

A SYSTEMATIC REVIEW OF ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY  
FOR ELT

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ABSTRAK

Peran kecerdasan buatan dalam pembelajaran dan pengajaran bahasa Inggris menjadi semakin signifikan di era digital saat ini. Penelitian ini bertujuan untuk menganalisis penggunaan AI dalam Pengajaran Bahasa Inggris (ELT) dengan mengidentifikasi perangkat AI yang paling umum digunakan, manfaatnya, dan tantangan dalam implementasinya. Dengan menggunakan pendekatan tinjauan sistematis yang dipandu oleh PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), penelitian ini secara sistematis mengumpulkan, memilih, dan menganalisis literatur dari basis data akademis seperti Google Scholar, ScienceDirect, ERIC, DOAJ, dan Mendeley. Artikel disaring berdasarkan beberapa kriteria seperti relevansi, kemutakhiran (diterbitkan dalam lima tahun terakhir), dan aksesibilitas (akses terbuka, bahasa Inggris). Hasil penelitian menunjukkan bahwa teknologi AI seperti chatbots, alat koreksi tata bahasa, sistem pengenalan suara, dan platform penerjemahan mesin digunakan secara luas untuk meningkatkan pelafalan, pemahaman mendengarkan, akuisisi kosakata, dan keterampilan menulis siswa. Selain itu, AI juga memfasilitasi pembelajaran yang dipersonalisasi, mengurangi beban kerja guru, dan mempromosikan pendidikan inklusif. Namun, tantangan seperti aksesibilitas yang terbatas, bias algoritmik, dan masalah etika harus diatasi untuk memastikan integrasi AI tetap adil dan efektif dalam pembelajaran atau pengajaran. Studi ini memberikan wawasan yang berharga bagi para pendidik dan peneliti dalam mengoptimalkan aplikasi AI untuk meningkatkan kualitas pembelajaran atau pengajaran bahasa Inggris sekaligus mengurangi potensi tantangan yang ada.

**Kata Kunci:** *ELT, Kecerdasan Buatan, Teknologi*

ABSTRACT

The role of Artificial Intelligence (AI) in learning and teaching English is becoming more significant in today's digital era. This study aims to analyze the use of AI in English Language Teaching (ELT) by identifying the most commonly used AI tools, their benefits, and challenges in implementation. Using a systematic review approach guided by PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), this study systematically collected, selected and analyzed literature from academic databases such as Google Scholar, ScienceDirect, ERIC, DOAJ, and Mendeley. Articles were screened based on relevance, recency (published within the last five years), and accessibility (open access, English language). The results show that AI technologies such as chatbots, grammar correction tools, speech recognition systems, and machine translation platforms are widely used to improve students' pronunciation, listening comprehension, vocabulary acquisition, and writing skills. In addition, AI also facilitates personalized learning, reduces teacher workload, and promotes inclusive education. However, challenges such as limited accessibility, algorithmic bias, and ethical concerns must be addressed to ensure AI integration remains fair and effective in learning or teaching. This study provides valuable insights for educators and researchers in optimizing AI applications to improve the quality of English language learning or teaching while mitigating potential challenges.

**Keywords:** *Artificial Intelligence, ELT, Technology*

**INTRODUCTION**

Technology is essential in language teaching and learning in the digital era. With technology, students can access various websites, online resources, search engines, and databases that serve as sources of knowledge (Rahayu et al., 2024). Technology has become an integral part of various fields. Technology is also developing rapidly in education, which is marked by the emergence of various creative online learning tools. One of them is artificial Intelligence (AI), which is used in English teaching and learning. AI has become one of the digital learning tools that help teachers and students in English classes (Setiamunadi, 2023). Technology in language learning can also increase students' engagement and participation, improving learning outcomes. Technology enables adaptive and personalized learning approaches that meet individual student needs and preferences (Sihotang et al., 2024). Thus, integrating technology, including AI, in language teaching not only increases accessibility and flexibility in learning but also improves the overall effectiveness and efficiency of the educational process (Hermawan et al., 2024). Integrating technological advancements in education has significantly increased students' curiosity and motivation, thus strengthening their core language skills. These tools have been proven to improve second-language learners' academic performance by providing an exceptional learning platform (Asif et al., 2022).

