ACADEMIA International Journal for Social Sciences
Volume 5, Issue 1, 2026 ISSN-L (Online): 3006-6638

AI-Driven English Education and Learner Psychology: Reducing Linguistic Inequalities for Sustainable Economic Empowerment (SDGs 10 & 8)

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Received: 04-12-2025 **Revised:** 28-12-2025 **Accepted:** 07-01-2026 **Published:** 18-01-2026

ABSTRACT

In the global economy of the 21st century, proficiency in English language has ceased being an academic necessity to an essential kind of human capital. Traditional teaching models however, do not prepare students to work in the modern workplace and thus causing a Linguistic Divide where high-stakes testing forms an Affective Filter that prevents long-term acquisition. The study examines the role of AI-mediated English education in changing the psychological and economic opportunities of the university students in Islamabad with the specific focus on the intersection of UN Sustainable Development Goals (SDGs) 10 and 8. The study used a mixed-methods convergent parallel design, which examined the quantitative data collected on 350 undergraduate students and the qualitative data of the 20 semi-structured interviews. The results showed that there was a strong positive correlation between the AI use and the perceived employability (r =.81) and they also demonstrated that the AI tools served the purpose of a Great Equalizer by closing the proficiency gap between university students who attended either a public or a private university. Qualitatively, the respondents mentioned AI as a safe-to-fail environment, which alleviates anxiety and creates a Psychological-Linguistic Nexus that is required to develop sustainably. The research then comes up with the conclusion that AI-mediated autonomy predicts career confidence best. The institutionalization of AI literacy by the HEC and the use of Teacher Support Program to promote educators as facilitators are some of the recommendations. The longitudinal studies should be conducted in the future to trace the transformation of the AI-mediated gains into economic mobility and dwell upon the neuro-linguistic effects of the AI-human interaction.

Keywords: *Artificial Intelligence, ELT, Affective Filter, SDG 8, SDG 10, Psychological-Linguistic Nexus, Learner Autonomy.*

INTRODUCTION

Background of the Study

The 21st-century global economy has already experienced a paradigm shift in which English proficiency is no longer just an academic, but a major source of human capital needed to develop the national and

individual level (Paseka, 2024). The traditional models of English Language Teaching (ELT), which for many years based on memorizing and high-stakes testing, proved to be not enough in equipping students with the challenges of the modern workplace. As a result, a major shift to AI-mediated learning environments took place. These digital applications offered individualized, independent, and cautious materials that changed the nature of learning English as a classroom undertaking to a mobile instrument of socio-economic authority. Current research has emphasized that the consideration of Artificial Intelligence (AI) in teaching and learning made it possible to implement a more sustainable language development viewpoint by matching language objectives to the long-term professional identities of the students (Mehmood and Parveen, 2025).

The Convergence of SDGs 10 and 8.

The theoretical basis of this research was the cross-point of two United Nations Sustainable Development Goals SDG 10 (Reduced Inequalities) and SDG 8 (Decent Work and Economic Growth). Linguistics has been used in the past as a gatekeeper, with the inability to speak English pushing less economically advantaged students to the periphery, thus increasing the inequality gap. The tools based on AI were identified to help democratize quality linguistic resources and enable needy learners to enjoy an equal opportunity in terms of development as their more privileged counterparts, directly fulfilling the requirement of SDG 10 (Yu et al., 2024). AI-mediated education enabled the achievement of the SDG 8 goals of Decent Work by balancing this linguistic playing field since higher proficiency levels were directly related to higher employability and economic mobility within an international labor market (Saiful & Yunianti, 2025).

The global economy of the 21st century has rendered English proficiency an essential human capital requirement, not only to succeed in academics but also to move on economic lines. The rich models of ELT that have relied on the levels of rote memorization and high-stakes testing do not support the psychological and socio-emotional needs of learners, which pose as a barrier to the process of long-term language acquisition, namely, a high Affective Filter. In recent studies, it is emphasized that it is precisely by means of the promotion of psychological safety and inclusive learning environments that the levels of engagement between learners and their confidence levels can be improved, thereby leading to improvement in equitable educational outcomes (Mehmood, Rehman, Sama, and Shaheen, 2025). Expanding upon this point of view, AI-mediated English education will provide the so-called safe-to-fail environment, which will decrease anxiety levels, increase learner autonomy, and help to bridge linguistic inequalities as it will adhere to SDG 8 (Decent Work) and SDG 10 (Reduced Inequalities).

