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Digital Transformation of English Language Education in SAARC: AI Adoption, Institutional Constraints, and Policy Reform

S. Nivetha

Ph.D., Research Scholar

Dr. N. Kalaivani Guide & Supervisor

PG & Research Department of English

Thiagarajar College, Madurai – 625 009

Abstract

This study examines the integration of Artificial Intelligence (AI) into English Language Education (ELE) to tackle policy and pedagogical difficulties within the multilingual and socio-culturally varied setting of SAARC nations. The objective is to identify deficiencies in current language policy and propose an AI-integrated framework that improves accessibility, inclusivity, and proficiency in English Language Education throughout the area. The research utilises a qualitative integrative evaluation, referencing academic literature, policy papers, and regional educational reports. A theme analysis method is employed to discern repeating trends, policy deficiencies, and technology prospects within the existing ELE framework of SAARC nations. The findings indicate a pervasive absence of organised and clear ELE policies throughout SAARC members, leading to disjointed implementation and unequal access. The research indicates that AI may significantly contribute to alleviating these challenges by facilitating personalised learning, enhancing language inclusion, and optimising resource allocation. A conceptual AI-integrated ELE framework is presented to tackle these systemic difficulties. This study advances the debate on educational technology in the Global South by critically associating AI with ELE policy formulation in SAARC countries. It presents an innovative, context-aware framework for incorporating AI into language teaching, fostering fairness and creativity in underserved and linguistically varied areas. The research relies on secondary sources and conceptual modelling; subsequent empirical investigations are necessary to evaluate the practical applicability of the suggested framework.

Keywords: Artificial intelligence, English language education, SAARC nations, multilingualism, language policy, inclusivity

Introduction

SAARC includes Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. These countries have diverse languages and cultures. Although India, Nepal, and Sri Lanka are multilingual, the Maldives is monolingual with Dhivehi. Many countries adopted English after the British Empire colonized them from the 17th to the 20th century. Though never colonized, Bhutan and Nepal were influenced by British language through diplomacy, education, and international partnership. After independence, SAARC governments took different approaches to English. Some valued indigenous languages as symbols of sovereignty, while others used English for elite education, governance, and international communication. English became a global language and a gatekeeper in privilege, higher education, and social advancement. English's dual role highlights the persistent conflict between inclusion (connecting global economies) and exclusion (reinforcing language hierarchies and urban-rural inequities). Globalization, digital transformation, and migration have elevated English in South Asia in recent decades. Artificial Intelligence (AI) is transforming education, notably English Language Teaching. AI-

powered platforms customize learning, feedback, translation, pronunciation, and interaction. AI enthusiasts argue it can democratize high-quality English education by tackling teacher shortages, geographical isolation, and curriculum conformance. This optimism requires investigation. AI cannot fix systemic language training framework faults; thus, its reasoning requires empirical evidence. Many SAARC countries have poor policy implementation, urban-rural educator inequality, low digital literacy, and educational frameworks that overlook learner diversity. AI can address inefficiencies including poor feedback, rigid curriculum pace, and homogeneous schooling. It also requires research to support "bridging gaps in accessibility, inclusivity, and competency". AI applications have potential, but context-specific implementation, ethical protections, infrastructure readiness, and socio-cultural alignment are needed. In digitally unequal regions, algorithmic discrimination, data privacy violations, excessive automation, and less human interaction are major problems. AI-enhanced English Language Education (ELE) in SAARC countries is examined in this study, which combines historical heritage and future technology. Responsible AI integration requires a thorough evaluation of ELE policies, teaching methods, and institutional structures to ensure efficiency, equity, cultural awareness, and sustainable educational goals.

Review of Literature

Lingua Franca English and Postcolonial Pedagogies

Kirkpatrick's (2010) Lingua Franca Approach (LFA) advocates for a transition from native-speaker standards to a model in which English serves as a regional and global medium of communication. At the core of LFA is the acknowledgment of local English variants and the prioritization of mutual intelligibility over strict adherence to accuracy. In multilingual and postcolonial contexts like the SAARC region, this paradigm necessitates a reevaluation of English language education (ELE), promoting pedagogical strategies grounded in the sociolinguistic reality of learners instead of foreign standards. Kirkpatrick's methodology has garnered attention in Southeast Asia, however its impact in South Asia remains insufficiently examined.

