest standards of editorial integrity and academic excellence through a rigorous double-blind peer-review process. We welcome a wide range of submissions from theoretical and critical analyses to practical research, creative writing, and pedagogical studies related to English literature and language.

Literary Theories

Beyond the Classroom: AI-Powered Chatbots as Interactive Virtual Learning Companions for English Language Learning

Dr. Aarthi.E, Assistant Professor, Department of Languages (English), Karpagam Academy of Higher Education, Coimbatore, Tamil Nadu, India.

Ms. Monisa R, Ph.D. Research Scholar in English, Bharathiar University, Coimbatore, Tamil Nadu, India

Abstract: AI chatbots can provide unparalleled support for English learners despite the proliferation of other digital learning tools. AI chatbots facilitate dialogue, provide practice, and offer corrections and the opportunity to engage in deep reflection about the learning process. Unlike traditional language learning tools, AI chatbots support learners in asking questions, providing sentence revisions, acting out different learning scenarios, and offering real-time feedback. This paper reviews the literature on AI chatbots as dynamic digital learning companions throughout the English learning process and considers their role in the development of second language acquisition, learner autonomy, and communicative competence as well as their impact on vocabulary and grammar development, writing, speaking, and reading. Moreover, the paper focuses on the use of chatbots in the language learning process by the application of learning constructs such as input and output, noticing, and interaction. It also provides educators with prompts and classroom activities to facilitate the use of chatbots in learning tasks that range from vocabulary and grammar to reading and writing. It, then, reviews the biases and incorrect outputs associated with the learning tool. The paper, finally, concludes with the idea that English learning is advanced when AI chatbots are used in a guided context, and the learner takes responsibility for using the tool ethically and thoughtfully.

Keywords: Artificial intelligence, AI chatbots, English language learning, virtual learning companions, digital pedagogy, learner autonomy, prompt-based learning.



IJELLT

**International Journal of English Literature and
Literary Theories**

Introduction

Learning English today is much more dynamic than the models of the past that involved textbooks, classes, and intermittent feedback. Students now have the ability to learn and practice English on various platforms using videos, apps, speech and assistive technologies, and AI. Within this landscape, chatbots are being viewed as virtual learning partners because they have the ability to provide on-demand, customised responses and practice. Students can now practice conversations with a chatbot when they otherwise would be too shy to practice speaking in a classroom. Forgetting a word in the middle of a presentation can be helped with chatbots as well as getting feedback on how to improve and practice the presentation.

The main assistance that chatbots offer to English language learners is their ability to practice. One of the most crucial aspects of learning a language through a practice framework is having the opportunity and ability to verbalise their new understanding of the language through speaking. The input hypothesis, as explained by Stephen Krashen in his *Principles and Practice in Second Language Acquisition*, looks at the language structures that are slightly beyond an individual's understanding. Engaging in exercises to learn this newly understood language with the aid of a learning partner is the most crucial element of learning a language. A chatbot fulfills this role due to the ability to create a safe practice environment with varying degrees of language structures as responses.

This paper continues the investigation on AI chatbots by considering them more as learning partners than as substitute teachers. Chatbots are discussed within the context of development for vocabulary, grammar, reading, writing, speaking, listening, and also for learner motivation. The paper also provides practical examples and prompts for teachers and learners in real learning situations. AI chatbots provide educational value in the context of a guided learning framework. In the absence of a framework for guided learning including clear prompts and reflection, oversight, and support provided by the teacher, learners may rely on AI-enabled language to the detriment of their own language competence.

Review of Related Literature

The study of AI chatbots in English language learning has increased markedly, following the wider distribution of generative AI technologies. Earlier studies in second language acquisition build the rationale for how chatbot usage may benefit these learners. With respect to their contributions to the field, comprehension and production of language, the interaction and negotiation of the meaning of the discourse, and the cognitive engagement which transforms language learning stimuli into cognitive language learning, all highlight the fact that the language learning process encompasses active engagement and discourse, cognitive self-correction, and the opportunity to receive and respond to feedback, as observed by Richard W. Schmidt in his book chapter, “The Role of Consciousness in Second Language Learning.”