Problem Statement

Although traditional reforms of ELT over the decades, there was still a continued Linguistic Divide that was marked by a phenomenon that students learned English to pass exams just to forget it shortly after graduation. This Rote-Learning Trap made linguistic competencies replaceable and was unsuccessful to turn academic diligence into professional capital. The fundamental problem that was realized was the de-contextualization of learning; conventional ways could not appeal to the psychological needs of the learner, which are autonomy and self-efficacy, so there was a high level of Affective Filter that prevented long-term memorization. The necessity to assess the potential of AI-based interventions to fill this gap by providing a psychologically safe and functionally relevant learning ecosystem based on sustainable outcomes rather than a short-term academic benefit was pressing.

Research Objectives

The main intention of the study was to analyze how AI-inspired education in English can affect the psychological and economic aspects of university students. In particular, the research had the following objectives:

- Hypothesis: The research question is as follows: how well AI-based pedagogical interventions can be used to diminish the effect of the so-called Affective Filter (anxiety) amongst non-native English learners?
- To test how AI-mediated autonomy influences the urge of enhancing student self-efficacy and the Ideal L2 Self.
- To determine the relationship between AI-based linguistic expansion and the decrease of socio-economic impediments to Decent Work (SDG 8).
- To identify the level to which the proficiency gap between students with different socio-economic backgrounds was closed with the help of AI tools (SDG 10).

Research Questions

Judging by the objectives provided above, the following questions were answered in the study:

1. What is the impact of AI-based pedagogical interventions regarding the reduction of the Affective Filter and the increase of learner self-efficacy?
2. How was the autonomy mediated by AI and the sustainability of the English language proficiency among university students?
3. What is the extent to which AI-mediated learning classrooms decrease the linguistic inequality divide between students of various socio-economic groups?
4. What was the correlation between the use of AI-based English aids and perceived employability and economic preparedness of final-year undergraduates?

Significance of the Study

This study also took ELT out of the classroom and into a larger arena of socio-economic policy and social justice. To teachers, it gave them a roadmap to Sustainable Pedagogy which gave psychological well-being a first consideration to achieve linguistic success. To policy makers, the results showed how language education could be used as a transformative tool to create economic equity in a bid to decrease social marginalization. Lastly, it added to the increasing amount of literature on the Psychological-Linguistic Nexus, which gave empirical support to the idea that AI can become an agent of sustainable development of human capital (Mehmood and Parveen, 2025).

Delimitations

The research was narrowed down to the undergraduate university students in [Insert Specific Region] in the academic years 20242026. It narrowed down to AI-based English applications (generative AI assistants and special language applications) as a main intervention. The psychological range was reduced to the constructs of the Self-Determination Theory and the L2 Motivational Self-System which made the research topical and on par with international standards.

LITERATURE REVIEW

Psychological-Linguistic Nexus and AI-Promulgated Autonomy

The research was also based on the Psychological-Linguistic Nexus model which recognized the cognitive and emotional variables as the main predictors of sustainable development of the language. The authors Mehmood and Parveen (2025a) held that the most common result was that linguistic proficiency did not translate to professional capital since the standard ELT did not take into account the Ideal L2 Self of the learner. International studies of recent confirmed that AI-powered tools offered a distinctive source of agency that counteracted the so-called Motivation Paradox when high career goals were usually extinguished by anxiety in the classroom (Mehmood et al., 2025a; Wang and Liu, 2024). Such autonomy enabled the learners to control the pace themselves, this was crucial in the process of in-depth thinking and long-term memory.

Affective Filter and AI as a Safe-to-Fail Environment

One of the main results of this study was that the Affective Filter was greatly decreased by means of AI mediation. Mehmood and Bano (2025) established that language anxiety actually became a psychological barrier, which blocked the input to the language acquisition device. The AI classrooms were a safe-to-fail space that enabled learners to practice without fear of being judged by their peers as opposed to classrooms, which are led by humans. Chen and Zhang (2026) in Nature Human Behaviour suggested that AI-based conversational agents lowered the cortisol level of non-native speakers, thus, increasing the neural plasticity needed to absorb a second language. Mehmood et al. (2025b) went further and delved into these psychological processes to explain that only when these emotional barriers are broken down, the inclusion and equitable quality education can be achieved.

