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Artificial Intelligence and machine learning in English: systematic review on personalization technology for language proficiency

Inteligencia Artificial y Aprendizaje automático en el inglés: revisión sistemática sobre la personalización tecnológica para la competencia lingüística

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Abstract

Technological evolution is transforming the teaching of English through the use of Artificial Intelligence (AI) and Machine Learning (ML), tools that allow customizing the educational process according to the characteristics of each student. These technologies offer interactive environments, automatic feedback and adaptive platforms that promote language skills through a pedagogical reconfiguration that increases engagement, performance and knowledge retention. This study was developed through a systematic review with a PRISMA approach, under a qualitative and documentary methodology, in which 20 relevant academic studies were identified, analyzed and selected to explore opportunities, challenges and trends around the implementation of AI in diverse educational contexts. The findings show that AI and OA strengthen student autonomy and motivation; however, their full integration still faces structural barriers such as connectivity, teacher training and curricular adaptation, especially in Latin American scenarios.

Keywords: Artificial intelligence, machine learning, English language proficiency.

Resumen

La evolución tecnológica está transformando la enseñanza del inglés mediante el uso de Inteligencia Artificial (IA) y Aprendizaje Automático (AA), herramientas que permiten personalizar el proceso educativo según las características de cada estudiante. Estas tecnologías ofrecen entornos interactivos, retroalimentación automática y plataformas adaptativas que favorecen las competencias lingüísticas, mediante una reconfiguración pedagógica que eleva el compromiso, el rendimiento y la retención del conocimiento. Este estudio se desarrolló mediante una revisión sistemática con enfoque PRISMA, bajo una metodología cualitativa y documental, en la que se identificaron, analizaron y seleccionaron 20 estudios académicos relevantes para explorar oportunidades, desafíos y tendencias en torno a la implementación de la IA en contextos educativos diversos. Los hallazgos evidencian que la IA y el AA fortalecen la autonomía y la motivación estudiantil; sin embargo, su integración plena aún enfrenta barreras estructurales como la conectividad, la capacitación docente y la adecuación curricular, especialmente en escenarios latinoamericanos.

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Palabras clave: Inteligencia artificial, aprendizaje automático, competencia lingüística en inglés.

Introduction

Technological development constantly redefines educational processes, particularly influencing the teaching of foreign languages such as English. In this context, Artificial Intelligence (AI) and Machine Learning (ML) have emerged as innovative tools that facilitate the personalization of the educational process, adapting to the unique characteristics of each student. These technologies provide interactive environments, automated feedback, and adaptive platforms, which contribute to a continuous improvement in linguistic competencies. Their implementation has become especially significant in Latin American countries such as Ecuador, Mexico, and Bolivia, where technological strategies are explored to optimize English language instruction across various educational levels.

According to Roy et al. (2025), the personalization of learning promoted by these technologies transforms the role of educators and restructures instructional design, allowing for greater adaptation to diverse learning styles. This pedagogical reconfiguration based on AI can enhance levels of engagement, performance, and knowledge retention; however, its full integration into educational settings requires overcoming structural obstacles related to connectivity, teacher training, and curriculum alignment.

In nations like Ecuador, Mexico, and Bolivia, the degree of incorporation of intelligent technologies varies significantly, influenced by differing contexts regarding technological access, institutional infrastructure, and AI-based pedagogical strategies. This review examines the current use of AI and ML in English language teaching, identifying benefits, challenges, and projections. As Posada et al. (2025) caution, educational innovation grounded in emerging technologies is only effective if accompanied by a coherent and sustained pedagogical ecosystem.

Communicative competence in English is strategic in Latin America due to its impact on employability and international integration. However, traditional methods do not always address the diversity of learning styles. In this scenario, technologies based on AI and ML represent an opportunity to redesign the educational experience in a more personalized and effective manner. Nevertheless, their adoption faces technical, pedagogical, and structural barriers that vary from country to country.

