THE ROLE OF ARTIFICIAL INTELLIGENCE (AI) IN ENGLISH LANGUAGE TEACHING IN THE ERA OF GLOBALIZATION: A LITERATURE REVIEW

Ela Nurainisah[1]
elanuranisa55@gmail.com

Septika Ariyanti[2]
septika.ariyanti@gmail.com

Defy Gustianing[3]
defygustianing@gmail.com

Abstract
This study aims to review the impact and challenges of the application of Artificial Intelligence (AI) in English language teaching in the era of globalization. The background of this review is based on the significant digital transformation in language teaching methods triggered by technological advances, especially AI which offers a more adaptive and interactive approach to learning. The method used is a literature review with a qualitative descriptive approach to various scientific publications in the last 10 years obtained from databases such as Google Scholar, ResearchGate, and ScienceDirect. Literature review shows that AI can expand access to rich learning resources, and support adaptive learning. However, negative impacts and challenges such as reducing the role of the teacher as a critical learning facilitator, ethical issues, teacher readiness and over-reliance have also emerged significantly. Therefore, although AI has great potential in revolutionizing ELT, its application must consider ethical principles, human resource readiness, and the balance between technology and human touch in the learning process.

Keywords*: Artificial Intelligence, ELT, Adaptive Learning, Ethical Issues in AI, Teacher Readiness*

[1] Students, English Education Study Program, Aisyah University of Pringsewu
[2] Lecturer, English Education Study Program, Aisyah University of Pringsewu
[3] Lecturer, English Education Study Program, Aisyah University of Pringsewu

A. INTRODUCTION

The use of artificial intelligence (AI) in English language teaching (ELT) has significantly transformed the traditional pedagogical approach into a modern one. It offers educators creative tools to increase student engagement, customize learning needs, and optimize assessment (Crompton et al., 2021). AI-driven applications, such as intelligent tutoring systems, automated feedback tools, and natural language processing (NLP), have transformed ELT by providing real-time interaction and adaptive learning experiences (Mishu et all., 2025). As globalization continues to shape the educational sphere, AI is emerging as one of the main driving tools in renewing language teaching by ensuring accessibility and efficiency in diverse learning environments (Fitria, 2021).

In this era of globalization, English can serve as a lingua franca, which means that a language can help fulfill international communication, academic collaboration, and economic exchange. Therefore, ELT must evolve to facilitate diverse linguistic backgrounds and learning preferences. AI is emerging as one of the solutions that allows machine learning methods to analyze learner behavior and adapt to teaching strategies (Crompton et al., 2021). Some AI-powered platforms such as chatbots and virtual assistants can provide learners with real-life experiences, encourage self-directed learning, and reduce students' dependence on traditional classrooms (Mishu et al., 2025).

Furthermore, despite some of the advantages of using AI in ELT, AI can also present challenges. Challenges in the use of AI include ethics of use, availability, and the need for teacher training to effectively implement AI-driven methodologies (Fitria, 2021). The reliance on AI-generated feedback can also raise serious concerns with the contextual accuracy of AI-generated automated assessments especially in complex linguistic tasks such as writing and speaking (Crompton et al., 2021). In addition, gaps in technological means in different regions may hinder the widespread adoption of AI-enhanced ELT, thus creating a digital divide among learners (Mishu et al., 2025).

This literature review aims to examine the impact and challenges associated with AI-based English language teaching, highlighting key areas where AI can improve language acquisition while addressing emerging issues in education systems around the world (Fitria, 2021). In addition, this review is expected to provide a theoretical basis for future research looking to develop AI-based learning approaches, methods or models in English language teaching.

As technology develops, the role of AI in ELT is expected to expand, incorporating advanced technologies such as augmented reality (AR) and virtual reality (VR) to create immersive learning environments (Mishu et al., 2025). Future research should explore the long-term impact of AI use on language acquisition, by examining how AI-based methodologies affect learner motivation, engagement and overall proficiency (Fitria, 2021). By embracing AI as a transformative force in ELT, educators can harness its potential to create dynamic and adaptive learning experiences that meet the diverse needs of students in an increasingly globalized world (Crompton et al., 2021).

B. RESEARCH METHOD

This research uses a literature review approach to explore the role of artificial intelligence (AI) in teaching English in the era of globalization. A literature review is a research methodology in its own right, used to synthesize existing knowledge and generate new insights from previously published work" (Snyder, 2022). The following are the main components of the method used:

1. Type of Research

   This research is qualitative in nature with a descriptive approach, which aims to analyze findings from various relevant scholarly sources regarding the impact and challenges of AI exposure in English Language Teaching (ELT).

