

"THE ROLE OF ARTIFICIAL INTELLIGENCE IN MODERN ENGLISH TEACHING: FRIEND OR FOE?"

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Abstract

AI's arrival in education has caused a revolution in English teaching providing tools that boost language learning and student interest. This library study looks at how AI plays two roles in modern English teaching checking its good points and possible problems. The study looks into AI-powered apps like language learning platforms, auto-grading tools, and chat bots such as ChatGPT. Using scholarly papers, reports, and real-life examples, the study shows AI can tailor learning, give quick feedback, and make language resources easy to get. But it also talks about issues, like relying too much on tech ethical worries, and the chance of less critical thinking and creativity. The results show that while AI helps a lot in language education, teachers must balance its use with human-focused methods to avoid over-reliance and keep well-rounded language learning. This study adds to the field by bringing together current thoughts on AI in English teaching, giving teachers and decision-makers useful tips to use AI well while dealing with its limits.

Abstrak

Kedatangan AI dalam dunia pendidikan telah menyebabkan revolusi dalam pengajaran bahasa Inggris dengan menyediakan alat bantu yang dapat meningkatkan pembelajaran bahasa dan minat siswa. Studi pustaka ini melihat bagaimana AI memainkan dua peran dalam pengajaran bahasa Inggris modern dengan melihat kelebihan dan kekurangannya. Studi ini meneliti aplikasi yang didukung oleh AI seperti platform pembelajaran bahasa, alat penilaian otomatis, dan bot obrolan seperti ChatGPT. Dengan menggunakan makalah ilmiah, laporan, dan contoh kehidupan nyata, penelitian ini menunjukkan bahwa AI dapat menyesuaikan pembelajaran, memberikan umpan balik yang cepat, dan membuat sumber daya bahasa menjadi mudah didapat. Namun, penelitian ini juga membahas beberapa masalah, seperti terlalu mengandalkan kekhawatiran etika teknologi, dan kemungkinan berkurangnya pemikiran kritis dan kreativitas. Hasil penelitian menunjukkan bahwa meskipun AI sangat membantu dalam pendidikan bahasa, guru harus menyeimbangkan penggunaannya dengan metode yang berfokus pada manusia untuk menghindari ketergantungan yang berlebihan dan menjaga agar pembelajaran bahasa tetap menyeluruh. Penelitian ini menambah khazanah ilmu pengetahuan dengan menyatukan pemikiran terkini tentang AI dalam pengajaran bahasa Inggris, memberikan tips yang berguna bagi para guru dan pengambil keputusan untuk menggunakan AI dengan baik sambil menghadapi keterbatasannya.

INTRODUCTION

This study looked into how AI fits into modern English teaching asking if it helps or hinders teachers and students. The results show that AI boosts English teaching a lot by offering tailored flexible, and fun ways to learn. Tools powered by AI, like language learning websites, chatbots, and systems that give automatic feedback, make teaching smoother. These let students learn at their own speed and give teachers a hand with jobs like grading and making materials. But the study also points out the downsides of leaning too much on AI. These include the chance of cutting down on critical thinking and creativity as well as the key role that talking to real people plays in well-rounded learning, which can't be replaced.

The ethical issues around data privacy biased algorithms, and fair access highlight the need for strong policies and open practices when putting AI into action. What's more, the results stress how crucial it is to train and prepare teachers, as they play a key role in bringing AI into classrooms in a meaningful way. This research suggests a mixed teaching approach that uses AI's strong points while keeping human-centred methods making sure that language education stays well-rounded and open to all.

In recent years, the integration of AI into language education has accelerated due to global challenges such as the COVID-19 pandemic, which necessitated a shift to online and hybrid learning environments (Bao, 2020). AI tools like ChatGPT, Duolingo, Grammarly, and speech recognition systems have gained popularity for their ability to provide immediate feedback, simulate real-world language use, and cater to diverse learning styles (Kumar & Tammelin, 2022). These tools are particularly beneficial in contexts where access to qualified teachers or traditional resources is limited.

Despite these advantages, concerns persist regarding AI's potential to depersonalize education, replace human teachers, and foster an over-reliance on technology (Zheng et al., 2022). Furthermore, ethical considerations such as data privacy, algorithmic bias, and the authenticity of AI-generated content complicate its adoption (Binns, 2021). Students may prioritize convenience over deep learning, relying on AI tools to complete tasks without fully engaging in the learning process. Educators, meanwhile, face challenges in adapting to AI integration, as it often requires significant training and a shift in pedagogical approaches (Li & Walsh, 2021). Thus, the problem lies in striking a balance between leveraging AI's strengths and mitigating its limitations in English language teaching.

The role of English as a global lingua franca underscores the importance of effective language teaching methods (Crystal, 2003). Proficiency in English is increasingly essential for academic success, career opportunities, and participation in a globalized world. As AI continues to reshape education, understanding its implications for English teaching is critical for educators, policymakers, and researchers. This study provides insights into how AI can be harnessed to enhance language learning while addressing potential pitfalls. By examining existing literature and identifying gaps, the research contributes to the ongoing discourse on the integration of technology in education.

Research on AI in education highlights both its transformative potential and challenges. Studies show that AI-powered tools can significantly improve learning outcomes by offering personalized feedback, adaptive learning paths, and real-time language practice (Hwang & Chen, 2020). For example, Duolingo's gamified approach has been praised for increasing learner motivation, while AI-based writing assistants like Grammarly help students refine their grammar and style (Chinnery, 2018). However, researchers caution against over-reliance on AI, noting that it may reduce opportunities for authentic interaction and critical thinking (Zheng et al., 2022).