English is an international language that people currently use to communicate; English has become compulsory in schools. English in Indonesia itself has been included in the education curriculum. Many other scientific fields, such as technology, science, and computer science, use English as the language of instruction. English teaching can be done from early childhood to adulthood (Alfarisy, 2021). In addition, English has been made the primary language of international academic and research publications, with many academic institutions worldwide basing their recruitment, promotion, reward, and graduation systems on publications in internationally indexed journals (Selvi, 2022). Broad access to various learning tools is essential in improving students' language skills and general knowledge. With various resources available, students can learn more independently, explore different materials, and develop a deeper understanding of language and other subject areas (Pribadi et al., 2024).

Nowadays, using Artificial Intelligence (AI) in learning is familiar to teachers and students. Adaptive learning systems and AI tools can adjust content and learning pace according to each student's needs, ensuring a more effective and personalized learning experience (Nursyahida et al., 2024). Artificial intelligence here has positive and negative impacts on learning; it can be positive if used correctly and can have a negative impact if it cannot be controlled (Rahmanto & Indah, 2023). In Indonesia's English education context, AI can solve various language teaching challenges, such as the lack of oral interaction between students and teachers and limited teaching resources in some schools. Previously, many studies have explored artificial Intelligence (AI) in ELT learning.

Sabarudin's research on 'Artificial Intelligence in English Language Teaching: A Study of English Teachers' TPACK' found some challenges of using AI in English language learning. In addition, other studies discuss how AI is used and teachers' perspectives and strategies used (Sabaruddin et al., 2024). Janpha Thadphoothon, in her research, mentioned that AI is transforming ELT with technologies such as speech recognition, grammar correction, chatbots, voice cloning, and translation. There is also a comparison between ELT 1.0 (book and radio-based) and ELT 2.0 (computer-based); ELT 3.0 relies more on AI, chatbots, and personalized learning. However, inequality in access to technology is a challenge that must be overcome (Thadphoothon, 2022). AI in ELT is beneficial in learning, so these technological developments must be studied and followed so that learning can keep up with updates. Unlike previous studies, this research focuses on a systematic study of the use of AI in English language teaching

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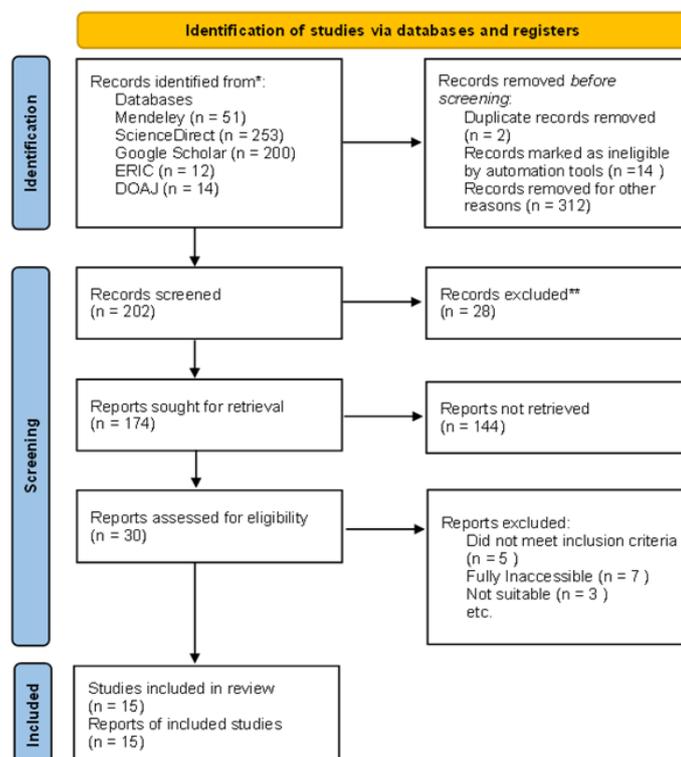
(ELT). It aims to identify the most frequently used AI technologies, the benefits of AI, and the challenges in implementing AI in ELT. This approach will provide an in-depth analysis of these AI trends, research gaps, and recommendations for more optimal AI implementation in ELT.