2. Data Sources

The data reviewed came from scientific articles, and reliable digital publications published in the last 10 years. These sources were obtained through databases such as Google Scholar, ResearchGate and ScienceDirect.

3. Data Collection Technique

   The technique used was a documentation study, namely by collecting scientific documents related to the topic. This process was carried out systematically with selection criteria based on topic relevance, year of publication, and publication quality.

4. Data Analysis Technique

   The data was analyzed using the content analysis method, where each article was reviewed to identify key themes such as AI innovation in ELT, its implementation, impact, and challenges.

C. RESULTS AND DISCUSSION
RESULT

Based on the existing literature review and previous research, the literature review on the role of artificial intelligence (AI) in teaching English in the era of globalization has several impacts and challenges. Impact is conceptualized in terms of scope, nature, and progress-regarding who is affected, what changes, and how change unfolds over time (groothuijsen et al., 2021). While the challenge is not just to develop AI technologies, but also to understand how they can be integrated into educational contexts to support learning. (luckin et al. (2016)). Here are some of the impacts and challenges that arise from previous research, among others:

1. Access to rich learning resources

   Dwi and siti (2024) state that one of the positive impacts of using AI is access to rich learning resources. Learning resources refer to any tool, material or technology that facilitates the acquisition of knowledge and skills, including digital platforms, multimedia and interactive content (Bierema, 2016). These

193

materials are used to support the teaching and learning process and can take various forms such as multimedia content and interactive tools, which enhance instructional delivery (Ravichandran & Mahapatra, 2023). In addition, learning resources are an essential component of an active learning environment, which allows students to engage in thinking, analyzing, and applying knowledge beyond passive listening (Yıldırım & Yıldırım, 2022). Learning resources are components that exist in a learning process, learning resources can include anything in the learning process, both from materials, teachers and facilities provided to support the learning process.

2. Adaptive learning

   Tiwaru, H. P. (2024) mentioned AI technology provides adaptive learning. Adaptive learning is a learning approach that uses technology to tailor learning experiences to the individual needs of students, enabling differentiated instruction and personalized learning pace (Wang et al., 2023). It dynamically organizes learning paths and content presentation based on learners' performance, preferences, and learning styles, thus creating a more responsive learning environment (Ezzaim et al., 2024). In addition, adaptive learning system aims to build a model of each user's goals, preferences, and knowledge to customize the learning process to their personal characteristics (Ennouamani & Mahani, 2017). It can be concluded that adaptive learning is a modern approach that utilizes technology. It is beneficial because it puts the needs and characteristics of each individual at the center of learning.

3. Reducing the teacher's role as a critical learning facilitator

   According to Abrenilla et al. (2023) Over-reliance on AI tools can reduce the role of teachers in fostering critical thinking and interpersonal communication leading to a mechanized learning experience. Moreover, such reliance may exacerbate educational inequalities, as not all students have equal access to AI

technologies or the digital literacy required to use them effectively (Jeon, Lee, & Choe, 2023).

4. Ethical issues

Božić, V. (2024) stated that the main problem in the use of artificial intelligence is not technical, but ethical. Hastuti and Syafruddin (2023), also argue that the integration of AI into social life raises concerns regarding algorithmic bias, privacy violations, and automated decision-making that cannot be humanly accounted for. Jeon, Lee, and Choe (2023) also highlighted that AI systems in language education may limit authentic identity formation and narrow linguistic diversity, which are important aspects of ethical and inclusive language learning. Meanwhile, Chaturvedi and Estrella (2024) assert that AI risks being used for unethical purposes, such as information manipulation, data security breaches, and reinforcement of social inequality if it is not governed by strong ethical principles. Therefore, it is important for AI developers and users to consider the principles of fairness, transparency, and responsibility at every stage of the implementation of this artificial intelligence technology.

5. Teacher readiness

Kristiawan et al. (2024) stated that in the use of AI challenges will remain, one of the challenges is teacher readiness. Teacher readiness in dealing with the integration of artificial intelligence (AI) in English Language Teaching (ELT) is a crucial aspect that determines the effectiveness of its implementation. Moorhouse et al. (2024) showed that language teachers need explicit training to build professional competence in using generative AI, including ethical understanding and the ability to design appropriate prompts. Similarly, Moorhouse and Kohnke (2024) emphasized that teachers' readiness is strongly influenced by institutional support, access to training, and their belief in the pedagogical value of AI tools. Meanwhile, Chan and Tang (2024)

English Teaching Journal and Research

found that although teachers showed enthusiasm for AI, they still needed to improve their technical and pedagogical literacy in order to effectively integrate this technology into learning practices. So teachers' readiness for AI use in ELT is not just a matter of technical skills, but also a matter of pedagogical understanding and professional attitude towards technology. Although most teachers show enthusiasm for the use of AI, they also need special training in order to integrate it ethically and effectively.