More recent studies have drawn connections between second language acquisition and AI learning. Blanka Klímová and Prodhan Mahbub Ibna Seraj, in their research article titled, “The Use of Chatbots in University EFL Settings: Research Trends and Pedagogical Implications,” study how chatbots increase learner motivation, engagement, satisfaction, and the assessment and development of language skills. In this respect, the authors bring out that chatbots positively influence the development of language skills of the learners. This lends credence to the assumption that chatbots can foster language learning beyond the realm of the traditional classroom, especially in the contexts of learners with limited or no access to English language environments.

Jinming Du and Ben Kei Daniel, in their research article titled, “Transforming Language Education: A Systematic Review of AI-Powered Chatbots for English as a Foreign Language Speaking Practice,” touch upon AI-based chatbots designed to aid EFL learners in practicing speaking. Their systematic review of 24 articles from 2017 to 2023 list benefits for speaking outcomes, confidence, engagement, motivation, and improved pronunciation along with reduced anxiety. This is especially relevant for a large population of English learners who understand the rules of the language but are hesitant to engage in spoken interactions. To help mitigate the anxiety associated with the classroom environment, chatbots are used to facilitate a virtually endless number of interactive, turn-taking practice sessions. Along with the benefits of chatbots to engage learners in the classroom, literature reflects the careful placement of chatbots in a classroom setting. Seongyong Lee et al., in their research article titled, “Generative AI (GenAI) in the Language Classroom: A Systematic Review,” evaluate 49 empirical studies in language learning class environments, and underscore that Generative AI assumed the roles of a feedback provider, coach, cognitive stimulator, conjurer of interaction, and conversation partner.

Like Du and Daniel, Lee et al. note content-quality issues, overreliance, integrity issues, and teaching theory gaps as problematic. In the same spirit, Enkelejda Kasneci et al., in their research article titled, “ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education,” mention that large language models can encourage creativity through interaction and engagement in the class, and can provide “personalized learning experiences” (1), but chatbots also need critical reflection and oversight. The authors also provide recommendations for structured, ethical placements of chatbots in the learning environment.

Mengdi Li et al., in their research article titled, “Can Generative AI Chatbots Promote Second Language Acquisition? A Meta-Analysis,” present a more up-to-date example in their meta-analysis that reflect on 41 experimental or quasi-experimental studies on generative AI chatbots and second language acquisition (SLA) and add that the “positive impact” is “moderate to large”. This evidence suggests that SLA chatbots can be valuable, but there is a functional concern as to what kinds of activities are designed through them to help learners achieve SLA. The addressal of the concern is most likely in the prompts that get learners to attempt the language, compare the feedback, revise, reformulate, and explain it, and use the corrected forms in different contexts. Thus, all these related reviews point out to how AI-powered chatbots are used as interactive virtual learning companions for English language learning.

AI Chatbots as Interactive Virtual Learning Companions

An AI chatbot is a responsive digital interface that engages in human like conversation. It can assist in learning English as a second language (L2) by providing tutoring, role play, grammar checking, vocabulary, writing, reading, and pronunciation assistance. L2 learners can engage a chatbot to ‘Explain the difference between make and do with five examples,’ and ‘Play the part of a hotel receptionist and ask the check-in questions.’ The chatbot can carry on the conversation, respond with corrections, and generate practice activities. Over the time, it becomes a partner to the learner. The learner can engage the chatbot for short 10-minute practices every day. Unlike a teacher, the chatbot can answer the same question repeatedly to address the learner’s doubts. Many L2 learners have limited time to practice speaking English in an environment outside of a classroom. Many learners are also reluctant to practice speaking English because of the fear of making mistakes and being criticised, as well as because of the feelings of anxiety and low self-confidence. But chatbots lessen the emotional barriers to practice speaking English, and thereby, the learner can practice repeatedly without the fear of being criticised.

Chatbots should not be treated as omniscient beings. Even though AI systems articulate with impressive fluency, it is not a measure of correctness. As touched upon by Fatma Seyma Koç and Perihan Savaş in their article, “The Use of Artificially Intelligent Chatbots in English Language Learning: A Systematic Meta-Synthesis Study of Articles Published between 2010 and 2024,” it is possible for a chatbot to provide poor examples, misinterpret cultural contexts, overly simplify, or confuse and complicate a grammar explanation. For a chatbot to be useful, critical thinking needs to be taught and encouraged. A good practice for students would be to ask the chatbot to elaborate on the correction, provide another example, and finally, proof read the explanation with a textbook, teacher, or a trusted and credible dictionary.