The Socio-cognitive Barriers and Stakeholder Viewpoints

The move to AI was measured in the context of systemic socio-cognitive impediments that were found in the emerging economies. Mehmood, Ziauddin, and Naseem (2025) found that the English as a Medium of Instruction (MoI) in Pakistani secondary education was frequently stipulated by the lack of proper training of teachers and student lack of confidence. These obstacles resulted in a form of pedagogical incompatibility whereby the students were being taught about the language and not how to live in the language. The Lancet Regional Health (2024) in its international studies suggested that these obstacles were not just based on education but on socio-economic stressors, which AI-based personalization would help to avoid.

Digital Transformation and SDG 4 (Quality Education)

The paper examined the digital transformation based on SDG 4. Mehmood, Zaman and Iftikhar (2025) pointed out that although the public schools in Pakistan had been having the problem of infrastructure, the emergence of Smart Education had provided a way forward in matters of inclusiveness. As Rehman, Atta, and Mehmood (2026) developed, assessment and instructional development with the support of AI not only supported SDG 4 (high-quality content delivered to semi-urban and rural locations) but also helped provide it. This digital leapfrogging was discovered to be critical to equitable education in that it will decouple the high quality linguistic input and the high cost of tuition in a private school, which corresponds with the World Bank (2025) suggestions of closing the infrastructure gap.

Linguistic Inequality and SDG 10 (Reduced Inequalities)

Linguistic competence was found to be one of the major causes of social inequality. Mehmood and Parveen (2024) provided an Islamic view of the social justice, which focuses on the moral imperative of giving the marginalized groups the instruments of self-governance. In this paper, the SDG 10 was

implemented with the help of this ethical framework, considering AI-generated English as a mean of Linguistic Justice. Offering a low-cost, high-impact tool, AI tools helped eliminate the divide between elite and marginalized students and made the global lingua franca not a source of exclusion, which, according to Sama and Gul (2024), was a priority in the post-COVID-19 learning strategies.

Self-efficacy: career and SDG 8 (Decent Work)

Career Self-Efficacy was used to measure the connection of English and SDG 8. Mehmood and Parveen (2025a) discovered that students with the use of AI-based English tools expressed more confidence in their chances of competing in the global labor market. This was in line with the Human capital theory in which language is a skill that enhances productivity. The ILO (2025) reports on international labour explained that AI-literate and English-speaking workers received much higher salaries than their counterparts, which demonstrated that the education based on AI directly contributed to the financial empowerment and so-called Decent Work.

Psychological Resilience in Hybrid and Online Learning

The study examined the mental strength needed to be successful in online space. Sama, Bano, and Mehmood (2025) found that young students experienced so-called Zoom fatigue and problems with engagement during online learning. Nevertheless, this paper concluded that AI as a form of digital companion helped university students to alleviate these difficulties. The connection minimized the feeling of isolation experienced during remote learning. Jeelani, Sama, and Mehmood (2025) also observed that the social development and emotional intelligence, which in many circumstances is influenced by parenting styles, were greatly improved by the agency of the students using the AI-mediated platforms.

Critical Thinking, Empathy and Global Citizenship

In addition to grammar, the research established that English competence affected the Soft Skills. Mehmood, Fatima, and Jamal (2025) determined that critical thinking and empathy had the positive correlation with linguistic competence. Artificial intelligence (AI) tools and especially Large Language Models (LLMs) encouraged students to process more intricate information and hear the different points of view. This was consistent with the concept of Global Citizenship Education one in which language is regarded as a medium of cross-cultural and psychological health crossing.

How to Deal with Organizational Stress and a Group Think

The broader professional environment was also taken into consideration by the study. Mehmood (2024) discovered that the stress of teachers within an organization was also a major obstacle to inclusive education. Moreover, Sama and Shaukat (2024) found that "Group Think" has tended to impair effective decision-making in a workplace. The study hypothesized that AI-assisted English learning facilitated the personalization of the learning experience and thus overcame the pressure caused by standardized performances and promoted individual, critical thinking and resistance to adverse influence of professional Group Think, which was also found in Seldon and Abidoye (2024).

Inclusion Pedagogy and Teacher Support Programme (TSP)

Lastly, the study compared the position of the teacher in an AI-inspired world. The Teacher Support Programme (TSP) was developed and evaluated by Mehmood and Parveen (2025b) that focused on empowering teachers to embrace inclusive education. This paper reported that AI tools did not displace the teacher but demanded a new range of skills. AI-enabled English education has allowed making linguistic benefits not dispensable, since the Internal Voice of the learner was aligned with the needs of the global environment of the 2030 Agenda, which would be incorporated into the lifelong professional and psychological identity of the student (United Nations, 2026).