The transition to digital education has been strengthened by policies promoting technological innovation. However, as noted by Mera et al. (2024), the effectiveness of these transformations largely depends on institutional capacity to ensure significant access to and use of technologies. In Ecuador, infrastructure limitations persist, particularly in rural and marginalized areas, along with insufficient teacher training in AI, affecting the equity and quality of learning.

According to Pérez et al. (2025), the effective implementation of emerging technologies in the classroom requires not only infrastructure but also a profound pedagogical and formative reconfiguration of the teaching staff. In Mexico, the integration of AI in English language instruction is not yet established. The weak preparation of teachers and lack of pedagogical coherence limit its impact. In Bolivia, disparities in digital access and low public investment hinder the implementation of AI-based tools. In this regard, Correa (2021) warns that without a structural framework ensuring sustainability and inclusion, technological educational policies tend to deepen existing gaps rather than mitigate them.

On the other hand, digital expansion has driven the use of AI technologies in foreign language teaching. Leonet et al. (2025) highlight that these technological resources promote learning autonomy and enhance opportunities for communicative practice in virtual environments, which is particularly relevant for teaching English in multilingual and culturally diverse contexts. Lu (2022) argues that educational AI enables the adaptation of content, teaching sequences, and pedagogical strategies to the individual characteristics of each student, thereby optimizing the acquisition of linguistic competencies more effectively, flexibly, and learner-centered. However, structural barriers such as limited infrastructure and teacher training persist, impacting the technological potential and its real pedagogical utilization (Galindo et al., 2024).

The communicative approach emerges as an alternative to the traditional grammatical model in English language teaching, fostering the development of linguistic skills in functional contexts. Nevertheless, Espejo (2024) clarifies that the effective implementation of this methodology requires appropriate pedagogical, technological, and curricular conditions, which are not always present in Latin American educational institutions. This limitation has generated an increasing demand for technology-mediated strategies that can expand opportunities for interaction and contextualization of language.

Simultaneously, adaptive learning has begun to establish itself as a promising paradigm for personalizing instruction. According to Ezzaim et al. (2023), adaptive systems based on algorithms allow for adjustments in content, difficulty level, and feedback type based on student progress, thereby fostering a more relevant and

effective learning experience. In English language teaching, this capability translates into better alignment with individual linguistic competence levels and learning styles.

Moreover, gamification has gained traction as a didactic strategy aimed at increasing student motivation and engagement through playful dynamics and interactive elements. According to De la Peña et al. (2024), integrating game design principles into educational settings can enhance student participation and stimulate key cognitive processes for second language acquisition.

The inclusion of learning analytics allows for understanding student behavior and patterns in educational platforms. Bobro et al. (2025) argue that analyzing data derived from digital interactions can provide valuable information for informed pedagogical decision-making. Hernández (2021) also emphasizes the capacity to collect and analyze large-scale data for personalized feedback.

Vygotsky, as cited by Jacovkis et al. (2022), emphasizes the importance of social learning and the mediating role of technology as a tool to facilitate knowledge construction, which is especially relevant in English teaching through digital platforms that promote collaboration and dialogue. Bottiglieri et al. (2025) stress how the use of intelligent technological tools can enhance mediation and scaffolding processes that favor the internalization of new linguistic structures.

Additionally, models such as adaptive learning (Barreto et al., 2025), self-determination theory applied to gamification (Rincón et al., 2024), and situated learning (Riojas, 2024) support the use of technologies to personalize educational experiences. AI applied to education, based on cognitive-computational models, enables the identification of learning patterns, anticipation of difficulties, and recommendation of interventions (López et al., 2025). The TPACK (Technological Pedagogical Content Knowledge) model emphasizes the coherent integration of technology, pedagogy, and content in educational practice. According to Morales et al. (2022), developing teacher competencies within this model is essential to harness the potential of AI.