Developing English Language Skills through Chatbot Use

Chatbots transform vocabulary learning. One can request definitions, examples, ask for parts of speech, generate synonyms, antonyms, ask for usage in specific sentences, or request word families. For example, ‘Use “significant” in three academic sentences and explain why this is important in simple English. What is a common mistake with this word?’ The chatbot is able to explain that the word “significant” in this case is synonymous with that which is important or that which has meaning. It is able to provide examples of academic writing and in one of the examples provide a formal verbal warning that this word should not be used in every sentence. When learners can actively use their vocabulary rather than just learn it, it sticks.

Chatbots make learning grammar less abstract. Oftentimes grammar lessons are reading a rule and learning the structure, but without application, they are easily forgotten. If a learner inputs, ‘I am living here since 2022,’ the chatbot would transform that input to the corrected form, ‘I have been living here since 2022,’ and provide the rule that explains the structure, by stating that the present perfect continuous describes an action that began in the past and is still continuing in the present time. With this type of feedback, the learner notices a gap between their input and the chatbot response.

Of all the applications, writing development is the most advanced. Users work with a writing bot to brainstorm and/or outline. They can improve the flow, grammar, and complexity of their writing, as well as tailor the writing to a specific audience. The user should not rely on the bot to compose entire essays. It is better to take a process-based approach. For example, they could compose a rough draft of a paragraph. Then, they would use the bot to identify two grammar mistakes, two unclear sentences, and a restructuring recommendation. Finally, the user would restate the paragraph.

This approach retains responsibility for the language, thereby protecting the user's learning, and speaking and listening are easily supported by a bot with voice capabilities or a writing prompt for oral rehearsal. A student could prepare for a job by practising a question-and-answer style interview with a bot. Once the user provides an answer, the bot can provide a suggested answer that is more fluent, offer an explanation, and provide a useful phrase. For instance, the answer, 'I want a job because I learn many things,' would improve to, 'I am interested in this role because it will allow me to develop my skills and contribute to the organisation.' This type of rehearsal helps the user develop a defined answer and a more formal tone.

Reading support also has its benefits. Students can input hard to understand paragraphs and have the tool simplify the text. Users can have it search for hard-to-understand vocabulary and create questions to test understanding. They can have the tool explain the main idea as well. For instance, users can have the tool summarise an academic paper about climate change and provide a glossary with ten key vocabulary. Chatbots can take the task of reading and make it a fun and interactive learning activity. However, it is still important for users to look back to the original text. The goal is to strengthen understanding of the text, and to not avoid learning and the challenges of difficult reading.

Prompt-Based Activities for Classroom and Self-Learning

Mohammad H. Al-khresheh in his article, "Bridging Technology and Pedagogy from a Global Lens: Teachers' Perspectives on Integrating ChatGPT in English Language Teaching," brings out how learning to effectively interact with a chatbot requires a certain level of sophistication with prompts. For example, giving a chatbot a prompt like, 'teach me English,' may yield unhelpful or unfocused responses. In contrast, giving the chatbot a prompt that specifies the learner's level, goal, and type of feedback for the task can make that prompt far more effective. This also allows teachers to coach students on prompt construction for learning. Below are examples of how a chatbot can be used to provide a more structured approach.

Activity	Sample prompt	Expected chatbot output	Learning purpose
Vocabulary in context	I am a B1 English learner. Teach me five words related to online learning. Give meaning, one example sentence, and one fill-in-the-blank exercise for each word.	Definitions, contextual sentences, and short practice questions	Builds usable vocabulary and collocation awareness
Grammar correction	Correct my sentence and explain the rule in simple English: "She go to college every day." Then, give three similar practice sentences.	Corrected sentence, rule for third-person singular, and practice items	Promotes noticing of grammar errors and repeated practice
Role-play speaking	Act as a bank officer. Ask me one question at a time about opening a savings account. Correct my answer politely after each response.	Turn-by-turn dialogue with feedback and improved versions	Develops communicative competence, confidence, and formal expressions
Writing revision	Read my paragraph. Do not rewrite it fully. Identify two unclear sentences, two grammatical errors, and one suggestion for improving flow.	Focused feedback without replacing learner effort	Encourages revision, autonomy, and responsible AI use
Reading support	Summarise this passage in 80 words, list five difficult words, and ask me three comprehension questions. Wait for my answers before giving feedback.	Summary, vocabulary list, and comprehension questions	Turns reading into active comprehension practice
Pronunciation rehearsal	Give me ten sentences to practise /v/ and /w/ sounds. Mark the target words and provide a short speaking tip.	Pronunciation-focused sentences and tips	Supports pronunciation awareness and oral practice

