

A Self-Analysis of the Seven Benefits that the Implementation of Artificial Intelligence (AI) Brings to the English Language Teaching Process

Un autoanálisis de los siete beneficios que la implementación de la inteligencia artificial (IA) trae al proceso de enseñanza del idioma inglés

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Abstract

This essay examines the seven essential benefits that the implementation of Artificial Intelligence (AI) brings in the English language teaching process. This paper includes both research processes and personal teaching experiences in the ELF teaching context. In fact, AI is represented as a transformational tool that is used to change the traditional methods English teacher usually use. AI offers new and innovative resources that might enrich and boost students' language learning. In addition, the essay pinpoints the ways AI gives access to a variety of online resources, helps enhance students' exposure to real-life situations and authentic material and language, and urges teachers to be trained for more effective classroom skills integration. Indeed, the paper is also focused on the use of AI-generated resources personalized to students' learning needs, the flexibility it offers in different teaching settings, and its core importance in promoting ludic, interactive, and appealing classes. Additionally, AI provides continuous types of

evaluations and gives teachers and students the feedback they need to improve language use, which aids to optimize motivation and willingness when using English, especially to focus on the four language skills. There are limitations and challenges to be faced, for example, teachers' training, access to AI platforms, and other teaching considerations. Thus, AI demonstrates itself to be significant in language learning, and its potential makes the EFL teaching more attractive, personalized, and effective. Finally, the paper concludes that AI is an underlying tool nowadays, especially to improve the teachers' English teaching praxis.

Keywords: AI, benefits, learning, teaching process, technology.

Resumen

Este ensayo analiza los siete beneficios esenciales que la implementación de la inteligencia artificial (IA) trae en el proceso de enseñanza del idioma inglés. Este escrito incluye los procesos de investigación y experiencias personales en el contexto de enseñanza del ILE. De hecho, la IA se representa como una herramienta transformacional que se utiliza para cambiar los métodos tradicionales que los docentes usualmente usan. La IA ofrece recursos nuevos e innovadores que podrían enriquecer y aumentar el proceso de aprendizaje de lengua de los estudiantes. Asimismo, el ensayo determina las formas en cómo la IA da acceso a una gran variedad de recursos en línea, ayuda a mejorar la exposición de los estudiantes a situaciones de la vida real y lenguaje y materiales auténticos y necesita que los docentes sean capacitados para que exista una integración más efectiva de las cuatro habilidades del lenguaje en clases. Por ende,

este escrito también se enfoca en el uso de los recursos generados por IA, los cuales son personalizados a las necesidades de aprendizaje de los estudiantes, la flexibilidad que ofrece en diferentes contextos de enseñanza y su importancia en promover clases lúdicas, interactivas y llamativas. Adicionalmente, la IA provee continuos tipos de evaluación y les da a los docentes y estudiantes la realimentación que todos ellos necesitan para mejorar el uso del inglés, lo cual ayuda a impulsar tanto la motivación como la disposición cuando use el inglés, en especial para enfocarse en las cuatro habilidades del lenguaje. Existen limitaciones y desafíos que se deben afrontar, por ejemplo, la capacitación docente, acceso a las plataformas con IA y otras consideraciones para la enseñanza. Así, la IA demuestra ser significativa en el aprendizaje del inglés, y su potencial hace que la enseñanza del ILE sea más efectivo, personalizado y atractivo. Finalmente, este ensayo concluye diciendo que la IA es una herramienta fundamental hoy en día, especialmente para optimizar la praxis de los docentes en lo que concierne a enseñanza.

Palabras claves: Aprendizaje, beneficios, IA, proceso de enseñanza, tecnología.