In this context, the central question of this research emerges: How do artificial intelligence and machine learning contribute to the personalization of English teaching processes to improve students' linguistic competence in different educational contexts? The purpose of this research is to examine how artificial intelligence and machine learning influence the personalization of English instruction, aiming to enhance student linguistic competence in various educational settings, particularly in the training environments of Ecuador, Mexico, and Bolivia.

Methodology

The study was conducted through a systematic review aimed at examining the impact of Artificial Intelligence (AI) and Machine Learning (ML) on the personalization of English language teaching and their influence on improving students' linguistic competence. The available literature was rigorously analyzed, focusing on relevant studies on this topic to identify trends, challenges, and opportunities in various educational contexts.

To achieve this, recognized academic databases such as SciELO and Scopus were consulted, selected for their prestige and access to peer-reviewed research in education and technology. The document search included key terms such as "artificial intelligence in English teaching," "educational personalization through AI," and "adaptive technologies in language learning," adapted to the specific criteria of each repository to optimize the retrieval of relevant results. Inclusion criteria were defined to ensure the quality and relevance of the selected studies:

- Publications from 2015 to 2025, to cover recent advancements in AI applied to education.
- Research focusing on the application of AI and ML in personalized English instruction.
- Peer-reviewed studies that are open access or available in recognized academic databases.
- Documents in Spanish or English, due to their predominance in the scientific literature of the field.

Exclusion criteria were also established:

- Studies published prior to 2015.
- Research not focused on English teaching or lacking a connection to educational personalization through AI.
- Works without empirical evidence, limited to conceptual reviews.
- Practical applications unrelated to the use of AI in personalized English teaching.

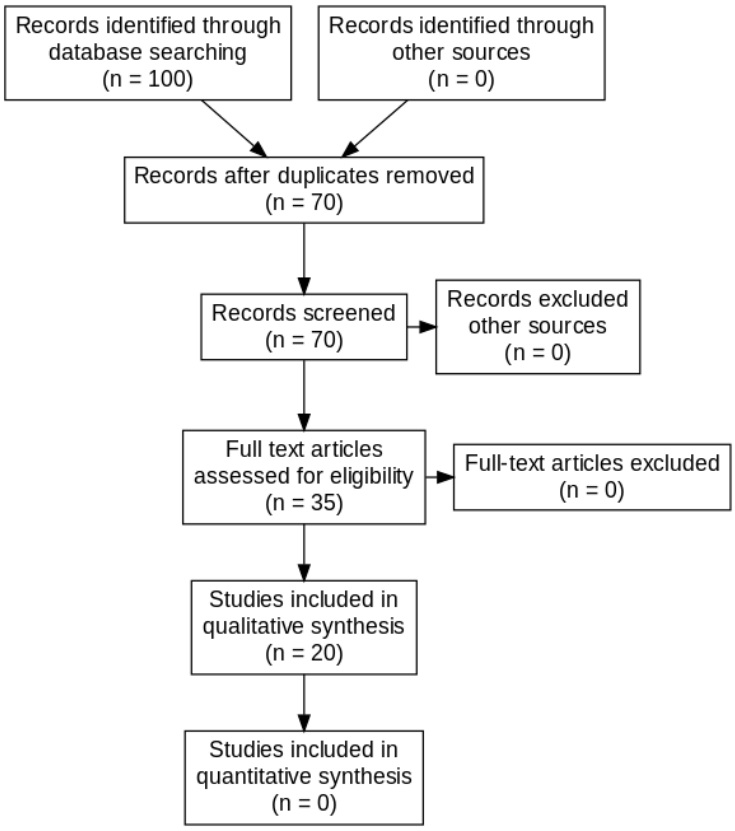
The PRISMA protocol was employed, ensuring rigor, transparency, and replicability (Chocobar et al., 2025). Excel software was used to organize the information, and Mendeley was utilized for bibliographic management (Gallegos et al., 2017).