Examples of Chatbot-Mediated Learning in Practice

A beginner can utilise a chatbot to simulate a conversation. The teacher may give the example role-play of 'ordering food in a restaurant.' The learner constructs sentences such as 'I want rice,' 'How much is this?', and 'Can I have water?'. The chatbot will rephrase 'I would like some rice,' 'How much does this cost?' and 'Could I have a glass of water, please?'. The learner will write the correction in a notebook and record the sentences in audio form. The written sentences will be used in role play. This example integrates chatbot practice and role play.

International Journal of English Literature and

Literary Theories

An intermediate level learner can utilise the chatbot to improve a paragraph. The learner will write a paragraph about the benefits of learning online and instruct the chatbot to target grammatical and coherence issues. The intermediate learner will target word repetition, missing transitions, and inconsistent verb tenses. The learner revises the paragraph and will explain three revisions to the class. This example eliminates passive copying of an answer as the learner must explain the reason for each revision.

An advanced learner can use chatbots to improve vocabulary and strengthen the argument of a paragraph. The learner may give the prompt ‘List 5 academic phrases used to show contrast in an essay and give examples that relate digital learning to each.’ The phrases may include ‘in contrast,’ ‘on the other hand,’ ‘nevertheless,’ ‘despite this,’ and ‘whereas.’ The learner must use each phrase in a new paragraph. This example shows the chatbot output may be a step in the writing process to provide a framework for more independent writing.

Learner Autonomy, Motivation, and Confidence

One advantageous aspect of chatbots is their ability to promote learner autonomy. An autonomous learner establishes their own study schedule, assesses their own study level, obtains feedback, and self-corrects. According to Lucas Kohnke et al. in their article, “Exploring the Potential of GenAI for Personalised English Teaching: Learners’ Experiences and Perceptions,” chatbots promote learner autonomy by being accessible whenever and wherever a learner wishes. An example of this is a learner needing a ten-minute practice on grammar being able to quickly generate a practice quiz, or a learner in need of an oral exam practice question being able to conduct a practice session. Chatbots can provide users with informal examples and with practice exercises on the different types and uses of formal and informal language, whenever the user may ask.

Seeing evident personal growth is a strong motivator for learners. Chatbots are able to provide personal feedback in an effort to promote continual improvement, practice, and growth, as highlighted by Chunpeng Zhai and Santoso Wibowo in their article, “A Systematic Review on Artificial Intelligence Dialogue Systems for Enhancing English as Foreign Language Students’ Interactional Competence in the University.” After typing a number of example sentences, a learner can receive feedback in the form of a simple rating and a goal for the next attempt. Focused feedback such as ‘Your meaning is clear, but you need to improve article use’ helps the learner focus their efforts and practice in a specific area, more so than a general comment such as ‘improve your English.’

Promoting learner autonomy is important, but so is preventing the reliance on unsupervised chatbots. Autonomy is lost if the main task of the learner is to obtain answers from chatbots. To avoid this, teachers need to create tasks where the learner is required to provide the task writer, chatbot feedback, and a reflection note. This creates a learning partnership rather than task writing done by the learner’s chatbot.

Pedagogical Concerns and Responsible Use

One concern is accuracy. AI chatbots tend to create confident persona outputs that are factually incorrect, as explained by Merrill Swain in the book chapter, “Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in Its Development.” In the case of learning grammar this becomes dangerous because learners could internalise incorrect grammar rules, if they are not knowledgeable enough to recognise the error. Because of this, teachers should stress the importance of verifying key rules by utilising dictionaries, grammar references, course materials, and teacher support. For learners at a higher level, one suggestion is the prompt, ‘Provide your answer, while also stating a limitation or exception to consider.’ This will aid in the promotion of critical thought when presented with a chat output.