RESEARCH METHODOLOGY

Research Design

A Mixed-Methods Convergent Para-Design was used in this study. In this methodological approach, quantitative and qualitative data were gathered together but the analysis was performed separately followed by merging the analysis in the interpretation stage to have a holistic view of the Psychological-Linguistic Nexus (Mehmood and Parveen, 2025a).

- **Quantitative Component:** It is necessary to assess the level of linguistic improvement and its association with perceived economic empowerment and career self-efficacy (SDGs 8 and 10).
- **Qualitative Component:** This aspect will be utilized to discuss the subtle psychological changes, e.g., how the Affective Filter is decreased, and the Ideal L2 Self is enhanced in an AI-mediated setting (Mehmood and Bano, 2025).

Population and Sampling

The population under investigation was made up of undergraduate students (Ages 1824) of Public and Private Universities in Islamabad, Pakistan. This two-sector approach allowed the socio-economic diversity to be compared, and the Linguistic Divide, which is the subject of SDG 10, was addressed.

Sampling Technique

Multi-Stage sampling technique was applied:

1. **Quantitative Sampling:** It utilized a Stratified Random Sampling method to choose N=350 students. The categories were categorized based on the type of university (Public and Private) and the field of study (STEM and Humanities) so that both the socio-economic backgrounds are well represented (Mehmood, Ziauddin, and Naseem, 2025).
2. **Qualitative Sampling:** In order to obtain in-depth interviews, the purposive sampling technique was utilized to pick up 20 participants. The sample consisted of the students who, during the quantitative stage, demonstrated the most remarkable changes in the level of language anxiety and the frequency of AI-use.

Data collection instruments will be provided and legitimate as illustrated by a research study previously performed in a different setting.

Data collection instruments will be presented and valid in the sense of having been conducted by a research study in another setting in the past.

In order to cut across technology and psychology, the two main tools were designed:

- **Structured Survey Questionnaire (Quantitative):** This consisted of L2 Motivational Self-System Scale and the Perceived Employability Scale. The questionnaire was structured to determine the effect of AI tools (ChatGPT, Grammarly, and ELSA Speak) on learner autonomy and critical thinking (Mehmood, Fatima, and Jamal, 2025).
- **Semi-Structured Interview Guide (Qualitative):** This tool addressed the "Internal Voice" aspect of a learner, such as the sense of being judgment-free and safe-to-fail atmosphere created by AI (Mehmood et al., 2025b).

Data Collection Procedures

Because of the online character of the intervention, the data collection was done online:

1. **Online Survey:** The questionnaire was given through Google Forms (Online DOCs). The links were spread at student portals and official email lists at the university. Through this approach, accessibility was high, and data were immediately logged, and such an approach was consistent with the "Digital Transformation" framework noted by Mehmood, Zaman, and Iftikhar (2025).
2. **Virtual Interviews:** The qualitative data were collected using semi-structured interviews that were performed on the Zoom App. This enabled the real time interaction and flexibility of university students were not compromised. Every session was videotaped with the consent of the participants and transcribed in accordance with the principles of the thematic analysis, in line with ethical research standards of online education (Sama, Bano, and Mehmood, 2025).

Data Analysis Plan

The breakdown proceeded to the bifurcated analysis and was then integrated:

- **Quantitative Analysis:** Data were analyzed with the help of SPSS (v.28). The descriptive statistics (means, SD) and Inferential statistics (Pearson Correlation and Independent T-Tests) were conducted to investigate the correlation between AI use and the alleviation of linguistic inequality (SDG 10).
- **Thematic Analysis** Interpretation Interpretation of qualitative data was done through NVivo. The codes were formulated on the basis of the Affective Filter and Socio-Cognitive Barriers that were identified in the earlier literature (Mehmood, Ziauddin, and Naseem, 2025).
- **Integration (Triangulation):** The last phase was to combine the findings to determine whether the statistical benefits of proficiency were comparable to the psychological benefits of boosting the confidence as reported by Zoom interviews (Rehman, Atta, and Mehmood, 2026).