6. Over-dependence

According to Tang, Z. (2025) one of the challenges in the use of AI is the concern of over-dependence. Alghamdi and Palaiologou (2023) revealed that the increasing use of AI-based platforms could erode the role of teachers and reduce the social dimension of classroom learning. Similarly, Zawacki-Richter et al. (2022), who asserts that AI-based systems can lead to over-reliance, limiting students' ability to think critically and make independent learning decisions. In addition, according to Idapalapati (2024), the uncontrolled use of AI may become a mechanism that disrupts traditional pedagogical values and reduces teacher autonomy in designing the learning process. In other words, the more often teachers and students rely on AI in the English learning process, the greater the loss of the human role that should be the core of the learning process. Direct interaction between teachers and students can be replaced by automated systems, whereas interpersonal communication and emotional guidance is one of the most important parts of a language learning process.

DISCUSSION

The review shows that the use of Artificial Intelligence (AI) in English language teaching has a significant impact on the transformation of the teaching-learning process, in line with the current era of globalization that demands efficiency and adaptiveness. One of the most prominent impacts is the ease of

196

Nurainisah, Ela, **et al:** *The Role of Artificial Intelligence (AI) in English Language Teaching in the Era of Globalization: A Literature Review*

English Teaching Journal and Research

access to richer and more interactive learning resources (Dwi & Siti, 2024), which can expand self-learning opportunities and enhance the learning experience. In addition, the implementation of AI-based adaptive learning approaches enables a more personalized learning process, responsive to students' needs and based on their performance data (Tiwari, 2024; Wang et al., 2023).

However, any benefits will never be separated from complex challenges. Over-reliance on AI may reduce the role of teachers as facilitators of critical thinking and interpersonal interactions (Abrenilla et al., 2023), it can also potentially widen the education gap for students who do not have sufficient digital access or skills (Jeon et al., 2023). On the other hand, ethical challenges such as algorithmic bias, privacy violations, and data manipulation are serious concerns in the application of AI (Božić, 2024; Chaturvedi & Estrella, 2024), which calls for oversight and policies that favor the values of fairness and inclusiveness.

Furthermore, teacher readiness is also a major issue in implementing AI in ELT. Research shows that although teachers show enthusiasm for this innovation, many of them still need technical and pedagogical training in order to utilize AI effectively and ethically (Moorhouse et al., 2024; Chan & Tang, 2024). Without adequate readiness and understanding, these technologies may run the risk of not being optimally utilized or may even cause problems in the educational environment.

Finally, there are also concerns about over-reliance on technology that could erode traditional pedagogical values and reduce teacher autonomy in the learning process (Idapalapati, 2024). Therefore, the utilization of AI in language learning should be done wisely by considering the balance between technological innovation and human touch in language education.

D. CONCLUSION AND SUGGESTION
CONCLUSION

English Teaching Journal and Research

Based on the results of the literature review, it can be concluded that the application of Artificial Intelligence (AI) in English Language Teaching (ELT) has a significant impact on changes in the learning process. AI is also proven to improve the quality of learning through access to more varied learning resources, and more adaptive learning reinforcement. In addition to the positive impact of improving the quality of learning, the use of AI can also have negative impacts such as ethical issues and reducing the role of teachers as critical learning facilitators. The utilization of AI can also be faced with several challenges such as teacher readiness, and dependency due to overuse. Therefore, although AI has great potential in revolutionizing ELT in the era of globalization, its implementation still requires a wiser, ethical, and human values-oriented approach in education.

SUGGESTION

Based on the literature review that has been conducted, the researcher recommends the following:

1. Integration of ethical principles in technology learning curriculum.

   It is important to include ethical aspects of AI use in teacher training and student learning, so that they become not only active users but also responsible users.

2. Improved digital literacy for students and teachers.

   In order for the application of AI to be more effective and equitable, it is necessary to conduct sustainable digital literacy programs in schools, especially in areas with limited access to technology.

3. Continuous evaluation of the impact of AI in learning.

   The use of AI needs to be evaluated regularly to ensure that its impact remains positive on learning outcomes and does not shift important values in language education.

4. Flexible implementation of blended learning.

English Teaching Journal and Research

Artificial Intelligence (AI) can be used as part of a blended learning approach, where face-to-face learning is still prioritized but strengthened by using technology, so that the human aspect is still present in the learning process. make it in one paragraph.

English Teaching Journal and Research

REFERENCES

Abrenilla, E. M. C., Redido, C., Abendan, C. F., & Kilag, O. K. (2023). *The next chapter of ELT: Embracing AI-infused pedagogies and evolving educational strategies in the post-pandemic landscape. Excellencia: International Multi-disciplinary Journal of Education*.