The second concern is overreliance. Silvia Vaccino-Salvadore in the article, “Exploring the Ethical Dimensions of Using ChatGPT in Language Learning and Beyond,” talks about overreliance and academic integrity issues that stem from GenAI-oriented language education in particular. If learners direct chatbots to author essays, translate individual sentences, or otherwise fulfill academic obligations, the language learning process becomes completely obliterated. Maintaining the integrity of the learning process requires that learners attempt a task, receive feedback, and amend the task in that order.

The third concern is the integrity of the learning process itself. As per the demonstration of Michael H. Long in his book chapter, “The Role of the Linguistic Environment in Second Language Acquisition,” in the context of learning a language, the process must remain transparent. If the learning process remains intact, teachers may require students to disclose the nature of their assistance. The fourth issue is privacy and culture. Students should avoid entering any private, sensitive, or personal data into any chatbots. Students should also be aware that the response from chatbots can be the result of culturally dominant ideas or assumptions. For example, a role-play designed to illustrate greetings or workplace communication may not be appropriate in all local situations. So, teachers need to help students match the examples given by chatbots to actual communication practices in their locality. Relatively, Belle Li et al. in their article, “Two Years of Innovation: A Systematic Review of Empirical Generative AI Research in Language Learning and Teaching,” state that the use of ChatGPT for language learning from an ethical standpoint has everything to do with responsibility, transparency, and the awareness of the broader social implications.

The last issue is replacing teachers. Chatbots may offer immediate practice, but cannot understand a learner's emotional, social, or cultural context in and out of the classroom. Teachers are able to identify a learner's doubts, encourage participation, create peer exercises, and modify strategies to suit the class. The best approach is blended learning: the chatbot working in conjunction with the teacher to cover practice and feedback, and teaching and learning guidance.

Suggested Classroom Framework for Using Chatbots

Chatbot-based approach can be divided into five steps to learning English language. Step one is the setting of the learning goal by the teacher. This could include instruction on the correct use of the past, topic sentence formation, or responding to practice interview questions. Step two is the undertaking of the learning goal by the student, followed by a request for assistance from the chatbot. In step three, the student receives feedback and/or practice questions. In step four, the student paraphrases. Finally, in step five, the student provides a short description of the revisions. As an example in a writing class, the teacher may instruct the students to compose a 150-word paragraph on the benefits of reading. Students will then prompt the chatbot, "Review my paragraph for grammar and coherence. Do not rewrite the full paragraph. Give me three suggestions." Feedback is then used by the students to revise their paragraphs, surface their changes, and write two sentences to represent the improvement. AI is used but the learning is visible. In a speaking class, the teacher may assign a chatbot role-play on travel or shopping, or interview and classroom discussions. Students correct five sentences to use in the classroom, and practice speaking the sentences. Digital practice integrates speaking correction with role-play and practice.

Summation

English learners benefit from the personalisation and flexibility of chatbots. They help with vocabulary and grammar as well as the listening, speaking, reading, and writing skills. They even help with learners' confidence. They are a great supplement to the classroom for those who want to avoid practicing in public and who want to practice more. There are positive reviews in the literature about the use of chatbots in language learning, primarily for the interaction, feedback, and reflection that they enable. Chatbots extend learning opportunities, and their value lies in the practice that learners do with them. Chatbots help learners draft sentences, revise, reflect, and practice more actively. However, if chatbots do the work for them and provide complete answers, learners are less active. Practice with chatbots should be structured and planned. The work processes should be defined and learners should be accountable.

In conclusion, chatbots are a great way to supplement practice for English learning. They help learners get more practice in a personalised way and help reduce the intimidation that learners feel when practising. The biggest drawback of chatbots is that they lead to learner overdependence and they have privacy and bias issues, and they are mistaken for being perfect when they are not. The ideal practice is to have learners practice with chatbots, teachers evaluate practice, and both digital and human resources contribute to learning.

