ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-5206, Impact Factor: 12,23

American Academic publishers, volume 05, issue 11,2025

Journal: https://www.academicpublishers.org/journals/index.php/ijai

LEARNING ENGLISH IN THE CENTURY OF TECHNOLOGIES: A SOCIOLINGUISTIC PERSPECTIVE

Zilola Azimova

Abstract: The 21st century has seen rapid technological change that reshapes how English is learned, taught, and used. This paper reviews recent empirical and review literature on mobile-assisted language learning (MALL), social media and informal learning, artificial intelligence (AI) and extended reality (XR) applications, and equity issues in technology-mediated English instruction. Drawing on studies across contexts, the paper argues that technologies enhance exposure and personalization but also raise questions about access, pedagogy, and assessment. Implications for practice and research are discussed.

Keywords: English learning, mobile learning, social media, artificial intelligence, extended reality, digital equity

The rise of mobile technology has been especially influential in expanding English learning beyond formal classroom settings. Wang and Gunaban (2024) provide evidence that MALL significantly enhances English proficiency through accessible, flexible learning opportunities. Similarly, research on mobile applications demonstrates improvements in both receptive and productive vocabulary knowledge among English learners. These tools allow learners to engage with English in authentic, real-world contexts, reinforcing sociolinguistic principles that emphasize language acquisition through interaction and exposure.

In addition to mobile tools, social media platforms have emerged as powerful environments for informal language learning. A study published in Frontiers in Psychology (2022) found that Instagram-based tasks positively influence learners' grammar development and attitudes toward English, illustrating how digital participation aligns with contemporary communication practices. These findings support the idea that English learning is increasingly embedded within global digital networks, where language use is fluid, multimodal, and socially situated.

Artificial intelligence and extended reality (XR) technologies further expand the learning landscape. Yan et al. (2025) highlight in their systematic review that AI-driven platforms and immersive environments such as augmented and virtual reality promote engagement, personalization, and interactive communication. These innovations align with sociolinguistic theories emphasizing contextualized, meaningful use of language. AI-mediated feedback tools, adaptive learning systems, and virtual social simulations offer English learners' opportunities to interact with language in dynamic, responsive settings that mirror real-life communication.

Nevertheless, technology-enhanced English learning also presents challenges. Issues such as unequal access to devices, variations in digital literacy, and the risk of overreliance on automated systems must be considered. A systematic review of MALL in the Chinese higher education context (2022) found that institutional readiness, pedagogical alignment, and learner support structures significantly influence technology's effectiveness. These findings reinforce

ISSN: 2692-5206, Impact Factor: 12,23
American Academic publishers, volume 05, issue 11,2025
Journal: https://www.academicpublishers.org/journals/index.php/ijai

the sociolinguistic understanding that language learning is deeply embedded in cultural, social, and institutional contexts.

Recent developments in artificial intelligence, including intelligent tutoring systems and chat-based platforms, provide learners with adaptive feedback and real-time language support. AI-driven technologies create individualized pathways that respond to learner needs, making English learning more efficient. These tools offer pronunciation analysis, grammar correction, and conversational practice, thereby supplementing traditional educational approaches.

Sociolinguistic research emphasizes the role of identity in language learning. Digital platforms allow learners to negotiate and perform multilingual identities through interaction in global online communities. Participation in English-speaking online spaces—such as gaming communities or fan forums—enables language learning that is integrated with social belonging.

Educators must integrate digital tools into curricula to prepare learners for participation in global digital environments. Effective integration requires teacher training, digital literacy development, and awareness of equitable access. Teachers should view technology not as a replacement for instruction but as a complementary resource that enhances interaction, multimodal learning, and learner autonomy.

Future research should investigate how emerging technologies such as virtual reality, augmented reality, and immersive AI environments will shape English learning in the coming decades.

In conclusion, learning English in the century of technologies reflects a rapidly evolving sociolinguistic ecosystem characterized by mobile access, global connectivity, and intelligent learning environments. The integration of technology not only enhances linguistic competence but also transforms the social practices surrounding language use. As digital tools continue to develop, educators and researchers must critically examine how these innovations shape linguistic identities, learning opportunities, and communicative practices in an increasingly interconnected world.

References:

1. Guo, P., et al. (2024). A systematic review of collaborative mobile-assisted language learning (C-MALL) practices. Humanities and Social Sciences Communications.
2. Godwin-Jones, R. (2017). Smartphones and language learning. Language Learning & Technology, 21(2), 3–17.
3. Karakaya, K. (2022). Mobile-assisted language learning (MALL) research trends (2008–2020): A bibliometric analysis.
4. Li, F. (2022). Mobile-assisted language learning in Chinese higher education context: A systematic review from the perspective of situated learning theory. Education and Information Technologies.
5. Okumuş Dağdeler, K. (2023). A systematic review of mobile-assisted vocabulary learning. Smart Learning Environments.
6. Teng, C. (2022). Mobile-assisted language learning in learning English through social networking tools: an account of Instagram feed-based tasks on learning grammar and attitude among EFL learners. Frontiers in Psychology. https://www.frontiersin.org/articles/10.3389/fpsyg.2022.1012004/full.

ISSN: 2692-5206, Impact Factor: 12,23

American Academic publishers, volume 05, issue 11,2025

Journal: https://www.academicpublishers.org/journals/index.php/ijai

7. Yan, W., Li, B., & Lowell, V. L. (2025). Integrating Artificial Intelligence and Extended Reality in Language Education: A systematic literature review (2017–2024). Education Sciences, 15(8), 1066.