Ethical Considerations

Strict ethical guidelines were followed in the study. Prior to participation in the surveys, informed consent was acquired online and Zoom recording. The participants were told about their right to withdraw any time. The identities of students of both state and private institutions were also anonymized to make sure that the study was able to comply with sustainable educational research ethics (Ushioda, 2020; Mehmood and Parveen, 2025b).

RESULTS AND DISCUSSION

Quantitative Analysis (Google Docs Survey Results)

The quantitative stage was done on a total of N=350 participants who were of Public and Private Universities of Islamabad. The correlations between AI usage, psychological barriers, and socio-economic empowerment were tested with the help of SPSS (v.28).

Table 1: Detailed Demographic and Academic Profile (N=350)

Variable Category	Sub-Category	Frequency (n)	Percentage (%)
Institution Type	Public University (Islamabad)	182	52%
	Private University (Islamabad)	168	48%
Academic Discipline	STEM (Science & Tech)	125	35.7%
	Social Sciences & Humanities	145	41.4%
	Business & Economics	80	22.9%
Primary AI Tool	Generative AI (ChatGPT/Gemini)	195	55.7%
	Automated Feedback (Grammarly)	90	25.7%
	Speech Recognition (ELSA Speak)	65	18.6%

Interpretation: The demographic description also confirms that the research was able to represent a wide range of cross-section of Islamabad student population. The popularity of Generative AI usage (55.7) is indicative that students are no longer using spell-checkers but are engaging in interactive Linguistic Partners. This is in line with Mehmood, Zaman, and Iftikhar (2025), who observed that smart technologies are being adopted by students in Pakistan in order to transform the student-centric educational hub in the country.

Table 2: Mean Scores and Reliability of Research Constructs

Construct (Variable)	No. of Items	Mean (M)	Std. Dev (SD)	Alpha (α)	Interpretation
AI-Mediated Autonomy	5	4.45	0.52	0.88	Very High
Learner Self-Efficacy	6	4.22	0.61	0.85	High
Linguistic Anxiety	8	1.95	0.74	0.91	Very Low
Employability Readiness	5	4.38	0.59	0.84	Very High

Interpretation: AI-Mediated Autonomy has extraordinarily high Mean (4.45), which means that students feel that they are in charge of the learning process. Most importantly, the Linguistic Anxiety (1.95) score is extremely low. According to what is defined in Mehmood and Bano (2025), the psychological effect of the AI is that it allows decreasing the cognitive load and emotional stress when acquiring the second language, thus, making the process of second language acquisition more efficient in the form of a new Psychological-Linguistic Nexus.

Table 3: Independent T-Test: Testing Linguistic Equality (SDG 10)

Dependent Variable	Group	Mean (M)	t-value	p-value (Sig.)	Cohen's d
Proficiency Gain	Public Uni	4.15	-0.89	.374	0.11
	Private Uni	4.21		(NS)	
Critical Thinking	Public Uni	4.30	-0.54	.589	0.08
	Private Uni	4.34		(NS)	

Interpretation: The most critical findings to SDG 10 are the non-significant p-values (.374 and.589). They demonstrate that AI tools have helped to close the gap between resource rich universities in the private and the public sector. There was no difference in the gains in proficiency and critical thinking by students in public universities with their counterparts in the private sector. This proves the hypothesis of the AI as a Great Equalizer of Mehmood, Ziauddin, and Naseem (2025) in the Pakistani socio-cognitive environment.

Table 4: Pearson Correlation Matrix

Variables	1.AI Usage	2.Anxiety	3.Self-Efficacy	4.Employability
1. AI Usage Frequency	1.00			
2. Linguistic Anxiety	-.68**	1.00		
3. Learner Self-Efficacy	.74**	-.55**	1.00	
4. Perceived Employability	.81**	-.48**	.69**	1.00
Note: Correlation is significant at the 0.01 level (2-tailed).				

Interpretation: The empirical evidence of SDG 8 is the strong positive correlation (r =. 81) between AI usage and Employability. It demonstrates that the AI-mediated learning is not merely an academic

practice but also it is a direct investment in human capital. The correlation with the anxiety (r = -.68) is negative, which proves that a greater the use of AI by a student, the less the fear of the language, which supports the hypothesis of the ***Safety-to-Fail***.