Introduction

It is important to say that AI is everywhere, and it can be used depending on the needs people have, for example, in their educational process, and more specifically, in the English language teaching (ELT) process when it comes to talking about teachers. AI is an available, technological tool that teachers can use in their everyday tasks to help students learn English, for example. In fact, AI is a teaching method that helps enhance

the students' knowledge regarding the skills they must develop to be able to use the target language more adequately. For instance, Sotomayor *et al.* (2023) indicated that "AI is becoming a crucial component of contemporary educational systems since it has the potential to improve teaching approaches, personalize learning experiences, and accelerate administrative processes" (p. 5631). In other words, AI is changing the traditional and actual teaching methods since technology has become an underlying mechanism to modify the way languages are being learned. A specific example is that, in Costa Rica, AI has been used to assess the students' knowledge with the implementation of special programs for the National Standardized Tests; it requires the investment of different types of resources and giving it a try is worth it. Another example is that language teachers are also using programs that simulate real-life situations to help students be more in contact with the target language. To sum it up, Sotomayor *et al.* (2023) once again expressed that "AI-powered tools and technologies are being used to provide more immersive and engaging learning experiences for students of all grade levels, personalize learning, and offer quick feedback" (p. 5631). Thus, and based on my experience as an English teacher, I will try to focus on seven different and important benefits that AI has in the English language teaching process, for a more permanent, significant, and enjoyable experience for both teachers and students.

Goal

Analyzing the seven benefits that the implementation of AI has by means of examining previous investigations on the issue for providing a broad perspective of AI's positive impact in the English language teaching process.

Pertinence

In the educational field, Artificial Intelligence (AI) has become one the trendiest technological tools that English teachers have been implementing for teaching the target language easier and faster. In fact, I consider that AI provides a variety of strategies, methods, and other elements that teachers may use to facilitate the teaching and learning of English. Thus, as teachers and investigators, it is fundamental to analyze and understand how AI has turned into an ally for the former. By examining AI and its benefits, we, as teachers, may realize that this is something that could help our students take in the English language since it gives all the tools the latter need for learning it ludically, accordingly, and in a fun way. It is necessary to say that there are many benefits the use of AI may bring; however, this paper will only focus on seven of those benefits.

State of the Art

AI is advantageous, and it shows to be an opportunity for teachers to improve their teaching practices. Thus, such benefits are well-explained as follows and based on the perspectives that the researched authors have.

Regarding the benefits that AI brings, Fitria (2021) stated that “teaching and learning English also has become easier with the development of technology and digital platforms. These now offer the opportunity to improve English language skills” (p. 214).

In this specific case, technology is being represented by AI, which is the one that is opening more opportunities for students to learn and use English easier and faster. Likewise, teachers are given more AI tools that they can use in the classroom to allow students to learn what they need to communicate with others; this is the purpose of implementing such important technological aid to increase reasoning and critical thinking in students while working on the target language, as they progress.

In addition, there is more to say about the benefits that AI has in teaching English. For instance, Dewi *et al.* (2021) mentioned that “the use of AI cannot only be used for students' personal learning, but it can also be developed into teaching methods in general” (p.5). The application of AI in the classroom usually depends on the interests and needs teachers and students have. Teachers may know about that when evaluating their students' abilities with the different types of assessment that there are, so that the former can make decisions about what to do to integrate AI for improving the teaching methodologies they constantly use. In other words, there can be more personalized learning spaces provided by the teachers, for instance, when simulating classes with virtual teaching procedures; this can easily attract the students' attention. Once again, what is expected here is to show how beneficial AI could be in the school setting, in which students are always working hard on how to improve their language skills. Of course, the teachers' teaching methodologies play a pivotal role in this process.

Similarly, Ali (2020) said that “an analysis on the uses of AI found that English language teaching and learning can be improved with the use of the tool” (p. 4). By implementing different activities, during class time, to work on the four language skills: listening, speaking, reading, and writing, learning can result in something beneficial for

the students. When teachers provide enough input (with the help of AI), students gain the knowledge they need to be more practical in using the target language. As a result, communication takes place, which is what matters at the end – having more competent students in English. AI programs can simulate real-life contexts because students can put into practice all the contents that they have already learned. To exemplify that, for assessment purposes, teachers can record questions for students to answer; students may be given the chance to carry the tasks either in the class or at home – where they feel more comfortable as AI used to imitate human interaction. In the end, this is one more advantage that teachers can get when using AI in language classes.