ELE Policy Landscape in SAARC

Many scholars have criticized South Asian language policy for their colonial history. Rahman (2022) claims that governmental processes that ignore local language variety maintain English as a gatekeeper to socio-economic mobility in Pakistan. Hamid, Jahan, and Islam (2013) remark that

English is seen as a sign of modernity and access in India and Bangladesh, although urban elites gain disproportionately. These policy frameworks undermine LFA by favoring a monolithic standard over localized Englishes. Low and Pakir (2023) found that whereas ASEAN countries have begun to incorporate regional Englishes into curricula, SAARC states have yet to recognize such linguistic heterogeneity at the policy level. Canagarajah (2013) noted early on that while English was promoted as a link language in Sri Lanka, educational practices often reinforced aristocratic English, alienating rural and lower-class pupils. Government documents and curriculum frameworks across SAARC rarely outline LFA-integrated teaching practices. The lack of this perspective keeps policy rhetoric from meeting classroom realities, where pupils are penalized for using understandable but non-standard English. SAARC ELT policies rarely mention inclusive, context-aware, and participatory education, unlike UNICEF (2019).

AI in ELT: Global Trends and Local Tensions

Several recent research has examined how AI fits with learner-centered, LFA-consistent pedagogies. Annamalai (2004) emphasizes AI-driven technologies' potential to provide personalized, adaptive feedback in resource-constrained contexts. Language apps and intelligent teaching systems can accommodate different English dialects and personalized learning pathways. Annamalai's India-focused work matches Kirkpatrick's context-sensitive teaching. Chen et al., (2018) sheds light on how machine learning identifies learner patterns and provides corrective feedback. If not tailored to local situations, this method may reinforce linguistic norms. In contrast, Dutta and Banerjee (2023) recommend culturally sensitive AI design in multilingual educational environments. Their research shows that English Language Teaching technology must incorporate sociolinguistic elements including regional accents, code-switching, and pragmatic practices. This culturally sensitive design follows UNICEF's (2019) child-centred learning principles of linguistic relevance and learner agency. Even advanced models often lack an LFA foundation. The World Economic Forum's Six Pillars (2023) state that AI in ELE must foster digital fluency, tailored learning, and global citizenship beyond content distribution. Unless suited to local conditions, these goals are not met. Technology and educational systems determine whether AI can democratize English instruction. Without LFA principles, AI tools may reproduce inequalities they profess to disrupt.

Challenges of AI Adoption in the Global South

Despite growing interest in educational technology, the Global South has struggled to incorporate AI in English Language Teaching. Low and Pakir (2023) argue that rural South Asian digital learning platforms are hampered by power outages, poor internet access, and limited device availability. These barriers limit teacher engagement with AI-based solutions. Van Dijk's (2020) multimodal digital divide model shows that digital inequality includes skill inequalities, usage patterns, and content pertinence as well as device and network availability. In Nepal, Sharma and Gautam (2023) find an epistemological mismatch between global AI platforms and local classroom practices. Most AI-based English learning tools ignore local communicative customs and first language transfer, educators noted. This supports Kirkpatrick's concern that unexamined educational structures may diminish local language identities by spreading English worldwide. Canagarajah (2013) warns of "techno-linguistic imperialism" in adopting AI techniques without modification. He supports participatory design frameworks where local educators, linguists, and learners create language technologies for their needs. This matches the LFA model, which emphasizes community-based language instruction.

Synthesis and Gaps

The literature shows that SAARC English language education policy, pedagogy, and technology must be conceptually synchronized. Kirkpatrick's Lingua Franca English model is useful for studying standard language ideologies' long-term impact on policy and AI-assisted teaching. AI has the potential to democratize English Language Teaching (ELT), but it must embrace linguistic diversity, local identities, and learner autonomy. Recent study shows promising solutions but also persistent issues, such as the lack of LFA-based policies, Western-centric educational technology design, and UNICEF's equity-based principles and WEF's future-oriented learning objectives. Infrastructure constraints, according to van Dijk's paradigm, exacerbate these challenges. AI must prioritize contextualization, inclusivity, and critical pedagogy to improve Global South linguistic diversity.

Research Objective

This study examines the effects of incorporating AI technologies into English Language Education (ELE) policy in linguistically diverse SAARC nations. The study examines AI-enhanced ELE's prospects, limitations, and ethical issues using Kirkpatrick's Lingua Franca English (LFE) approach. The paper proposes fundamental concepts and considerations anchored in effective ELE policy

frameworks to inform regional AI-integrated ELE policy reforms rather than a global policy model.