In the identification phase, 100 studies were initially located. After removing duplicates using Mendeley, 70 studies were screened by reviewing titles and abstracts, excluding those that did not meet the established

criteria. In the eligibility phase, 35 documents were evaluated in detail, discarding those lacking specific empirical evidence. Ultimately, 20 studies were selected for in-depth analysis that supports this review.

The 20 selected studies were organized into a matrix designed to facilitate a detailed comparative analysis. This matrix considered several key categories: the year and author of each research work, which allowed for temporal contextualization of the studies and recognition of the most relevant contributions; the title of the study, which facilitated clear identification of the focus and scope of each research; and a summary that synthesized the main findings related to the application of artificial intelligence in the personalization of English teaching. Additionally, the DOI or URL of each document was included to ensure easy and precise consultation and verification in the future.

Figure 1
PRISMA method



Results and discussion

In the context of this study, a comprehensive analysis of the scientific literature was conducted to identify how Artificial Intelligence (AI) and Machine Learning (ML) have been applied in the teaching of English as a foreign language in educational contexts in Ecuador, Mexico, and Bolivia. This process allowed not only for the classification of emerging technological strategies but also for the detection of trends, gaps, and common challenges among the analyzed countries. Recent research on generative AI tools in educational settings, such as that by Chocobar et al. (2025), the perceptions of teachers regarding these technologies as described by Espejo (2024), and experiences aimed at improving oral expression through their implementation, documented by López et al. (2025), were considered. Contributions on the methodological value of systematic reviews, such as those by Silamani (2015), as well as studies addressing the pedagogical role of research seedbeds in emerging technological contexts, such as those by Rodríguez (2025), were included to ensure the validity of the analyzed corpus.

Additionally, innovative proposals incorporating adaptive learning models based on predictive performance were identified, for example, those presented in Ezzaim et al. (2023), as well as experimental comparisons between AI-generated assessments and those conducted by trainee teachers, described by Galindo et al. (2024). This allowed for an in-depth analysis of the pedagogical and didactic implications arising from their implementation.

Table 1
Benefits of using AI and ML in English teaching

Key benefit	Description
Personalization of learning	Adjustment of content, feedback, and pacing according to the student
Student autonomy	Greater control over the learning process through virtual resources
Adaptive learning	Systems that adjust activities based on performance
Gamification and motivation	Use of playful dynamics to enhance engagement and attention
Analytical progress tracking	Use of data for personalized feedback and adjustments
Improvement of communicative competence	Simulated interactions that favor functional language use

The main benefits observed from the application of AI and ML in English teaching highlight their contributions to enhancing the educational experience in digital environments.

Table 2
Challenges by country in the implementation of AI/ML in English teaching

Country	Technological challenges	Pedagogical challenges	Structural challenges
Ecuador	Limited access in rural areas	Lack of teacher training	Significant digital divide
Mexico	Unconsolidated technological integration	Weak teacher preparation	Lack of pedagogical coherence
Bolivia	Inequality in digital access	Limited digital culture among teachers	Low public investment in educational innovation

The comparative analysis of the challenges faced by Ecuador, Mexico, and Bolivia in implementing Artificial Intelligence (AI) and Machine Learning (ML) in English teaching reveals both regional similarities and national particularities. Technologically, Ecuador and Bolivia show limited and unequal access to connectivity in rural areas, a situation that hinders the effective appropriation of digital tools and exacerbates the educational divide, as noted by Bobro et al. (2025) in examining institutional decisions regarding technological investment. This problem is further analyzed by Riojas (2024), who highlights disparities between public and private universities in the use of AI in learning English as a second language.

In contrast, Mexico faces challenges linked to still incipient technological integration, where the lack of consolidation of educational platforms limits the sustainability of digital processes. This situation has been analyzed by Morales et al. (2022), who expose the weaknesses of teachers in managing virtual tools, and by Jacovkis et al. (2022), who identify tensions among educational institutions, families, and Big Tech platforms.