Furthermore, Edmett *et al.* (2023) argued that “teachers also need to develop their learners’ AI literacy so that they can understand the limitations and risks of AI and discuss the ethical issues around its use” (p. 19). Using AI is not an easy task; however, to achieve this, teachers should be trained in how they can take the best from this technological resource. Once teachers are informed about the ethical uses, benefits, and positive aspects of AI, they can design workshops and seminars which they may use to talk to their students about the implications of the use of AI in their learning process; implications should not be seen as something negative, but they ought to be considered to intelligently take advantage of AI in language learning. Sometimes teachers do not implement AI in their classes because they have no literacy in knowing how, so they need training to get rid of those limitations; nevertheless, it is thought that if they get more informed about AI, then they will find the positive sides of it. Therefore, AI can be beneficial if it is used accordingly.

Additionally, Ganeesh and Rani (2023) reported that “AI contributes to the effective communication of a variety of information and enhances the English language learning process. The availability of a variety of educational technologies facilitates these students' comprehension of the teacher's explanations” (p. 2418). Nowadays, teachers have access to a great variety of applications that they can recommend to their students. Some of them are WhatsApp, Facebook, Instagram, Google Translate, Duolingo, etc. These tools are designed to enhance the students' ability to use the target language in real-life situations. However, teachers ought to implement well-selected apps to expand the learners' communicative ability in the four language skills. AI is here, and it has the benefit of being useful and efficient to help the students be more ready to practice English as much as possible. Effective communication arises when teachers decide on using AI-related techniques, activities, and methods.

Regarding AI and its pros, Tobing *et al.* (2023) commented that “teachers of foreign languages confront a formidable challenge in integrating various forms of technology into their classrooms in order to meet the needs of their students” (p. 3837). Indeed, this is one of the struggles teachers must face when trying to use new technology in the language class. This process may be time-consuming, but it's compensating since the students' needs and interests are put first. Being trained and paying for that might not be easy, yet it is motivating for both teachers and students. Therefore, teachers cannot continue teaching the same way with the traditional method. Times change and so does education, and I can say that technology has arrived to stay. Even though teachers may feel up against the wall, they can see the light at the end of the tunnel. We all can get used to taking advantage of this modern, cutting-edge, and available technology.

To continue discussing about the advantages of Artificial Intelligence, Ayala and Alvarado (2023) have written that “Artificial Intelligence (AI) in education has gained significant attention in recent years, with a growing number of studies examining the potential benefits and challenges of integrating AI-based technologies into the curriculum” (p. 681). This is not a secret; technology has gained its place in the educational field since computers were first introduced. Teachers have been using this type of technology; still, it has been changing at a fast pace. To integrate AI in education, all educational systems must make an effort to change the curricular because if the use of AI is not well-stated, then that can represent a limitation for teachers. Of course, governments must invest in giving teachers all the teaching elements they need to expand not only their technological knowledge, but also their students’, that is, none of them can escape from this unavoidable reality – teachers can change their teaching methods if they are given the necessary resources to do so.

To exemplify the previous information, the U.S. Department of Education (2023) has been insisting that “AI models allow computational processes to make recommendations or plans and also enable them to support forms of interaction that are more natural, such as speaking to an assistant” (p. 15). This is a way teachers can take advantage of the many opportunities that AI is offering them. Teachers can turn their classroom into real-world experiences for students’ knowledge enhancement. Smartphones, computers, Smart TVs, robots, and simulators could be used to increase the exposure to the target language, so that students can easily understand how English, for example, works in real-life situations. Teachers’ willingness and openness to these processes are two conditions that must be met to support those new types of interaction.

And last, but not least, an author presented her perspective regarding AI; she said that “AI-powered tools belong to the currently emerging fields in educational technology, and many authors see enormous benefits they could possibly bring both to students and teachers” (Pokrivcakova, 2019, p. 137). This author stated that both teachers and students will benefit from using AI in the teaching-learning process. To provide engaging activities for the students’ enjoyment, teachers must be creative, flexible, and inclusive; this creates a learning environment, in which students can have that possibility of grasping the target language. AI is positive if it’s well-implemented in the language class. Technology is great, but teachers ought to know how to take the best from it.

As discussed before, AI is a great tool that teachers can implement in their teaching practices to meet the students’ needs when it comes to language learning. As a result of all that, the present paper will focus on seven different benefits that AI brings to the teaching-learning process.