Research Questions

- How do current ELE policies in SAARC nations address linguistic diversity and technological integration?
- What are the main challenges and opportunities in adopting AI within ELE across SAARC contexts?
- What ethical risks arise in AI-integrated ELE, and how can they be addressed in policy?

Hypotheses

- Most existing ELE policies in SAARC nations do not adequately address the intersection of linguistic diversity and emerging digital technologies.
- AI integration in English language education can support personalization and expanded access but remains limited by infrastructural gaps and uneven digital readiness across SAARC countries.
- Effective and ethical deployment of AI in ELE requires policy-level interventions that account for data privacy, algorithmic fairness, and inclusive access.

Theoretical Framework

Andy Kirkpatrick found in his 2017 comparative study on ASEAN language education policy that South Asian language policies disregard linguistic diversity and cultural identities due to their lack of a humanitarian approach. He advocates a lingua franca approach to language education programs and suggests the following:

- The target language is not for the native speaker. Goals include mutual intelligibility and multilingual English proficiency.
- Cultural target is not the native speaker's culture. ASEAN-focused intercultural competency is the objective.
- Trained local multilinguals offer effective English language instruction.
- Lingua franca surroundings offer optimal learning conditions for speakers. Assessment should align with the language franca strategy and curriculum (Kirkpatrick, 2017, p.8).

UNICEF (2019) provides pedagogical recommendations for teaching an unfamiliar language before using it as a medium of education. Learner identity, prior knowledge, and involvement inform these theories. These include:

- Introducing foreign languages (L2) with clear input and familiar circumstances for learning.
- Promoting group conversations and meaningful communication on common topics.
- Utilizing children's prior knowledge to bridge the mother-tongue-second-language gap.
- Supporting language comprehension with Total Physical Response activities including action songs, drama, and nature hikes.
- Encourage children to share folk stories, music, and lived experiences to respect their identity.
- Focus on oral activities and reflection in the mother tongue to enhance metacognition.
- Emphasize vocabulary growth across learning stages.
- Foster a stress-free, comfortable learning atmosphere in classrooms. (UNICEF, 2019:23–24).

These basic themes should inform SAARC language education policy changes to include AI-driven modules in instruction, learning, and evaluation. The six essential framework components identified by the World Economic Forum (2023) include Teaching–Learning Practices, Content and Resources, Assessment, Teachers' Professional Development, Inclusion, and Governance. These elements can foster a thorough, inclusive, and technologically advanced SAARC language education policy that emphasizes a common language and child-centered teaching approaches. The Digital Divide Framework (van Dijk, 2020) emphasizes the intricate nature of digital inequality by differentiating between access, skills, and usage. This examines the infrastructural and epistemic challenges faced by the Global South in relation to AI-driven language training. Six Future Education Pillars as outlined by the World Economic Forum in 2023: The evaluation of AI-driven educational reforms in SAARC focuses on digital literacy, global citizenship, personalized learning, accessible infrastructure, emotional intelligence, and lifelong learning. These frameworks offer a significant, contextual perspective on the impact of ELE policy, pedagogy, and technology on English teaching in South Asia.

Research Design

This qualitative, document-based study examines SAARC nations' English Language Education (ELE) policy and AI integration. The research draws heavily from scholarly articles, policy documents, and institutional publications on language education and technology-enhanced learning in

low-resource, multilingual contexts. Comparative and interpretive analysis is used to examine regional patterns and country-specific dynamics in policy frameworks, institutional strategies, and educational reforms to address linguistic diversity, AI-driven pedagogy, and equitable English education. Kirkpatrick's Lingua Franca English (LFE) framework, postcolonial critiques, and van Dijk's digital divide theory (2020) inform the research. These theories allow a comprehensive understanding of how historical legacies, technological infrastructures, and ideologies impact South Asian policy. The report synthesizes principles for context-sensitive, ethical AI-integrated ELE improvements rather than prescribing a universal methodology. These principles address South Asian educational issues of language inclusion, access, and equity while reflecting AI's practical affordances.

