Video Journal Of 2nd Language Learning
VOL.1-NO.1-2026
P ISSN: xxxx-xxx
E ISSN: xxxx-xxx

AI-GENERATED VIDEOS AND SECOND LANGUAGE ACQUISITION: EXPLORING PERSONALIZED LEARNING, PRONUNCIATION DEVELOPMENT, AND LEARNER ENGAGEMENT

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ABSTRACT
Artificial intelligence (AI) is creating new opportunities for second language learning through personalized, interactive, and multimedia-based educational experiences. This study explores the potential role of AI-generated videos in second language acquisition, focusing on personalized learning, pronunciation development, and learner engagement. AI-generated videos can integrate spoken language, subtitles, visual demonstrations, contextual examples, and adjustable instructional content to support learners with different language proficiency levels and educational needs. These features may help learners improve vocabulary recognition, listening comprehension, pronunciation awareness, and confidence in language use. This study adopts a literature-based research approach to examine recent developments in AI-assisted language education and video-based learning. Recent scholarly reviews indicate that generative AI has expanded opportunities for individualized feedback, adaptive practice, and interactive language learning, although speaking and listening have received less research attention than writing. The study also considers challenges associated with AI-generated videos, including inaccurate pronunciation, unnatural speech, misleading subtitles, unequal access to technology, and excessive dependence on automated learning tools. The findings from the reviewed literature suggest that AI-generated videos have promising educational potential; however, their specific effects on long-term pronunciation improvement and sustained learner engagement require further empirical investigation. The study emphasizes the importance of combining AI-generated video resources with teacher guidance, authentic communication, and evidence-based instructional strategies. It contributes to the discussion of emerging technologies in second language education and provides directions for developing effective, accessible, and learner-centered video-based learning environments.

KEYWORDS: *Artificial Intelligence (AI), AI-Generated Videos, Second Language Acquisition, Personalized Learning, Pronunciation Development, Learner Engagement, Video-Assisted Language Learning, Generative AI, Listening Comprehension, Educational Technology.*

INTRODUCTION
Artificial intelligence (AI) has become an important part of modern education, changing the ways students learn and teachers deliver educational content. In recent years, AI-powered technologies have created new opportunities for language learning by providing personalized materials, interactive activities, and digital learning experiences. Among these technologies, AI-generated videos have emerged as a promising approach to second language acquisition. These videos can combine spoken language, visual demonstrations, subtitles, animations, and real-life examples to help learners understand and practice a new language. By making educational content more accessible and adaptable, AI-generated videos may support learners in developing their language skills according to their individual needs and learning abilities. Second language acquisition refers to the process of learning a language other than one's first language. It involves developing several skills, including listening, speaking, reading, writing, vocabulary, grammar, and pronunciation. However, learning a second language can be challenging for many students. They may experience difficulties understanding spoken language, pronouncing unfamiliar words, remembering vocabulary, and communicating confidently. Traditional teaching methods remain valuable, but they may not always provide enough opportunities for individualized practice. AI-generated videos can offer additional learning opportunities by presenting language in meaningful contexts and allowing students to review educational content at their own pace.

One of the major advantages of AI-generated videos is their potential to support personalized learning. Every learner has different abilities, interests, and language proficiency levels. Some students may need basic vocabulary and grammar explanations, while others may

P ISSN: xxxx-xxx
E ISSN: xxxx-xxx

require advanced conversations and speaking activities. AI-assisted video creation can help teachers develop learning materials that correspond to these different requirements. For example, beginners can learn common expressions through simple dialogues and visual examples, while advanced learners can explore complex conversations and academic vocabulary. Learners can also replay videos, review difficult concepts, and practice specific language skills whenever necessary. Such flexibility may make language learning more effective by allowing students to concentrate on their individual learning needs. Pronunciation development is another important aspect of second language acquisition that may benefit from AI-generated videos. Pronunciation plays a significant role in communication because clear speech helps listeners understand a speaker's intended meaning. Nevertheless, learners often struggle with unfamiliar sounds, word stress, intonation, and sentence rhythm. AI-generated videos can provide spoken examples, subtitles, visual demonstrations, and repeated listening opportunities to support pronunciation practice. Students can listen to words and sentences, observe how language is used in different situations, and practice speaking independently. When these videos are combined with reliable speech-recognition tools and appropriate feedback, learners may identify pronunciation difficulties and work toward improving their spoken communication. However, the quality of AI-generated speech must be carefully evaluated because artificial voices may sometimes produce unnatural pronunciation or intonation.