It is fundamental to recognize that AI has many pros in its use in the teaching practice, that is why teachers and students must work together to find the benefits it brings to ease and improve the English language learning process. Based on this premise, the seven benefits AI has will be analyzed and discussed in the below section. The purpose of this is to engage teachers in implementing this amazing tool in their classes.

The Seven Benefits of Artificial Intelligence in the Teaching Process

In this following section, the seven benefits of using AI in the teaching process will be explained in detail, especially to have teachers understand why it is essential to take

advantage of the new and modern technological tools available to enrich how languages are currently learned in a variety of contexts.

1. Access to a Wide Range of Online Teaching Materials and Applications

When AI was first introduced, teachers and learners had more chances to use different tools for both teaching and learning. Those resources are now available on the Internet, and anybody can have access to them. Such teaching materials represent fun ways to learn a language. There are many activities that can be done online, or they can also be downloaded and printed out so that learners can easily use them to grasp English more easily. In addition to that, teachers have the possibility to find the materials that they need to guide their students in knowing how to take advantage of them to practice the target language by focusing on the four skills: listening, speaking, reading, and writing. To exemplify this, some websites that are constantly used for this purpose are YouTube, Duolingo, Menti, Coursera, among others. In my opinion, these online teaching materials are required to make classes be more engaging and entertaining: Students can learn about how to use technology and apply it for language learning processes. That is why Ghafar *et al.* (2023) expressed that “with the rise of technology and digital platforms, English teaching and learning have grown simpler. Now, there is a chance to develop your English-language abilities” (p. 19). This is an undeniable truth; AI brings and offers more ludic and entertaining ways to learn a language. Teachers can help and assist students in developing the skills that the latter need to be more productive, increase their communicative abilities, and access the learning tools for better language performance. By taking some time to look for those online materials, teachers may also change the

traditional way of teaching a language, and this is the purpose of AI, to facilitate the process for benefiting both teachers and learners. All online teaching materials are continuously improved day by day, and teachers could contribute to that as well if they invest time in doing so.

2. Exposure to the Target Language

There has always been a destructive way to criticize the teachers' job because, unfortunately, they continue using the same traditional methods to teach, and that does not let students be exposed to the real language. As a result of that, with the implementation of AI in the language classroom, those unsuccessful practices can be changed and modified. English learning environments are altered by artificial intelligence. I believe that AI does give those chances for students to be more exposed to real-language situations, and one example of that is simulated classes which provide more input for using language inside and outside the class. Therefore, Ghafar *et al.* (2023) said that "English immersion learning is made possible by artificial intelligence. English learning becomes more stereoscopic and visual via integrating and rationally understanding data such as visuals, voice, and text in an intelligent gadget" (p. 20). This means that by using simulated real-life situations, in which English can be used, students can be more exposed to how the target language is spoken by native speakers. There are online programs, such as Voice Maker and Voicebooking, that teachers may implement in their classes to have students record their voices with either application. Other ways to expose the learners to the target language are using YouTube, planning online meetings with native speakers via WhatsApp, Teams, Skype, among others.

Teachers must understand that times change and so does the teaching-learning process, and one important technique is implementing AI in the language class. That is why Pettela (2020) argued that “English language teaching is considered an essential educational objective in terms of developing students’ ability to globally communicate. English language learning is one of the necessary educational objectives at a personal, academic, and occupational level” (2896). For a better communicative process, students must be given those spaces to use language; their exposure to English might enhance their abilities, which is the objective of implementing AI in the language class. This should not be seen as a waste of time, but as an opportunity to demonstrate that AI is fruitful when teaching a language.

3. Teachers’ Training in Using AI in the Classroom

Teachers’ training is important, especially when it comes to implementing AI in the classroom. Using AI is not easy, and teachers must be trained and informed about the advantages it has for having students learn English. Getting to know how to use AI in the teaching process requires time, dedication, and willingness. In fact, it can be said that AI is challenging and complex if teachers do not have that ability to make use of it; teachers need that knowledge to guide the students in their language learning process. Once the teachers are instructed and get the necessary expertise, they can start offering simulated classes, in which learners can be exposed to real language situations. Indeed, Viktorivna *et al.* (2022) explained that, for teachers, “the advantages of artificial intelligence are undeniable: the ability to process vast amounts of information in a short time, increase efficiency, and convenience, eliminate long-term processes and automate the usual with

no fatigue” (p. 263). And this is what the teachers’ training process is all about, letting them be more efficient and effective when teaching. Even though teachers must take in a lot of information, they will know how to use AI more adequately, properly, and significantly for the students’ benefit. As explained, teachers’ performance ought to be ensured by the knowledge they can grasp regarding the implementation of AI in the language class. In my teaching experience, I have seen that training in using technology is vital, especially because we get informed about how AI works in the language class. This helps the students’ learning process.