This study is titled A Systematic Review of Artificial Intelligence (AI) Technology for ELT. It aims to provide a comprehensive overview of the role of AI in ELT and recommendations for more effective utilization of this technology.

## RESEARCH METHODOLOGY

This study uses a "library research" method by conducting a systematic review to explore AI's use in ELT. The method collects data and then analyzes it using relevant literature, such as academic journals, books, and scientific articles that examine the implementation of AI in English language learning. The data in this study was collected through document analysis and then identified relevant literature through academic databases such as Mendeley, Science Direct, Google Scholar, ERIC, and DOAJ using keywords such as "AI in ELT," "AI ELT," and "AI and ELT." After making the selection, the literature used in this study was selected based on relevance and recentness, namely the last five years. In this research, the selection of articles is carried out in several systematic stages such as (1) Literature search conducted by searching using academic databases listed in Google Scholar, Mendeley, Science Direct, ERIC, and DOAJ with keywords such as 'AI ELT,' 'AI IN ELT,' and "AI and ELT ."(2) The articles found were selected based on several criteria, according to relevance to the topic of using AI in ELT, novelty, i.e. articles published within the last 5 years. (3) Articles that fit the criteria, such as English language and open access, were then categorized based on the main themes, such as what AI is most commonly used and the benefits and challenges of using AI. These articles were then further analyzed to identify whether the content was appropriate for this study.

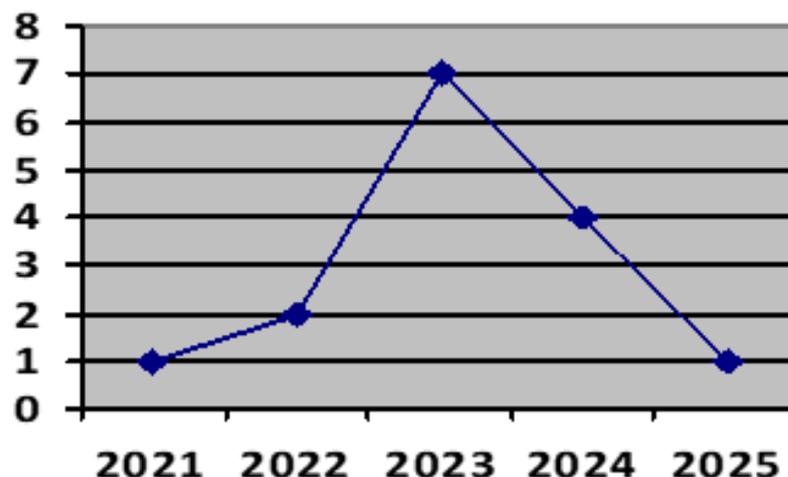
**Figure 1.** PRISMA Flowchart of the selection process.



## RESULT AND DISCUSSION

### Result

Chart 1 presents the distribution of selected studies based on their year of publication. The data shows an increasing trend in research interest related to AI in ELT, with the highest number of published articles recorded in 2023.



**Chart 1.** Distribution of selected studies by year of publication

In 2021, one article discussed using artificial intelligence (AI)-based technology in English language teaching. This research mainly focuses on how AI, such as Google Translate, chatbots, and Duolingo, can improve learners' language comprehension, pronunciation, and writing skills. In 2022, the number of publications increased to two articles. The studies in this paper discuss the integration of chatbots in English as a Foreign Language (EFL) learning and the utilization of AI in improving learners' language skills. The results show that AI can provide instant feedback and improve interaction in learning, although limitations in pedagogical aspects remain a challenge. In 2023, the number of publications increased significantly, with seven articles found. This year was one of the periods with the highest number of studies in the table. The studies addressed various aspects of AI implementation in English language learning, including its use in pronunciation training, post-pandemic learning, and writing skill development. In addition, some studies also identified challenges, such as over-reliance on AI and reduced human interaction in the learning process.