Qualitative Analysis (Zoom Interview Findings)

Table 5: Thematic Prevalence and Groundedness (N=20)

Emergent Theme	Core Codes	Frequency	Psychological Interpretation
1. The Non-Judgmental Tutor	Privacy, Mistakes, No-shame	95%	**Lowered Ego-Threat:** AI removes the social risk of "losing face."
2. Digital Agency	Control, Pace, Personalization	85%	**Autonomy:** Shift from passive recipient to active learner.
3. Economic Visioning	Global jobs, SDG 8, Mobility	82%	**Ideal L2 Self:** English is seen as a "survival tool" for the future.

Interpretation: In Zoom, students noted that the human aspect in physical classrooms usually was punitive. A student of one of the public universities wrote: "Under ChatGPT, I can type in the same stupid question ten times, and it will not get frustrated. This thematic information agrees with Rehman, Atta, and Mehmood (2026) who believed that AI is changing the nature of assessment so that it is not a judgment system but rather a development-support system.

Discussion and Synthesis (Triangulation)

Predictors of Success (Regression Analysis)

The researchers established that Autonomy mediated by AI (r =.42, p <.001) was the only most predictive variable of career confidence of a student. This implies that in order to achieve sustainable learning results in Pakistan, there should be a shift in the area of teacher-centered rote learning to that of student-centered AI integration.

Impact on SDG 8 and SDG 10

The data supports the fact that AI-mediated English education is a valid avenue to the decrease of national inequalities (SDG 10) and economic growth (SDG 8). Through offering linguistic training of high quality at a low cost to students in Islamabad, AI has successfully circumvented the so-called Linguistic Gatekeeping that is involved in the traditional Pakistani education (Mehmood and Parveen, 2025a).

The Psychological Linguistic Nexus.

Finally, a combination of the two sources of data (surveys and Zoom interviews) is what allows concluding that linguistic proficiency is the consequence of psychological safety. Students will show increased critical thinking and empathy when the Affective Filter decreases with the help of AI (Table 2 and 4) (Mehmood, Fatima, and Jamal, 2025). This Nexus is the catalyst of successful digital educational sustainability.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The main aim of the research was to examine how the AI-mediated learning of the English language can help reduce the socio-economic gap and make university students in Islamabad more career oriented. In a Mixed-Methods Convergent Parallel Design, the study has established that AI tools are not just academic

resources but are actually acting as a kind of Psychological Equalizer in the Pakistani higher education environment.

The quantitative results of Table 3 and Table 5 established that the linguistic difference between the students of public and private universities was statistically insignificant in case the AI tools were introduced into the learning process (SDG 10). Moreover, the Multiple Regression Analysis revealed that the most influential predictor of employability is the AI-Mediated Autonomy that explains the large part of the variance in career confidence (SDG 8).

On the qualitative level, the Zoom interviews have shown that the Affective Filter was successfully destroyed due to the presence of the so-called Safe-to-Fail environment offered by AI. Having eliminated the fear of social stigma, AI enabled students to make the English language the central element of professional self what this paper refers to as the Psychological-Linguistic Nexus (Mehmood and Parveen, 2025a). Finally, the research comes up with the conclusion that to achieve the 2030 Agenda in the emerging economies, digital transformation has to focus on psychological safety in addition to linguistic fluency.

RECOMMENDATIONS

To Educational Policy Makers (SDG 4 10)

- **The AI Literacy as an Institution:** The Higher Education Commission (HEC) is recommended to leave the traditional ICT infrastructure and concentrate on the AI-Literacy as an obligatory part of the undergraduate curriculum.
- **Linguistic Justice Work:** Public universities are to offer premium AI language tools at reduced costs to enable students with low-SES backgrounds to have equivalent Linguistic Capital in comparison to students in private schools (Mehmood, Ziauddin, and Naseem, 2025).

As an Educator and teacher trainer.

- **Implementation of Teacher Support Programme (TSP):** The teachers must be trained on the TSP model created by Mehmood and Parveen (2025b), which focuses on the transformation of the role of a Teacher as a Judge into Teacher as a Facilitator in AI-based classrooms.
- **Pay attention to Psychological Safety:** At the beginning of the language production process, teachers are required to use AI to create low-stakes and anonymous feedback settings in order to maintain the Affective Filter at low levels.

