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REVIEWER'S REPORT

Manuscript No.: IJAR-57909

Title: Application of AI Technologies in Second Language Learning in India: Opportunities, Challenges and Pedagogical Implications

Recommendation:

- Accept as it is
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	...			
Techn. Quality		...		
Clarity		...		
Significance	...			

Reviewer's ID: JPR- 180

Detailed Reviewer's Report

The paper, “*Application of AI Technologies in Second Language Learning in India: Opportunities, Challenges and Pedagogical Implications*,” explores the growing role of Artificial Intelligence (AI) in second language acquisition, particularly English language learning in the Indian context. The study traces the evolution from Computer-Assisted Language Learning (CALL) to contemporary AI-driven technologies such as Automatic Speech Recognition (ASR), Text-to-Speech (TTS), Intelligent Personal Assistants (IPAs), and AI-powered chatbots. The author effectively highlights how these technologies can support personalized learning, immediate feedback, learner autonomy, and enhanced speaking proficiency among second-language learners. A major strength of the paper is its contextual focus on India, where multilingualism, varying levels of digital literacy, and disparities in educational resources present unique challenges. The discussion on ASR-based applications such as Hello English and other language-learning platforms is particularly valuable, as it demonstrates how AI tools can help learners improve pronunciation, fluency, and communication skills while compensating for shortages of trained language teachers. The inclusion of practical examples makes the paper relevant and accessible to educators and researchers interested in technology-enhanced language learning.

The paper also provides a comprehensive examination of TTS technologies, Intelligent Personal Assistants, and AI chatbots. By discussing their pedagogical applications, the author shows how these tools facilitate interactive and self-paced learning experiences. The review of contemporary literature strengthens the argument that AI-powered conversational systems can increase learner engagement, reduce language anxiety, and improve speaking and vocabulary skills. The emphasis on real-time feedback and adaptive learning demonstrates the transformative potential of AI in language education. Another notable contribution of the study is its balanced discussion of pedagogical implications. The author recognizes that AI technologies can enhance accessibility, personalization, and learner motivation while also supporting students with diverse learning needs. The paper successfully identifies how AI can complement classroom teaching by providing additional opportunities for practice and individualized learning pathways. However, the paper has some limitations. While it draws extensively on existing literature, it remains primarily conceptual and lacks original empirical data or field-based evidence from Indian classrooms. A stronger research design involving surveys, interviews, or experimental studies would have provided more concrete evidence regarding the effectiveness of AI tools in the Indian educational environment. Additionally, some sections could benefit from deeper critical analysis of implementation challenges, especially regarding infrastructure, teacher training, and socioeconomic disparities.

Overall, this is a timely and informative paper that contributes meaningfully to the discussion of AI-assisted language learning in India. Its comprehensive review of emerging technologies, balanced evaluation of benefits and

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challenges, and focus on pedagogical implications make it a useful resource for language educators, researchers, and policymakers. With the inclusion of empirical validation and more detailed implementation strategies, the study could further strengthen its academic and practical impact.