In 2024, the number of publications decreased slightly to four articles. This year's research focused on the application of AI in drama-based learning, the utilization of Generative AI (GenAI), and educators' perceptions of AI integration in the classroom environment. Besides revealing the benefits of AI in supporting learning, the research also highlighted challenges such as infrastructure limitations, lack of training for educators, and algorithm bias in AI systems. In 2025, one article examined the use of Generative AI in developing learning materials based on Global Englishes. The study highlighted AI's benefits in improving the efficiency of materials development and learner engagement. However, the study also revealed several constraints, such as limited curriculum flexibility, lack of AI accuracy in representing English variations, and other technical barriers.

The authors have examined 15 articles that discuss Artificial Intelligence (AI) Technology in teaching English. Thus, the article review results will be presented in the following table.

**Table 1.** Results Of The Research On Using Artificial Intelligence (AI) Technology For English Language Teaching

No	Authors, Country, Year	Findings
1.	Li Ding (Germany, 2024)	<ul style="list-style-type: none"> <li>- Integrating drama and AI helps students critically engage with picture books.</li> <li>- AI tools (such as text-to-image and text-to-music functions) encourage creativity and critical thinking.</li> <li>- Drama enhances comprehension by fostering an interactive and immersive learning environment.</li> <li>- The combination of artificial intelligence and drama fosters critical AI literacy in students.</li> </ul>
2.	Amber Firdaus & Shahid Nawaz (Pakistan, 2024)	<ul style="list-style-type: none"> <li>- Most teachers (71.8%) support AI for educational purposes, but some find it distracting.</li> <li>- AI enhances teaching efficiency, engagement, and learning outcomes.</li> <li>- Challenges include lack of training, poor infrastructure, and institutional restrictions.</li> <li>- Teachers recommend policy improvements, better resources, and AI integration training.</li> </ul>
3.	Yohana Nova Enzelina, Made Hery Santosa, A.A. Gede Yudha Paramartha (Indonesia, 2023)	<ul style="list-style-type: none"> <li>- Students generally have positive perceptions of AI-based applications, considering them creative and helpful in enhancing their English.</li> <li>- Lecturers have mixed perceptions— While some acknowledge AI's benefits, they raise concerns about student motivation, pedagogical competence, and overreliance on AI.</li> <li>- AI is seen as helpful for distance learning and engagement but may lack proper instructional guidance.</li> <li>- Lecturers emphasize the need for structured implementation and AI literacy to ensure effective learning.</li> </ul>
4.	Hana Vančová (Slovakia, 2023)	<ul style="list-style-type: none"> <li>- AI-powered tools enhance pronunciation skills by providing personalized feedback.</li> <li>- Benefits include increased motivation, reduced speaking anxiety, and improved intelligibility.</li> <li>- Limitations include over-reliance on AI, lack of human interaction, and inaccuracies in AI feedback.</li> <li>- More research is needed on AI's role in pronunciation training, particularly in real classroom settings.</li> </ul>
5.	Karina Fernanda Sotomayor Cantos, Rosa Cecibel Varas Giler, Israel Eduardo Castro Magayanes (Ecuador, 2023)	<ul style="list-style-type: none"> <li>- AI tools like Lyra Virtual Assistant, Grammarly, and NovoLearning improve different English skills.</li> <li>- Through personalized feedback and immersive learning, AI enhances speaking proficiency, listening comprehension, and writing skills.</li> <li>- Virtual Reality (VR) and AI-based mobile learning create engaging and autonomous learning experiences.</li> <li>- AI tools support learners but cannot fully replace human teachers due to the need for emotional intelligence and adaptive teaching methods.</li> </ul>