Colonial Roots in ELE Policies in SAARC Nations

SAARC language education is shaped by linguistic diversity, postcolonial legacies, and new laws. Multilingual education has structural problems despite national constitutions recognizing many languages. India has around 780 languages and 28 Mediums of Instruction (MOI) and 42 subjects, including English. Education in Nepal uses English, Nepali, and many regional languages and 23 national languages. Pakistan teaches in Urdu and adds English as a topic, while the Maldives teaches Bangla and English. Dari and Pashto are Afghanistan's main languages, but English is required from grade 4. Sri Lanka teaches Sinhala, Tamil, and English (UNICEF, 2019, p.62). These countries respect multilingualism, yet minority and indigenous languages are declining. More people consider language training as a method to preserve it. According to UNESCO's Education in a Multilingual World (2003), mother tongue-based instruction is essential, especially in early infancy when sociolinguistic environment substantially influences language development. UNESCO's Early Literacy and Multilingual Education in South Asia (2019) shows policy rhetoric versus reality. The paper says multilingual South Asian cultures hinder early English acquisition, especially when learners lack genuine English exposure. Early English instruction is possible, but many state schools lack instructor competence and communicative exposure. Early instruction prioritizes letter memorization over skill development, hindering skill development (p.22). The postcolonial history of English as a language of authority and status affects policy priorities, and infrastructure and pedagogy for egalitarian English education remain inconsistent. Underprepared instructors and low

resources aggravate educational inequalities in government schools, especially in rural or impoverished areas. In conclusion, SAARC states encourage multilingual education and English for global communication, although their language education techniques vary. Now is the time for context-sensitive, adaptive policy frameworks that promote English for global involvement and grassroots linguistic variety. These programs must also criticize linguistic imperialism and address socio-economic class impediments to quality English education.

AI Technologies in Language Teaching

Artificial Intelligence (AI) tools and platforms are transforming language learning in SAARC countries by tackling persistent issues such as overcrowded classrooms, restricted instructional time, and resource shortages (Fitria, 2021, p.217). A multitude of instruments exemplifies this trend. Google Translate, through its speech and text recognition functionalities and Text-to-Speech (TTS) functions, assists learners in enhancing pronunciation, emphasis, and intonation. ABLE (Assessment-Based Learning Environment), created by Zapata-Rivera et al. (2007), integrates modular grammar instruction with TOEFL and CBT occupational profiles, providing adaptive assessment methodologies. Orai and ELSA (Vu Van, 2015) offer instantaneous feedback to enhance oral fluency and rectify pronunciation via AI-based speech pattern analysis (Fitria, 2021, pp.219–220). Similarly, chatbots and conversational agents create low-stress educational settings that replicate real-time discussion, but Duolingo's gamified approach tailors to learners' competence levels, engaging them through motivation-driven learning. Neo, created by Nexgen English Online Co., utilizes sophisticated speech recognition and behavioral analytics to customize user learning paths.

Liu and Huang (2022) demonstrate the scalability and efficacy of AI-driven network instruction via their AI-NET system, which achieved over 95% efficiency in participation and resource use. Such systems illustrate how AI may serve extensive and varied learner demographics without sacrificing quality. Yu and Nazir (2021) contend that Computer-Assisted Language Learning (CALL) alleviates learners' anxiety by providing non-judgmental environments for skill practice, which is a significant issue in the culturally hierarchical classrooms prevalent in South Asia. Furthermore, Rui Wang (2019) asserts that incorporating AI-driven interaction modalities voice, graphical user interface, and text into curriculum design improves operational fluency and contextual learning, especially in resource-limited educational settings (pp.392–395). Rusmiyanto et al. (2023) substantiate this by

demonstrating that adaptive learning technologies enhance learner autonomy, facilitate flexible assessments, and provide real-time feedback loops customized to individual requirements (pp.754–755).

Although these technologies offer customisation and increased accessibility, they also provoke significant concerns regarding the prevalence of standardized English models, particularly when integrated into global applications. Postcolonial scholars may contend that these techniques can reinforce linguistic imperialism by prioritizing native-like English to the detriment of local language identities. Moreover, access to these technologies is inconsistent within SAARC nations due to challenges related to infrastructure, connection, and digital literacy—an aspect van Dijk (2020) refers to as the "usage gap" in his digital divide thesis. Consequently, although AI is revolutionizing English education by providing personalized feedback and inclusive resources, it concurrently necessitates a critical perspective rooted in equality, accessibility, and postcolonial consciousness. The integration of these technologies should be incorporated into localized educational frameworks instead of universally enforced English standards.