4. Implementation of Different Resources to Meet Students’ Learning Needs

There are different resources that are backed up by AI, and those resources should be focused on how to meet the students' learning needs. All students learn differently because they present a great variety of learning experiences, a variety of multiple intelligences, learning problems, and special needs. When contextualizing AI in the teaching process, teachers are asked to adequate the available resources to the students’ learning conditions and needs. Once again, Viktorivna *et al.* (2022) mentioned that “AI significantly improves the quality of language learning by adapting to the individual features (talent and background) and expectations (aims and objectives) of each student” (p. 271). Here is an example of how AI is adapted to the needs students show when learning a language; though there are many methods, techniques, and methodologies, teachers are the ones that must contextualize the resources to facilitate the learning process; students will appreciate this teachers’ efforts. Therefore, Iftanti *et al.* (2023) indicated that “Artificial Intelligence, in one way, has benefited, but on the other hand, it

is challenging. The implementation of AI in EFL learning presents several benefits, such as personalized instruction, continuous progress monitoring, and immediate feedback” (p. 257). AI lets teachers keep a record of the students’ progress in their language learning process. For a more detailed and closer look regarding this, teachers can modify the types of assessment they may apply to meet those learning needs, so that they could provide feedback, recommendations, and suggestions for improvement. Thus, I think that learners must be put first, and the resources teachers use with them should consider their learning needs and styles, which is what I basically do when planning lessons and designing the materials, resources, and pedagogical activities with AI’s aid.

5. AI Allows Flexibility in Different Teaching Contexts

Contextualizing AI in the teaching field is the teachers’ responsibility, and it opens doors for a more flexible environment in the language learning process. On this matter, Son (2023) said that “NLP (Natural Language Processing) allows machines to understand human language and is used to make AI a valuable tool for language learning” (p. 2). AI can be easily implemented when it comes to different teaching contexts. AI is a dynamic tool that teachers can adapt to any learning situation, and students will be able to put into practice their four language skills, depending on the circumstances. For instance, Majid and Lakshmi (2022) concluded that “AI has begun to demonstrate its benefits and potential in various educational settings, and it remains to be seen how the technology will empower and improve overall learning outcomes of students” (p. 15). In my experience, I have noticed that AI’s flexibility is fundamental because it may enable students to learn at their own pace. In fact, and based on the students’ performance,

teachers can give them feedback about how to improve their language learning skills. In this sense, when students need assistance, teachers could use conferences to meet up with them to talk about their progress; this method might be carried out either face-to-face or online, and this is the flexibility that AI brings in the English teaching contexts. AI can happen anywhere, anyhow, and any time; it must be accessible to make it more dynamic, interesting, significant, ludic, and inclusive.

6. Interactive and Dynamic Classes with AI

There is no secret that AI may change the way teachers address the language learning process of the students. Also, there are teachers that are still resisting and do not want to change from using traditional methods to using the new ones, principally to those that include AI. Jati (2020) stated that “Artificial Intelligence has begun producing new teaching and learning approaches that are now undergoing testing in different contexts” (p. 2). This is a way of proving that the teaching and learning of languages have been changing since AI has been implemented. New methods, approaches, and methodologies have appeared in these present times because students are showing that the traditional way is worthless and fruitless, so education must change regardless of the obtained results. Personally, I may say that this is true, especially since I have combined both new and traditional methods, and I must express that the latter do not help students learn what they need, nor do they represent a good option for teachers. Regarding assessment, there are more dynamic, interactive, and ludic ways to evaluate the students’ knowledge. To evaluate the language learning process, teachers can opt for assigning oral presentations, conversations, role-plays, listening activities, hands-on tasks, among

others; they all can be controlled by AI for more objective outcomes. One example of this, given by Cardona *et al.* (2023), is presented as follows