6.	Tira Nur Fitria, (Indonesia, 2021)	<ul style="list-style-type: none"> <li>- AI enhances learning by providing personalized, interactive, and adaptive environments.</li> <li>- AI tools like Google Translate, Text-to-Speech, and Chatbots improve language comprehension, pronunciation, and writing skills.</li> <li>- AI-based instructional programs provide real-time feedback and assist teachers and students in learning.</li> <li>- Challenges include dependence on TechnologyTechnology, limited human interaction, and potential inaccuracies in AI-generated content.</li> </ul>
7.	Fruzsina Szabó & Joanna Szoke, (Hungary, 2024)	<p>Opportunities:</p> <ul style="list-style-type: none"> <li>- GenAI promotes personalized learning, making education more inclusive for diverse learners.</li> <li>- AI tools like speech-to-text, chatbots, and adaptive learning platforms support learners with disabilities.</li> <li>- AI fosters learner autonomy by helping students create study plans and process feedback independently.</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>- The digital divide limits AI accessibility in low-income areas.</li> <li>- Over-reliance on AI may reduce critical thinking and problem-solving skills.</li> <li>- AI-generated content requires human oversight due to potential inaccuracies ("hallucinations").</li> </ul>
8.	Şahin Gökçearslan, Cansel Tosun, Zeynep Gizem Erdemir, (Turkey, 2024)	<ul style="list-style-type: none"> <li>- Benefits for Students include increased motivation, language skill development, improved learning performance, personalized learning, and instant feedback.</li> <li>- Benefits for Educators: Reduced workload, cost-effectiveness, and availability of training resources.</li> <li>- Challenges for Students: Limited Interaction, misleading answers, lack of personalized feedback, and outdated responses.</li> <li>- Challenges for Educators include risks of plagiarism, difficulties assessing student readiness, and challenges in developing AI-powered applications.</li> </ul>
9.	Enik Rukiati, Julien Arief Wicaksono, Gullit Tornado Taufan, Degita Danur Suharsono, (Indonesia, 2023)	<ul style="list-style-type: none"> <li>- AI enhances personalized learning, provides real-time feedback, and increases accessibility.</li> <li>- It supports pronunciation, writing, listening, and reading skills through various AI-powered applications.</li> <li>- Potential threats include teacher displacement, AI bias, privacy concerns, and over-reliance on technology.</li> </ul>
10.	Hemas Kumala Dewi, Nur Annisa Rahim, Raselly Elfa Putri, Tia Ivanka Wardani, Moses	<ul style="list-style-type: none"> <li>- AI helps students learn English, particularly in writing, listening, and pronunciation.</li> <li>- Common AI tools used are Duolingo, Google Translate, and Grammarly.</li> <li>- AI-based applications improve translation quality and writing skills and reduce learning anxiety.</li> </ul>