Intersection of AI and Language Education

Deep linguistic variety, postcolonial legacies, and new laws affect SAARC language education. Despite national constitutions recognizing many languages, multilingual education faces structural hurdles in most of the SAARC nations (UNICEF, 2019, p.62). These governments value multilingualism, although minority and indigenous languages are declining. Preserving language is becoming a priority in language training. Mother tongue-based instruction is essential, especially in early infancy, when sociolinguistic environment substantially influences language development, according to UNESCO's Education in a Multilingual World (2003). The mismatch between policy rhetoric and reality is highlighted in UNESCO's Early Literacy and Multilingual Education in South Asia (2019). According to the survey, multilingual South Asian societies hinder early English acquisition, especially for those without native English exposure. Many state-run schools lack instructor competence and communication exposure, preventing early English education. Early instruction prioritizes letter memorization over skill development, hindering skill development (p.22). The postcolonial history of English as a language of authority and status affects policy priorities, and supportive infrastructure and pedagogy for egalitarian English education are still lacking. The lack of qualified teachers and resources in

government schools, especially in rural and impoverished areas, worsens educational inequality. SAARC governments understand the need of multilingual education and English for global communication, but their language education policies vary. Criticism of linguistic imperialism and structural hurdles to adequate English education across socioeconomic strata are needed.

Challenges in Integrating AI Technology

AI-integrated language teaching has many benefits, but it needs to be improved to be implemented in language education policies and practices. Data privacy issues for learners using AI platforms and the potential disruption of human supervision and social interaction due to AI's fundamental qualities are major ethical issues. Algorithmic prejudice and underrepresentation may worsen educational inequality for certain student groups (pp.751–754). AI could improve English language instruction, but SAARC educational settings have ethical, practical, and institutional issues that must be addressed to ensure fairness. Data privacy and algorithmic bias are major concerns. Students using AI platforms often contribute sensitive personal data, but most schools lack effective data protection measures. Xu and Yuan (2021) suggest creating specialized platforms with strict data protection standards to preserve user privacy before mainstream adoption. Algorithmic bias and insufficient inclusion in AI systems may marginalize some learner populations, worsening the digital divide and educational results (pp.751–754). In Gender Shades (2018), Buolamwini and Gebru found racial and gender inequalities in commercial AI systems, which is important for assessing prejudice in AI-assisted language acquisition. Their findings emphasize the need for inclusive design and fair educational resource access, especially in multilingual and multicultural SAARC environments where AI-driven platforms serve dominant linguistic or cultural groups. AI-facilitated classrooms worsen human and educational interaction. AI improves personalization and efficiency but threatens emotional and relational learning. Al-Tkayneh et al. (2023) found that students saw AI's benefits in improving instructional efficiency but worried about its cost, long-term effects on employment, and potential erosion of meaningful teacher-student relationships (p.105). The digital divide, as defined by van Dijk (2020), between technology access and user proficiency, is not addressed in the current discourse. Infrastructure, affordability, and teacher preparation issues plague SAARC members. AI systems that fail to address inequality may perpetuate the exclusions they intend to eliminate. Integration concerns include compatibility between AI applications and present curricular

frameworks, difficulties assessing long-term competence improvements, and the lack of national ethical norms for AI deployment in language instruction. AI offers new English education prospects, but they must be contextualized within regional, ethical, and inclusive frameworks. Instead of universal technical solutions, policymakers and educators must ensure that AI enhances human-centered, socially aware educational paradigms. Postcolonial critiques and digital equity theories are essential for context-sensitive and socially just policies.

Framework of English Language Education Policies



Figure 1 Elements of English Language Policy

This paradigm proposes open, multilingual, and tech-driven English Language Education (ELE) in SAARC countries. It emphasizes innovation and social equality using lingua franca theory, postcolonial criticisms of English hegemony, and digital divide research. The framework promotes a SAARC-wide language education policy that incorporates mother tongues, second languages, and indigenous languages with English. The goal is to make English a practical language for regional collaboration and global mobility, not to degrade local languages. AI in curriculum creation and classroom instruction is important to the framework. Speech recognition, adaptive assessments, and intelligent tutoring systems can personalize learning, engage students, and enable differentiated instruction. This integration must fit context. It should suggest low-bandwidth platforms, open-source tools, and hardware subsidies to improve infrastructure in rural and underprivileged areas to ensure equal access. AI-driven evaluation methods are recommended for measuring creativity, communication, and cultural awareness, according to the framework. It acknowledges the need to pilot new technologies to determine cultural