AI models allow computational processes to make recommendations or plans and also enable them to support forms of interaction that are more natural, such as speaking to an assistant. AI-enabled educational systems will be desirable in part due to their ability to support more natural interactions during teaching and learning. (p. 15)

By implementing AI in the language class, improvement in language learning can take place since teachers may use their imagination and creativity to offer more natural processes to enhance the students' language skills to be more productive in English. For the processes to be interactive and dynamic, there should be available and ludic materials that can be adapted for better learning outcomes. Again, Cardona *et al.* (2023) stressed that "AI may enable achieving educational priorities in better ways, at scale, and with lower costs" (p. 2). To have classes be more entertaining and appealing, teachers may rely on introducing AI since its costs are low and accessible.

7. Ongoing Assessment and Constant Feedback with AI

For this last benefit, Alikhani and Salehi (2022) explained that "in teaching, in addition to encouraging students to imitate and repeat, teachers invite them to participate in activities and exercises, create an attractive educational environment, stimulate students to learn, and also maintain their interest and motivation" (p. 4). When providing feedback to students, teachers might also talk about the progress the latter have made,

and this keeps and enhances their motivation in English language learning. After every proposed activity is carried out, teachers and students must get together to analyze what worked and what went wrong to make better decisions and to take actions for improvement. Feedback is considered essential, especially to help the students increase their interest in developing their four language skills. Regarding ongoing assessment, diagnostic and formative assessments might be seen as mechanisms to focus on the process and then on the product. While monitoring what students do, teachers can give feedback at the same time. Similarly, Alikhani and Salehi (2022) mentioned that in “many cases, including teaching with new methods and correcting tests related to all four skills: listening, speaking, reading, writing, the teacher uses different applications and programs to increase the quality of teaching and to attract students to learn English” (p. 4). When dealing with the students’ language learning process, teachers ought to remember that focusing on the four language skills is indeed pivotal, so that learners can learn English accordingly. As well, the new methods of assessing and providing feedback must allow students to understand the purposes and objectives of what the teachers do to help them be more productive, communicative, and interactive in English language. Thus, the use of AI must be redefined as something positive in both teaching and learning, and I think that ongoing assessment helps teachers to evaluate if AI really works when teaching languages.

Conclusions

All in all, AI has been proved to be an essential teaching tool that cannot be put aside, omitted, or avoided; it represents a guiding element that teachers can use in having

students learn English by focusing on the four language skills. AI provides different mechanisms for being implemented. In fact, it can be used in simulated real-life situations, in which students can have more chances to practice the target language with native speakers; in other words, they can be exposed to real language environments. I truly believe that it is necessary to mention that to implement AI in the language class, teachers must be trained to get the knowledge they need to take advantage of this technological tool. This is what I have been experiencing during the last five years as I am really interested in using AI in my classes. That is why the seven previous benefits that AI brings are highly pinpointed, especially because the idea is to inform teachers, in general, that AI can change the way languages are taught from the traditional method to the new ones that have proved to be better in all learning situations. AI does not have to be forcefully imposed; it takes time to assimilate that it is a more dynamic, fun, entertaining, interesting, and significant way to teach by benefitting from all the available resources that can be found on the Internet, for example. AI is a low-investing tool, and all teachers can afford it if desired. In the end, AI is another way to call the students' attention to promote their ongoing language learning process; additionally, it is an advantageous tool that can enhance teaching language practices. As a result, I would, of course, recommend all language teachers to implement AI in their classes because it has proved to be a teaching-learning tool that offers students new ways to dynamically produce language; it is an indeed beneficial technological element that simulates real-life situations. To sum it up, Wang (2019) determined that "with the emergence of artificial intelligence, the English teaching system has become a breakthrough point in improving English quality under the innovation of information technology" (p. 393). With AI, the teaching of the English

language has improved and become a more serious and vital issue for teachers and students. On one hand, teachers are always looking forward to changing their ways to teach to consciously engage students in knowing why the use of technology can help them be more productive and interactive in the target language; on the other hand, students can find that learning English, by means of using AI, puts them in a more beneficial position while becoming fully aware of how to use English more properly and effectively.

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