From a pedagogical perspective, all three countries demonstrate shortcomings in teacher training for the effective use of emerging technologies. In Bolivia, a fragile digital culture persists among teachers, while in Mexico, insufficient training directly impacts educational quality. Roy et al. (2025) document how digital self-efficacy varies by age and gender, affecting teacher confidence, while Mera (2024) associates this weakness with resistance to innovative approaches in multicultural contexts.

Finally, on a structural level, barriers such as the marked digital divide in Ecuador, the lack of pedagogical cohesion in Mexico, and reduced state investment in educational innovation in Bolivia persist. These structural elements have been addressed by De la Peña et al. (2024), who analyze the impact of active methodologies in digitized environments, and by Bottiglieri et al. (2025), who warn of the need for inclusive policies in response to the rapid incorporation of AI in higher education.

Table 3
Projections and opportunities of using AI in English teaching

Dimension	Projection	Key requirements
Educational Transformation	Expansion of hybrid and digital models	Technological infrastructure and connectivity
Personalization of Learning	Student-centered approaches with AI and ML	Teacher training in TPACK models
Communicative Interaction	Simulated environments for language practice in real contexts	Immersive and gamified platforms

Dimension	Projection	Key requirements
Reduction of Gaps	Use of analytics for differentiated support	Inclusive and sustainable policies

In terms of educational transformation, there is a clear inclination toward hybrid models and digital environments that, to be sustainable, require solid technological infrastructure and equitable access to connectivity. This need has been highlighted by Gallegos et al. (2017), who point out the usefulness of bibliographic managers as part of virtual learning environments, and also by Hernández (2021), who underscores the importance of addressing complex grammatical aspects in technology-mediated classes.

Concerning the personalization of learning, research points to an approach where AI and ML make individual adjustments. Leonet et al. (2025) emphasize the relevance of self-perception of communicative competence in multilingual contexts, while Barreto et al. (2025) propose the self-questioning of literary texts as a didactic strategy to promote more autonomous and personalized learning.

Regarding communicative interaction, innovative experiences have been documented that employ simulated environments and platforms with gamification components to encourage active language practice in dynamic and motivating scenarios. For example, Pérez et al. (2025) analyze the use of emojis in educational digital platforms, proposing them as effective communicative mediators, while Posada et al. (2025) explore the role of emotions in constructing teacher identity in the initial training of English teachers.

Finally, in the realm of equity, some studies demonstrate how the application of learning analytics based on AI allows for differentiated attention to students' needs, thus fostering a more inclusive education. Lu (2022) examines linguistic development in multilingual contexts, highlighting how the adaptability of AI systems can benefit students with diverse linguistic backgrounds, and Rincón et al. (2024) address the challenges of semantic interpretation in learning English as a second language, emphasizing the importance of personalized and contextualized environments. These projections reaffirm the potential of AI not only to transform learning but also to sustainably reduce educational gaps.

Table 4

Educational theories associated with AI/ML in English teaching

Theory/Model	Contribution to English Teaching with AI
Constructivism	Knowledge as active construction with technological mediation
Sociocultural approach	Learning as social interaction mediated by technology
Adaptive learning	Personalized instructional pathways using AI
Self-determination theory	Intrinsic motivation through play and autonomy
Learning analytics	Use of educational data to optimize teaching
Educational artificial intelligence	Cognitive simulation for content adaptation
TPACK model	Effective integration of technology, pedagogy, and content
Situated learning	Application of knowledge in real contexts through technology

Educational theories and models provide key approaches for integrating artificial intelligence into English teaching, promoting active, personalized, and motivating learning backed by technology and real-world contexts. The personalization of learning emerges as a fundamental axis for enhancing linguistic competence in English, as it favors both student engagement and long-term knowledge retention. Díaz (2025) warns about the lack of a solid methodological definition that facilitates the curricular integration of these technologies, while Correa (2021) identifies legal and technological gaps that affect the deployment of innovative educational tools in scenarios regulated by outdated legal frameworks.