	Glorino Rumambo Pandin, (Indonesia, 2023)	<ul style="list-style-type: none"> <li>- AI chatbots and virtual assistants support communication practice.</li> <li>- AI integration enhances teaching methods and personal learning.</li> </ul>
11.	Rizqi Akbarani, (Indonesia, 2023)	<ul style="list-style-type: none"> <li>- Most students agree that AI is needed in English learning.</li> <li>- AI has both positive and negative impacts depending on its use.</li> <li>- AI helps improve English skills, including speaking, writing, and reading.</li> <li>- AI tools like ChatGPT, Grammarly, and Quillbot are commonly used.</li> <li>- AI reduces teachers' workload and enhances teaching quality.</li> </ul>
12.	Dini Noor Arini, Fahmi Hidayat, Atiek Winarti, Elsa Rosalina, (Indonesia, 2022)	<ul style="list-style-type: none"> <li>- The experimental group (using NovoLearning) showed significantly higher English competence than the control group.</li> <li>- Students had positive attitudes toward AI-based mobile learning, noting increased learning opportunities and reduced anxiety.</li> <li>- Some technical issues (e.g., audio malfunctions, loading delays) were reported as areas for improvement.</li> </ul>
13.	Bhimbi Imam Fannoni, Joko Priyana, Sibakhul Milad Malik Hidayatulloh, Ratisa Adhani, (Indonesia, 2023)	<ul style="list-style-type: none"> <li>- Significant improvement in vocabulary acquisition (mean pre-test score: 56.35 → mean post-test score: 67.58)</li> <li>- Paired-sample t-test result showed a significant difference (p-value = 0.000)</li> <li>- Increased student engagement and participation in class discussions</li> <li>- Challenges included technical issues requiring teacher and student preparedness</li> </ul>
14.	Dewi Sari Wahyuni, (Indonesia, 2022)	<ul style="list-style-type: none"> <li>- Chatbots provide an alternative solution for EFL learners by enabling more interaction and practice.</li> <li>- They help boost learners' confidence, provide instant feedback, and offer learning time and place flexibility.</li> <li>- Challenges include selecting the right chatbot that is aligned with curriculum goals.</li> </ul>
15.	Alfred W.T. Lo, (United Kingdom (study conducted in China), 2025)	<ul style="list-style-type: none"> <li>- Benefits: AI improves material development efficiency, encourages student-centered design, works well with digital resources, and raises student interest.</li> <li>- Obstacles include inflexible curriculum designs, unreliable AI representations of New English, technical issues, and AI's incapacity to take the role of teachers' cultural and pedagogical knowledge.</li> </ul>

## Discussion

Based on a systematic review, several AI technologies have been widely applied in ELT. AI-powered applications such as chatbots, grammar correction tools, speech recognition systems, and machine translation platforms have significantly changed the teaching and learning process. The studies reviewed in this research show that tools such as Google Translate, Grammarly, Duolingo, and AI-based voice assistants frequently improve students' language proficiency, according to research by (Paramartha et al., 2023) and (Fitria, 2021).

These technologies improve students' pronunciation, vocabulary acquisition, listening comprehension, and writing skills, according to research obtained by (Vančová, 2023) and (Cantos et al., 2023)

In addition, research has shown that AI integration in ELT can be effective when combined with interactive learning methods. For example, (Ding, 2024) found that using AI-generated images and music in drama-based learning can increase student engagement and creativity. Similarly, (Wahyuni, 2022) found the Effectiveness of AI chatbots in fostering students' confidence, interaction, vocabulary, and grammar skills. Benefits and Challenges found in other studies (AI chatbots can improve motivation, language skills, and learning performance, as well as reduce educator workload. However, challenges include limited interaction, some misleading answers, the risk of plagiarism, and difficulty assessing student readiness (Gökçearsan et al., 2024).

In addition, AI-powered pronunciation training tools, such as mobile apps and virtual assistants, have improved students' fluency and intelligibility while reducing speaking anxiety. In higher education, AI-based applications have also been reported to assist students in post-pandemic learning, offering flexible and accessible language practice (Paramartha et al., 2023).

A study (Akbarani, 2024) involving university students in Indonesia found that AI tools such as ChatGPT, Grammarly, and Quillbot were widely used to support English language learning. The students reported that AI helped improve their writing, reading, and speaking skills while reducing teacher workload and improving learning quality.

Furthermore, (Fannoni et al., 2023) explored using DALL-E, an AI-powered image generation tool, in vocabulary acquisition for high school students. The findings showed a significant improvement in students' vocabulary test scores after using AI-generated images as learning aids. The study also highlighted increased student engagement and participation in class discussions.