Alghamdi, A. K. H., & Palaiologou, I. (2023). *Artificial intelligence in education: A critical review of its implications for language teaching. International Journal of Educational Research Open, 4*, 100234.

Bierema, L. L. (2016). Women's leadership: Troubling notions of the "ideal" (male) leader. *Advances in Developing Human Resources, 18*(2), 119–136.

Božić, V. (2024). *Ethical Considerations in Artificial Intelligence: A Comprehensive Overview of Contemporary Challenges and Solutions*.

Chan, K. K.-W., & Tang, W. K.-W. (2024). *Evaluating English Teachers' Artificial Intelligence Readiness and Training Needs with a TPACK-Based Model*.

Chaturvedi, A., & Estrella, A. (2024). *A Comprehensive Review of the Ethical Issues of AI Technologies*.

Crompton, H., Burke, D., Gregory, K., & Rippard, S. (2021). *Artificial intelligence in language education: Innovations and challenges*. Language Learning & Technology, 25(2), 1-18.

Ennouamani, S., & Mahani, Z. (2017). *An overview of adaptive e-learning systems*.

Ezzaim, A., Dahbi, A., Haidine, A., & Aqqal, A. (2024). *The impact of implementing a Moodle plug-in as an AI-based adaptive learning solution on learning effectiveness: Case of Morocco. International Journal of Interactive Mobile Technologies, 18*(1), 133–149.

Fitria, A. (2021). *AI integration in English language teaching: Accessibility, efficiency, and ethical considerations*. Indonesian Journal of ELT, 12(3), 78-94.

Groothuijsen, S. E. A., Bronkhorst, L. H., Prins, G. T., & Kuiper, W. (2021). *Scope, nature and progress of impact in practice-oriented educational research: A conceptual and empirical substantiation. Research Papers in Education*.

English Teaching Journal and Research

Hastuti, R., & Syafruddin. (2023). *Ethical Considerations in the Age of Artificial Intelligence: Balancing Innovation and Social Values*.

Idapalapati, S. R. (2024). *AI Integration in ELT as a Disruptive Mechanism*. International Journal of Science and Research Archive, 12(1), 922–933.

Jeon, J., Lee, S., & Choe, H. (2023). *Beyond ChatGPT: A conceptual framework and systematic review of speech-recognition chatbots for language learning*. Computers & Education, 206, 104898.

Kristiawan, D. Y., Bashar, K., & Pradana, D. A. (2024). *Artificial Intelligence in English Language Learning: A Systematic Review of AI Tools, Applications, and Pedagogical Outcomes*. The Art of Teaching English as a Foreign Language (TATEFL), 5(2), 207–218.

Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson Education.

Mishu, R., Patel, S., & Tanaka, K. (2025). *The impact of AI-driven platforms on autonomous language learning*. Journal of Educational Technology Research, 30(1), 45-62.

Moorhouse, B. L., & Kohnke, L. (2024). *Bridging technology and pedagogy from a global lens: Teachers' perspectives on AI in ELT*. Computers and Education: Artificial Intelligence, 5, 100151.

Moorhouse, B. L., Yeo, M. A., Wan, Y., Wu, C., Kohnke, L., & Ho, T. Y. (2024). *Developing language teachers' professional generative AI competence: An intervention study in an initial language teacher education course*. System, 125, 103399.

Nopiyadi, D., & Hanaya, S. S. N. (2024). *Exploring the impact of artificial intelligence on English language learning: A study on AI-powered teaching tools*. Jurnal Review Pendidikan dan Pengajaran, **7**(4). https://doi.org/10.31004/jrpp.v7i4.38804

Ravichandran, R., & Mahapatra, J. (2023). *Virtual reality in vocational education and training: challenges and possibilities*. Journal of Digital Learning and Education, 3(1), 25–31.

English Teaching Journal and Research

Snyder, H. (2022). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. https://doi.org/10.1016/j.jbusres.2019.07.039

Tiwari, H. P. (2024). *Artificial Intelligence in the Classroom: Revolutionizing English Language Teaching*.

Wang, S., Christensen, C., Cui, W., Tong, R., Yarnall, L., Shear, L., & Feng, M. (2023). *When adaptive learning is effective learning: Comparison of an adaptive learning system to teacher-led instruction. Interactive Learning Environments, 31*(2), 793–803.

Yıldırım, M., & Yıldırım, A. (2022). *Movie analysis as an active learning method: A study with health sciences students. The Clinical Teacher*.

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2022). *Systematic review of research on artificial intelligence applications in higher education – where are the educators? International Journal of Educational Technology in Higher Education, 19*(1), 1–27.