In addition to pronunciation, learner engagement is an important factor in successful language learning. Learner engagement refers to students' interest, attention, participation, and effort during educational activities. Maintaining students' interest can be challenging when lessons rely heavily on repetitive exercises or traditional explanations. AI-generated videos may make learning more engaging through storytelling, animation, realistic conversations, and visually appealing examples. Teachers can also create videos based on topics that interest their students, such as travel, technology, education, and everyday communication. These approaches may encourage learners to participate actively and develop a more positive attitude toward language learning. However, educational videos should have clear learning objectives because attractive visuals alone cannot guarantee language improvement. AI-generated videos may also support independent learning outside the classroom. Students can access video materials at convenient times, repeat lessons, and practice language skills without depending entirely on classroom instruction. This flexibility is particularly useful for learners who need additional time to understand difficult concepts. Furthermore, teachers can use AI-assisted tools to create dialogues, vocabulary exercises, and contextual examples that supplement classroom activities. Nevertheless, AI-generated videos should not completely replace teachers or human interaction. Teachers remain essential for correcting misunderstandings, explaining cultural differences, evaluating learning progress, and providing meaningful guidance. Similarly, conversations with other speakers help learners develop communication skills that cannot be fully acquired through watching videos alone.

Despite their potential benefits, AI-generated videos also present several challenges. The accuracy of generated language, the naturalness of pronunciation, access to digital technology, and learners' digital literacy may influence their effectiveness. Some students may not have reliable internet access or suitable devices, while others may find it difficult to evaluate AI-generated information. Privacy and the responsible use of educational technology are also important considerations. Furthermore, research on AI-assisted language learning does not necessarily demonstrate that AI-generated videos independently improve language proficiency. Therefore, additional research is needed to examine their specific effects on pronunciation, personalized learning, and learner engagement. In this context, the present

P ISSN: xxxx-xxx
E ISSN: xxxx-xxx

study, titled "AI-Generated Videos and Second Language Acquisition: Exploring Personalized Learning, Pronunciation Development, and Learner Engagement," examines the potential role of AI-generated videos in modern language education. The study focuses on how personalized video content may address individual learning needs, support pronunciation development, and encourage learner engagement. It also considers the limitations associated with AI-generated educational materials and the importance of appropriate teacher guidance. By examining relevant research and existing evidence, this study aims to develop a clearer understanding of how AI-generated videos may contribute to second language learning.

RESEARCH OBJECTIVE

1. To investigate how AI-generated videos may contribute to the improvement of learners' pronunciation and speaking skills.

RESEARCH QUESTIONS

1. How do AI-generated videos contribute to the development of learners' pronunciation and speaking skills?

LITERATURE REVIEW

Artificial intelligence (AI) has become an important area of research in second language acquisition (SLA) because it offers new ways to support language teaching and learning. Recent developments in generative AI have made it possible to create educational content, interactive dialogues, visual explanations, and multimedia learning resources. These technologies can help learners practise a second language through activities that are more flexible and responsive to their individual needs. Chiu et al. (2024) reviewed the use of generative AI in language education and identified opportunities for supporting language learning, while also emphasizing the need for further empirical research into its effectiveness. Similarly, Li et al. (2025) found that research on generative AI in language education expanded considerably between 2023 and 2024, although writing received more attention than speaking, listening, and other language skills. AI-generated videos are a potentially useful extension of these developments. They can combine spoken language, subtitles, visual scenes, animated characters, and contextual examples within a single learning resource. For example, learners may watch a video in which an AI-generated character explains everyday expressions, demonstrates a conversation, or models pronunciation. By connecting spoken language with visual context, such videos may help learners understand vocabulary and expressions more clearly. However, the effectiveness of AI-generated videos should not be assumed simply because they use advanced technology. Their value depends on the quality of the content, the suitability of the language level, and how effectively teachers integrate them into learning activities.

Personalized learning is an important feature of technology-supported language education because learners differ in their proficiency, learning speed, interests, and educational needs. AI-generated videos may support personalization by allowing teachers or learners to develop content around particular topics, vocabulary sets, grammatical structures, and proficiency levels. A beginner, for example, may use a video containing short sentences and clear subtitles, while an advanced learner may work with longer conversations and more complex vocabulary. Learners may also replay sections or review difficult expressions at their own pace. Research reviews suggest that AI systems can provide individualized learning support, feedback, and interactive practice. Qiao et al. (2025) examined how AI technologies are designed and implemented in language learning, highlighting the importance of considering their educational purposes and effects. In addition, Lee et al. (2026) reviewed empirical classroom research on generative AI and identified personalized learning as an important area for future development. These findings provide a foundation for investigating AI-generated

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videos as personalized learning resources. Nevertheless, personalization requires more than producing different videos for different learners. Effective resources should match learners' language abilities, provide accurate information, and offer suitable opportunities for practice. Therefore, further research is needed to establish whether AI-generated videos produce better language-learning outcomes than traditional videos or other digital materials.