compatibility, dependability, and equity. Pilots can help educational systems scale up. Development of educators is another aspect of this paradigm. Effective AI education requires technological and pedagogical skills. Consistent capacity-building in digital literacy, multilingual education, and ethical technology use is necessary to avoid overreliance on automated technologies and preserve the human element of teaching. This method considers ethics. AI should be carefully examined in SAARC, where accent discrimination, cultural prejudices, and linguistic hierarchies are major issues. Data privacy must be tightly maintained, but algorithms must be transparent and inclusive. The framework promotes a strong research and monitoring ecosystem. Continuous evaluation of policy outcomes requires state-led and independent research. Collaborations between government, academia, and industry can boost innovation and accountability. This paradigm combines technical potential, pedagogical integrity, and social justice to create a sustainable, future-oriented English language teaching plan that reflects South Asia's diverse realities.

Recommendations and Suggestions

To ensure SAARC-wide AI integration into English Language Education (ELE), a gradual and context-sensitive strategy is recommended. To evaluate AI-driven projects, policymakers should conduct pilot studies in urban, rural, and tribal educational settings. These investigations can illuminate student engagement, language proficiency, and pedagogical change. Developing geographically relevant and ethically robust language training models requires collaboration with educators, AI developers, linguists, and legislators. Protecting digital infrastructure and accessibility is crucial. Public schools and teacher training institutions in underprivileged areas should receive priority funding for basic technology infrastructure. Funding professional development in digital pedagogy and AI tools can help educators integrate AI into classrooms.

To improve curriculum and differentiate learning, AI-integrated materials must be created.

Algorithmic discrimination, especially in speech recognition systems that struggle with regional accents and linguistic heterogeneity, is a SAARC issue. AI technologies must be educated on linguistically representative datasets that include South Asian Englishes and indigenous languages' phonetic, lexical, and syntactic features to address this challenge. Inclusive AI models require government, regional, and private technology company collaboration. AI-driven assessments are scalable and efficient, but they should not replace human scrutiny. A hybrid assessment methodology that combines automated feedback with teacher-led evaluation might improve student autonomy and instructional quality. Policy must explicitly specify ethical frameworks for data security, transparency, and AI output interpretability. Monitoring and evaluation methods must be implemented at state and national levels. These should assess AI's social and ethical effects on schooling as well as language results. SAARC nations may create inclusive, equitable, and future-focused language education systems by incorporating these recommendations into language policy reforms.

Scope of the Research

The research has the potential to:

- Analyze the existing language education policies and linguistic diversity across SAARC nations.
- Conduct pilot studies to assess the applicability of the lingua franca approach within current policies.
- Evaluate the integration and usage of AI technologies in language education across SAARC nations.
- Investigate the role of AI in promoting cultural diversity and enhancing assessment methodologies.

Limitations of the Study

This study is predominantly conceptual and analytical, based on a survey of secondary sources and theoretical frameworks, excluding primary data. Consequently, it does not represent the firsthand viewpoints of learners, educators, or policymakers in SAARC countries. Moreover, regional disparities across SAARC nations regarding digital infrastructure, lan-

guage variety, and policy execution present obstacles to the generalization of AI-integrated frameworks. The lack of pilot studies or empirical validation constrains the study's capacity to evaluate the practicality of the suggested model in real-world contexts. These constraints offer significant opportunity for additional research, especially through grounded, context-specific fieldwork that can either corroborate or contest the theoretical assertions presented in this paper.

Conclusion

This research highlights the importance of using AI technologies into English Language Education (ELE) policies and practices throughout SAARC nations. An extensive analysis indicates that many SAARC countries lack distinct ELE strategies owing to historical influences including colonization, linguistic diversity, cultural disparities, and the decline of minority languages. The research review illustrates the significant advantages of AI in language learning, encompassing improved linguistic abilities and international proficiency among students. The proposed AI-integrated framework seeks to enhance personalized learning, accessibility, and diversity, while fostering equitable proficiency in both national and local languages. Therefore, politicians, scholars, and educators in SAARC countries are encouraged to reassess current policies and modify them to correspond with technological progress and global communication requirements. Subsequent research utilizing field data and stakeholder engagement can authenticate and enhance the suggested model, assuring its versatility and efficacy across various educational settings.

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