AI in Foreign Language Teaching and Learning:
A Comprehensive Review of Tools and Platforms for Enhancing Communicative Activities

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ABSTRACT

This article presents artificial intelligence (AI) tools, platforms, and chatbots used in undergraduate and postgraduate language courses at the Department of French Language and Literature, Aristotle University of Thessaloniki. Grounded in an action-oriented approach and aligned with the Common European Framework of Reference for Languages, it examines how AI-enhanced technologies support communicative language activities and the development of linguistic competence through adaptive and interactive learning experiences. The article analyses chatbots, speech recognition systems, and AI-supported writing platforms in relation to their role in fostering reading, writing, speaking, and listening activities within authentic instructional contexts. It also addresses ethical and practical considerations related to classroom implementation, including accessibility, data privacy, and algorithmic bias, while highlighting the pedagogical potential of AI to support more inclusive and equitable learning environments.

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1. INTRODUCTION

In recent years, digital technologies have become a central focus in language education, generating extensive discussion regarding their pedagogical potential and associated challenges. Technology-enhanced language learning (TELL) has elicited diverse responses, ranging from strong enthusiasm to cautious skepticism. Nevertheless, research suggests that digital tools can positively impact educational outcomes, leading many countries to invest increasingly in technology-supported teaching practices (Paiva & Bittencourt, 2020; Krystalli et al., 2020). Within this evolving landscape, artificial intelligence (AI) has emerged as a particularly influential development, with significant potential to shape the future of language education.

Within the framework of the action-oriented approach, language activities—reading, writing, listening, speaking, and written and oral interaction—are conceptualized as integral components of communicative action rather than as isolated, skill-based practices. Learners are viewed as social agents who mobilize linguistic resources to accomplish meaningful tasks in diverse real-life contexts, using language as a tool for purposeful communication (Council of Europe, 2001, 2020). Reading and writing activities contribute to the development of literacy by enabling learners to interpret and produce texts across a range of genres and communicative situations. The *Common European Framework of Reference for Languages* underscores the role of written production in facilitating effective expression, from everyday exchanges to academic and professional discourse (Council of Europe, 2001, 2020). Likewise, speaking and listening activities play a central role in the development of oral communicative competence. Speaking supports learners' participation in social and professional interactions, while listening comprehension is essential for processing spoken input in authentic communicative settings. Oral interaction promotes the negotiation of meaning, adaptive language use, and responsiveness to contextual constraints (Bygate, 2001; Council of Europe, 2001, 2020).

Collectively, these language activities embody the core principles of the action-oriented approach, fostering active learner engagement and positioning learners as autonomous participants in their own language learning process. Within this pedagogical framework, AI further enhances language learning by providing innovative tools that support speaking, writing, and listening practice in interactive and adaptive ways. Recent advancements in AI have led to the development of writing tools and digital services that have substantially transformed the processes of text production and revision (Godwin-Jones, 2022).

Building on the action-oriented perspective outlined above, AI-driven chatbots and speech recognition systems offer learners opportunities to engage in interactive dialogues that simulate authentic communicative situations. These tools provide immediate feedback on pronunciation and fluency, while supporting real-time error detection and correction, thereby enhancing oral production and interaction (Baker & Smith, 2019; De la Vall & Araya, 2023).

In the domain of written production, advanced grammar checkers and AI-supported writing platforms contribute to the development of writing competence by offering personalized and formative feedback. Such tools assist learners in producing clearer and more coherent texts, while adaptive suggestions—such as phrase auto-completion and alternative lexical or syntactic formulations—support the drafting and revision processes (Dale, 2021; Liu et al., 2023). Moreover, AI-powered collaborative writing environments enable learners to co-construct and refine texts, aligning writing activities with authentic, socially situated language use (Emerson, 2024).

Similarly, AI-enhanced reading applications, including adaptive reading platforms, tailor textual input to learners' proficiency levels, thereby supporting comprehension and facilitating exposure to