Pronunciation is a central component of oral communication because learners need to recognize and produce speech sounds, stress patterns, rhythm, and intonation. Traditional pronunciation teaching often involves listening to a teacher or recording and repeating the words or sentences. AI-supported learning tools may extend this process by providing repeated listening opportunities, model speech, and individualized practice. Metruk (2024), in a systematic review of mobile-assisted language learning and pronunciation instruction, examined technology-supported approaches to pronunciation learning. Amrate and Tsai (2024) also reviewed computer-assisted pronunciation training, focusing on research into its effects on second-language learners' pronunciation. These studies provide a useful basis for considering how digital resources may support pronunciation practice. More recent research has examined AI-supported pronunciation directly. Xodabande et al. (2025) investigated an AI-driven instructional intervention for Iranian EFL learners and reported improvements in pronunciation skills. Their findings suggest that AI-supported practice may contribute to pronunciation development when learners receive structured opportunities to practise. AI-generated videos may complement these tools by presenting accurate pronunciation models alongside visible speakers, subtitles, and examples of words used in context. Learners could listen to a phrase, observe the speaker's mouth movements where the video represents them accurately, repeat the phrase, and compare their performance with a model. However, an AI-generated video does not automatically assess a learner's pronunciation.

Reliable assessment requires suitable speech-recognition or pronunciation-feedback tools, and the quality of AI-generated speech should also be checked. The relationship between AI-generated videos and measurable pronunciation improvement therefore remains an important topic for further investigation. Learner engagement refers to the attention, participation, effort, and emotional involvement that learners demonstrate during educational activities. Video-based learning may attract attention by combining sound, images, narration, and realistic situations. AI-generated videos may offer additional flexibility because their examples, characters, and scenarios can be adapted to learners' interests and language-learning goals. Recent research into generative AI in language education has examined learners' attitudes, motivation, confidence, and experiences with AI-supported activities. Li et al. (2025) identified learner perceptions and psychological factors among the major themes in empirical generative AI research. Furthermore, a 2026 study by researchers examining spoken English practice with a generative-AI chatbot found that teacher guidance was associated with higher behavioral, cognitive, and social engagement than the comparison condition. These findings suggest that engagement depends not only on the technology but also on instructional design. AI-generated videos may be more useful when teachers combine them with questions, discussion, vocabulary tasks, role-play, and speaking practice rather than asking learners to watch passively. Videos should also be clear, relevant, and appropriate for the learner's level. Excessive visual effects, inaccurate subtitles, unnatural speech, or overly long videos may distract learners instead of supporting them. Although AI-supported language learning offers several potential benefits, important challenges remain.

AI-generated videos may contain incorrect information, unnatural pronunciation, inaccurate subtitles, or cultural examples that are unsuitable for particular learners. In addition, creating personalized content does not guarantee that the content will meet educational objectives. Teachers need to evaluate video accuracy, language difficulty, and relevance before using the

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E ISSN: xxxx-xxx

material in the classroom. Chiu et al. (2024) emphasized the need for more empirical research and responsible integration of generative AI into language education. Li et al. (2025) similarly identified gaps in research on language skills beyond writing and highlighted the need for more diverse learning contexts and longer-term studies. The existing literature provides useful evidence about generative AI, pronunciation technologies, and digital language learning. However, AI-generated videos as a specific tool for improving personalized learning, pronunciation development, and learner engagement require further investigation. More studies are needed to compare AI-generated videos with conventional videos, examine their effects on different proficiency levels, and determine whether improvements continue over time. The present study addresses this research gap by exploring the educational potential of AI-generated videos in second language acquisition.

METHDOLOGY

This study adopts a qualitative research approach to explore the role of AI-generated videos in second language acquisition, particularly in personalized learning, pronunciation development, and learner engagement. The approach focuses on understanding how artificial intelligence can support language learners through interactive, visual, and personalized educational content. The study follows an exploratory approach by examining existing academic literature, research articles, and scholarly publications published between 2023 and 2026. Relevant studies are collected through Google Scholar and peer-reviewed academic journals. The selected literature is analyzed to identify key trends, potential benefits, challenges, and research gaps related to AI-generated videos in language education. The research focuses on three major areas: how AI-generated videos provide personalized learning experiences, how they may support pronunciation and speaking skills, and how they may influence learners' motivation and engagement. It also considers limitations such as inaccurate AI-generated content, unnatural pronunciation, technological barriers, and the importance of teacher guidance. Overall, this qualitative and exploratory approach provides a foundation for understanding the potential contribution of AI-generated videos to second language acquisition. It also highlights areas where further empirical research is needed to determine their effectiveness in different educational settings.