Works Cited

1. Al-khresheh, Mohammad H. "Bridging Technology and Pedagogy from a Global Lens: Teachers' Perspectives on Integrating ChatGPT in English Language Teaching." *Computers and Education: Artificial Intelligence*, vol. 6, Mar. 2024, <https://doi.org/10.1016/j.caeai.2024.100218>. Accessed 11 May 2026.
2. Belle Li et al. "Two Years of Innovation: A Systematic Review of Empirical Generative AI Research in Language Learning and Teaching." *Computers and Education: Artificial Intelligence*, vol. 9, July 2025, <https://doi.org/10.1016/j.caeai.2025.100445>. Accessed 27 May 2026.
3. Jinming Du and Ben Kei Daniel. "Transforming Language Education: A Systematic Review of AI-Powered Chatbots for English as a Foreign Language Speaking Practice." *Computers and Education: Artificial Intelligence*, vol. 6, Jun. 2024, <https://doi.org/10.1016/j.caeai.2024.100230>. Accessed 4 May 2026.
4. Kasneci, Enkelejda, et al. "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education." *Learning and Individual Differences*, vol. 103, Apr. 2023, <https://doi.org/10.1016/j.lindif.2023.102274>. Accessed 25 May 2026.
5. Klímová, Blanka, and Prodhan Mahbub Ibna Seraj. "The Use of Chatbots in University EFL Settings: Research Trends and Pedagogical Implications." *Frontiers in Psychology*, vol. 14, Mar. 2023, <https://doi.org/10.3389/fpsyg.2023.1131506>. Accessed 7 May 2026.
6. Koç, Fatma Şeyma, and Perihan Savaş. "The Use of Artificially Intelligent Chatbots in English Language Learning: A Systematic Meta-Synthesis Study of Articles Published between 2010 and 2024." *ReCALL*, May 2024, pp. 1-18, <https://doi.org/10.1017/S0958344024000168>. Accessed 14 May 2026.
7. Kohnke, Lucas, et al. "Exploring the Potential of GenAI for Personalised English Teaching: Learners' Experiences and Perceptions." *Computers and Education: Artificial Intelligence*, vol. 8, Jun. 2025, <https://doi.org/10.1016/j.caeai.2025.100371>. Accessed 12 May 2026.
8. Krashen, Stephen. *Principles and Practice in Second Language Acquisition*. Pergamon Press, 1982.
9. Lee, Seongyong, et al. "Generative AI (GenAI) in the Language Classroom: A Systematic Review." *Interactive Learning Environments*, May 2025, pp. 1-25, <https://doi.org/10.1080/10494820.2025.2498537>. Accessed 3 May 2026.
10. Long, Michael H. "The Role of the Linguistic Environment in Second Language Acquisition." *Handbook of Second Language Acquisition*, edited by W. C. Ritchie and T. K. Bhatia, Academic Press, 1996, pp. 413–68.
11. Mengdi Li et al. "Can Generative AI Chatbots Promote Second Language Acquisition? A Meta-Analysis." *Journal of Computer Assisted Learning*, vol. 41, no. 4, Jun. 2025, <https://doi.org/10.1111/jcal.70060>. Accessed 19 May 2026.
12. Schmidt, Richard W. "The Role of Consciousness in Second Language Learning." *Applied Linguistics*, vol. 11, no. 2, 1990, pp. 129–58, <https://doi.org/10.1093/applin/11.2.129>. Accessed 24 May 2026.
13. Swain, Merrill. "Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in Its Development." *Input in Second Language Acquisition*, edited by S. M. Gass and C. G. Madden, Newbury House, 1985, pp. 235–53.
14. Vaccino-Salvadore, Silvia. "Exploring the Ethical Dimensions of Using ChatGPT in Language Learning and Beyond." *Languages*, vol. 8, no. 3, Aug. 2023, <https://doi.org/10.3390/languages8030191>. Accessed 18 May 2026.
15. Zhai, Chunpeng, and Santoso Wibowo. "A Systematic Review on Artificial Intelligence Dialogue Systems for Enhancing English as Foreign Language Students' Interactional Competence in the University." *Computers and Education: Artificial Intelligence*, vol. 4, Mar. 2023, <https://doi.org/10.1016/j.caeai.2023.100134>. Accessed 16 May 2026.