Despite the advancements made in the development of digital platforms and hybrid teaching models, their effectiveness still depends on the existence of a coherent pedagogical ecosystem and public policies that promote digital inclusion at all educational levels. Rodríguez (2025) emphasizes the importance of forming research seedbeds that understand the pedagogical use of AI, while Espejo (2024) collects teachers' perceptions, revealing the need to strengthen their knowledge in technology-mediated educational contexts. Nevertheless, disparities in access to connectivity, especially in rural areas, continue to limit the transformative impact of these proposals.

The traditional teacher-centered approach is gradually being replaced by pedagogical models that integrate emerging technologies. In this framework, Chocobar et al. (2025) provide a broad view of the use of generative artificial intelligence tools like ChatGPT, while Roy et al. (2025) demonstrate how factors such as

gender and age influence teachers' digital self-efficacy, impacting their willingness to embrace methodological change. In this scenario, AI emerges as a key tool for adapting content, assessing progress, and diversifying pedagogical strategies based on the specific needs of each student.

However, the opportunities offered by AI to transform English teaching continue to face significant structural barriers. Various studies have identified obstacles such as limited technological infrastructure and inadequate teacher training, aspects that restrict full implementation in national contexts (Riojas, 2024). Similarly, Morales and Poveda (2022) warn about the lack of teacher preparation in digital environments, compromising the quality of teaching in technology-mediated settings.

In this regard, Jacovkis et al. (2022) highlight the need for critical governance regarding digital educational platforms, while Bottiglieri et al. (2025) examine how teachers' attitudes directly influence the adoption or rejection of artificial intelligence in higher education. In this context, the application of models such as adaptive learning, gamification, and educational data analytics appears as a promising avenue to foster more personalized, engaging, and effective processes.

Moreover, situated learning, understood as that which occurs in technological environments simulating authentic scenarios, significantly contributes to the transfer of linguistic knowledge to everyday life. Ezzaim et al. (2023) support this assertion with their proposal for a performance prediction framework based on AI, while Barreto et al. (2025) highlight how self-questioning of literary texts in English can enrich the learning experience in technology-mediated contexts.

Conclusions

The incorporation of Artificial Intelligence (AI) and Machine Learning (ML) in English teaching has proven to be an effective strategy for personalizing the educational process and enhancing students' linguistic competence. These technologies allow for the adaptation of content, learning pace, and methodologies according to the individual characteristics of each student, generating more inclusive, dynamic, and effective environments. Thanks to automated feedback, adaptive platforms, and contextualized learning experiences, students can strengthen their communicative skills in English with greater autonomy and motivation.

However, the impact of these innovations largely depends on structural and pedagogical factors. In educational contexts such as those in Ecuador, Mexico, and Bolivia, significant challenges related to access to technology, teacher training, and curriculum alignment persist. The lack of adequate infrastructure and specialized training limits the full utilization of these tools, preventing equitable and sustained implementation.

Despite current limitations, Artificial Intelligence (AI) and Machine Learning (ML) represent a transformative opportunity to redesign English teaching in a more student-centered, flexible, and contextualized manner. For these solutions to reach their true potential, it is essential to consolidate a coherent educational ecosystem that articulates technology, pedagogy, and inclusive policies. In this regard, future lines of research could focus on developing specific teacher training models for advanced technological environments, evaluating the impact of adaptive platforms in different sociocultural contexts, and designing public policies that promote equity in access to educational technologies. Additionally, it is relevant to explore how learning analytics can further personalize the educational experience and facilitate data-driven pedagogical decision-making. Ultimately, technological personalization not only enhances linguistic performance but also constitutes a viable path toward a more innovative, adaptive, and equitable education.

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