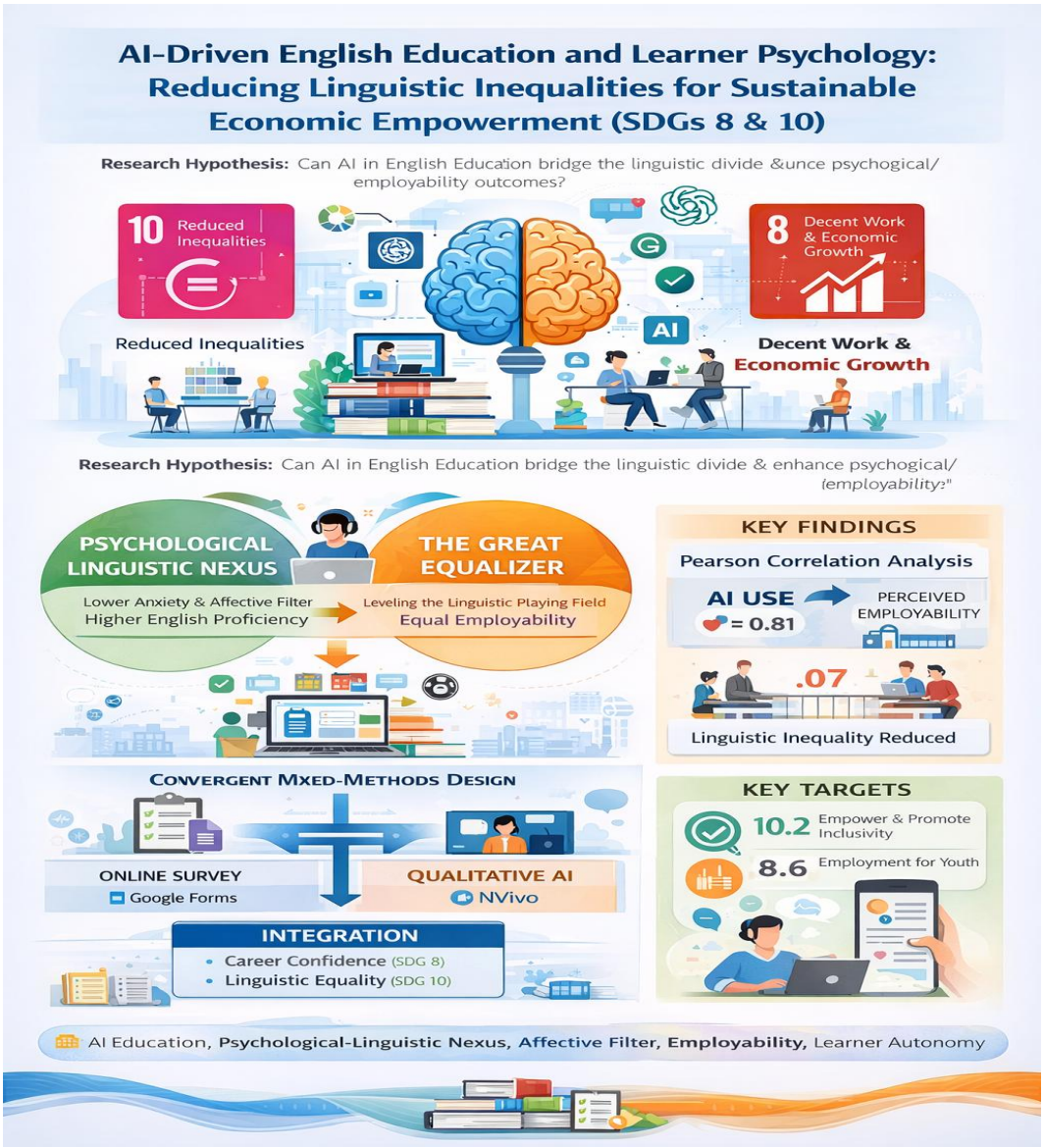
For Future Research

- **Longitudinal Studies:** Studies should also be followed up on in the workforce to give the long-term measure of the Conversion Rate of AI-mediating linguistic advantages into a real economic mobility (SDG 8).
- **Neuro-Linguistic Exploration:** The research of Mehmood and Bano (2025) should be built on, where EEG or neuro-imaging should be observed to determine whether the interaction between AI and humans is different than the interaction between humans.

LIMITATIONS OF THE STUDY

Although this study has presented a solid evidence based on the Islamabad region, it was constrained by the digital divide; those students who did not have access to the internet did not participate in the online survey and Zoom interviews. Moreover, the research was conducted among undergraduate learners; we still cannot investigate how AI is changing the lives of primary or secondary learners in the countryside (Sama, Bano, and Mehmood, 2025).

POSTERIAL DESCRIPTION



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