RESEARCH DESIGN

This study uses a qualitative, exploratory research design to examine the role of AI-generated videos in second language acquisition, focusing on personalized learning, pronunciation development, and learner engagement. The research is based on a review of existing academic literature and scholarly publications published between 2023 and 2026. The study follows a secondary-data research design, in which information is collected from Google Scholar, peer-reviewed journals, research articles, and relevant literature reviews. The selected studies are examined to understand how AI-generated videos may support language learning, improve pronunciation practice, provide personalized educational experiences, and increase learner motivation. The collected information is organized into three main themes: personalized learning, pronunciation development, and learner engagement. The research also considers potential challenges, including the accuracy of AI-generated content, technological limitations, and the need for teacher supervision. This research design provides a structured framework for comparing findings from previous studies, identifying common patterns, and highlighting gaps in existing research. It does not involve direct experiments or surveys with students; instead, it relies on published evidence to develop a broader understanding of the potential benefits and limitations of AI-generated videos in second language acquisition.

DATA ANALYSIS

The data analysis for this study is based on a qualitative analysis of academic literature published between 2023 and 2026. Relevant research articles, scholarly publications, and

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E ISSN: xxxx-xxx

systematic literature reviews are collected through Google Scholar and peer-reviewed journals. The selected studies are examined to understand the role of AI-generated videos in second language acquisition, particularly in personalized learning, pronunciation development, and learner engagement. The collected information is analyzed using thematic analysis. First, the relevant findings from previous studies are identified and organized according to the research objectives. Second, common patterns and differences among the studies are examined. Finally, the findings are grouped into three major themes. The analysis explores how AI-generated videos may provide language content according to learners' proficiency levels, interests, and individual learning needs. Personalized videos may help learners understand difficult concepts and learn at their own pace. This theme examines how AI-generated videos may support pronunciation practice through spoken examples, subtitles, repetition, and contextual demonstrations. The analysis also considers the importance of accurate speech models and reliable pronunciation feedback. This theme investigates how AI-generated videos may influence learners' attention, motivation, participation, and interest in language learning. Interactive activities and relevant visual content may encourage learners to participate more actively. The analysis also considers challenges such as inaccurate AI-generated content, unnatural pronunciation, limited access to technology, and the need for teacher guidance. By comparing findings across the selected literature, the study identifies major trends, potential benefits, and gaps requiring further investigation.

FINDINGS

The findings of this study are based on an analysis of academic literature published between 2023 and 2026 concerning AI-generated videos and second language acquisition. The reviewed literature suggests that artificial intelligence has the potential to support language learning by providing personalized educational content, pronunciation practice, and engaging learning experiences. However, the effectiveness of AI-generated videos depends on content quality, appropriate instructional design, and teacher guidance. The literature indicates that AI-supported educational resources can help learners access content suited to their language proficiency, interests, and learning needs. AI-generated videos may allow learners to study difficult topics at their own pace and review lessons when necessary. AI-supported pronunciation tools and digital learning resources may provide opportunities for repeated listening and speaking practice. AI-generated videos can complement these activities by presenting spoken examples, subtitles, and language in meaningful contexts. However, accurate pronunciation models and reliable feedback remain essential. Video-based learning may increase learners' interest by combining visual and audio elements. Personalized examples and interactive activities may also encourage participation and motivation. Nevertheless, passive video watching alone may not lead to substantial improvements in language proficiency. The reviewed literature highlights potential concerns, including inaccurate AI-generated information, unnatural speech, unsuitable learning content, technological barriers, and privacy considerations. Teacher supervision is therefore important to ensure that learning materials are accurate and appropriate.

CONCLUSION

This study explored the role of AI-generated videos in second language acquisition, focusing on personalized learning, pronunciation development, and learner engagement. The reviewed literature suggests that artificial intelligence has the potential to make language learning more flexible, interactive, and accessible. AI-generated videos can provide visual explanations, spoken examples, subtitles, and learning materials adapted to different proficiency levels and individual learning needs. The study also indicates that AI-supported resources may help

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learners practise pronunciation, improve their understanding of spoken language, and develop greater interest in learning a second language. Personalized content and engaging visual materials can encourage learners to participate actively and study at their own pace. However, these benefits are not guaranteed. Inaccurate information, unnatural pronunciation, technological limitations, and insufficient feedback may reduce the effectiveness of AI-generated videos.Therefore, AI-generated videos should be used as supplementary educational resources rather than complete replacements for teachers and traditional language-learning methods. Teachers can improve their effectiveness by combining videos with speaking exercises, classroom discussions, pronunciation practice, and constructive feedback. The accuracy and suitability of AI-generated content should also be checked before it is used for educational purposes.

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