The findings from this study revealed some key benefits of AI integration in ELT. One of the key advantages is AI's ability to provide a personalized learning experience. AI-powered platforms can adapt to individual student needs, offering customized feedback and recommendations based on their progress. Studies highlight that AI tools increase student engagement and motivation, especially in pronunciation training and writing development (Szabó & Szoke, 2024) and (Arini et al., 2022a)

In addition, AI helps teachers reduce their workload and ease the learning process. AI-powered tools such as ChatGPT, Quillbot, and NovoLearning have been stated to help educators in material Development, assessment, and lesson planning, according to studies by Lo (2025) and Arini et al. (2022b). (Firdaus & Nawaz, 2024) also found that AI improves teaching efficiency, engagement, and learning outcomes. The study found that AI can enhance personalized learning, provide real-time feedback, and expand accessibility. The technology supports pronunciation, writing, listening, and reading skills through AI-based applications. The study found that AI can enhance personalized learning, provide real-time feedback, and expand accessibility. The technology supports pronunciation, writing, listening, and reading skills through AI-based applications (Rukiati et al., 2023)

AI tools also promote inclusive education by supporting diverse students, including students with disabilities. For example, (Szabó & Szoke, 2024) highlight how generative AI (GenAI) helps learners with special needs by offering personalized assistance through speech-to-text features and adaptive learning platforms.

Despite the benefits, integrating AI in ELT presents some challenges. One of the main issues is the lack of proper teacher training. Many educators struggle to implement AI effectively due to limited technological expertise and institutional support (Firdaus & Nawaz,

2023). In addition, inadequate infrastructure, such as poor internet access and outdated devices, hinders the widespread adoption of AI in educational settings, especially in low-income areas (Szabó & Szoke, 2023).

Another significant challenge is the risk of over-reliance on AI, which may reduce students' critical thinking and problem-solving skills. Some research suggests that students may become dependent on the content generated by AI without fully engaging in the learning process (Vančová, 2023). In addition, AI-powered tools can sometimes provide inaccurate or misleading feedback, thus requiring human supervision to ensure quality learning outcomes (Lo, 2025).

Ethical concerns such as the risk of plagiarism, data privacy issues, and AI bias are also common. Rukiati et al. (2023) warn that AI tools may lead to teacher displacement, raising concerns about the future role of educators in AI-driven classrooms. Similarly, Gökçearsan et al. (2024) identified challenges in using AI chatbots, such as outdated responses, lack of personalized feedback, and risk of plagiarism.

Fannoni et al. (2023) noted that although AI-generated images effectively improved vocabulary learning, some students faced technical difficulties, requiring teacher preparedness in handling AI tools. Akbarani (2023) also emphasized that the impact of AI depends on how it is used. If integrated well, AI can significantly enhance learning, but inappropriate use can lead to over-reliance and decreased motivation. Finally, the rigid curriculum structure in some educational institutions is a barrier to AI adoption. Despite AI's potential in material development, some schools struggle to integrate it effectively due to traditional teaching approaches and a lack of policy support (Lo, 2025).

## CONCLUSION

In conclusion, integrating AI technologies in English Language Teaching (ELT) has significantly changed the teaching and learning process. Commonly used AI tools such as chatbots, Grammarly, Duolingo, speech recognition systems, and machine translation platforms have proven effective in improving students' pronunciation, vocabulary acquisition, listening comprehension, and writing skills. In addition, AI-powered applications combined with interactive learning methods have been shown to increase student engagement and creativity.

The benefits of AI in ELT include personalized learning experiences, increased student motivation, and real-time feedback, leading to improved learning outcomes. For educators, AI reduces workload, improves material development, and supports lesson planning, making teaching more efficient. In addition, AI promotes inclusive education by offering adaptive learning features for students with diverse needs.

Despite these advantages, there are still challenges in AI implementation. Limited human interaction, sometimes misleading responses, and the risk of plagiarism are concerns for students and educators. In addition, inadequate teacher training, infrastructure limitations, and over-reliance on AI can hinder effective use. Ethical issues, such as data privacy and AI bias, must also be addressed to ensure responsible integration of AI in education. Therefore, while AI has great potential to improve ELT, its implementation must be accompanied by appropriate policies, teacher training, and ethical considerations to maximize its benefits and mitigate its challenges.

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