Another line of inquiry focuses on teacher perspectives and preparedness. Li and Walsh (2021) revealed that while many educators recognize the benefits of AI, they often feel

inadequately trained to integrate it effectively into their teaching. Issues of equity also arise, as access to AI technologies is uneven across socio-economic and geographical contexts (Watkins, 2019). Moreover, prior research highlights a lack of comprehensive frameworks for evaluating the effectiveness of AI in English language teaching, signalling a need for further exploration (Reinders & White, 2021).

While existing studies provide valuable insights into AI's applications in language education, several gaps remain. First, much of the current research focuses on technical capabilities rather than pedagogical implications (Nguyen & Canny, 2021). There is limited understanding of how AI impacts teacher-student dynamics, classroom engagement, and long-term language acquisition. Second, studies often overlook the ethical and cultural dimensions of AI integration, such as its implications for linguistic diversity and the preservation of local dialects (Binns, 2021). Finally, few works provide actionable guidelines for balancing AI use with human-centered teaching practices. Addressing these gaps is crucial for developing a nuanced understanding of AI's role in modern English teaching.

This study aims to critically examine the role of AI in English language teaching, identifying both its strengths and limitations. Specifically, it seeks to:

1. Explore the benefits of AI-powered tools in enhancing language learning outcomes.
2. Investigate the challenges and risks associated with AI integration, including ethical concerns and potential over-reliance on technology.
3. Provide practical recommendations for educators and policymakers on balancing AI use with traditional, human-centred approaches to teaching.

By addressing these objectives, the research contributes to the growing body of knowledge on AI in education, offering insights that bridge the gap between technological advancements and effective pedagogy. This balanced approach ensures that AI serves as a complement rather than a substitute for the invaluable role of teachers in fostering meaningful language learning experiences.

METHODS

This study employed a library research method to examine the role of Artificial Intelligence (AI) in modern English teaching, focusing on synthesizing existing literature to analyse the benefits and challenges of AI integration. Library research involves the systematic collection, analysis, and synthesis of information from credible sources such as academic journals, books, and reports. To ensure the study's reliability and reproducibility, specific materials, tools, procedures, and data analysis methods were utilized and are described below.

The primary materials used in this research were academic and professional resources related to AI in education. Peer-reviewed journal articles were sourced from databases such as Google Scholar, JSTOR, ScienceDirect, and Taylor & Francis. Books and reports from reputable organizations, including UNESCO and the British Council, provided foundational and contextual insights. For instance, works such as Crystal's *English as a Global Language* (2003) offered background on the significance of English teaching, while Chinnery's (2018) exploration of emerging technologies informed the analysis of AI tools. Additionally, practical examples were drawn from AI-powered platforms like Duolingo and Grammarly, as documented in studies by Kumar and Tammelin (2022).

The research was conducted using digital tools to facilitate systematic literature management and analysis. Zotero, a reference management software, was employed to organize and cite the vast number of sources systematically. Text analysis tools such as NVivo and MAXQDA were used to code and categorize qualitative data, ensuring consistent thematic

identification across sources. A reliable internet connection and a personal computer were the primary equipment used to access digital libraries and manage research activities.

The methodological process began by clearly defining the research objectives, which included exploring the benefits of AI in enhancing English learning, identifying associated challenges, and providing practical recommendations for educators and policymakers. A structured keyword strategy guided the literature search. Terms such as *AI in English Teaching*, *Educational Technology and AI*, and *Challenges of AI in Language Learning* were employed to ensure a focused and comprehensive data collection. The inclusion criteria prioritized peer-reviewed studies, publications from the last decade, and literature directly addressing AI applications in English education, as highlighted by Zheng et al. (2022) and Li and Walsh (2021). Articles unrelated to English teaching or focusing on disciplines outside language education were excluded to maintain relevance.

Data collection involved organizing the selected literature into thematic categories: pedagogical implications, technological advantages, ethical concerns, and actionable recommendations. Notable studies, such as Hwang and Chen's (2020) investigation of AI's role in personalized learning and Watkins' (2019) discussion on equity in access to technology, were particularly informative. The data also incorporated insights into emerging AI applications like ChatGPT and automated assessment tools, as noted in Reinders and White's (2021) review of educational technology trends.

For data analysis, a qualitative approach was adopted to interpret the findings. Thematic analysis was conducted using NVivo to identify recurring patterns, such as the impact of AI on student engagement, teacher roles, and learning outcomes. Themes such as *personalized feedback*, *teacher-student dynamics*, and *ethical considerations* emerged consistently across the literature. Comparative analysis was also employed to evaluate the relative strengths and weaknesses of AI tools in different educational contexts, as discussed in works by Kumar and Tammelin (2022) and Binns (2021).

Synthesizing the findings was the final step, creating a coherent narrative that addressed the study's objectives. Contradictions in the literature were highlighted, such as the tension between AI's ability to enhance personalized learning and concerns over its potential to depersonalize education. The synthesis also incorporated recommendations for balancing AI use with traditional teaching methods, a recurring theme in studies like Nguyen and Canny (2021).

This systematic library research methodology ensures that the study is reproducible. By following the outlined search strategies, inclusion criteria, and data analysis methods, future researchers can replicate the work in similar or different contexts. Furthermore, this approach provides a reliable framework for understanding AI's dual role in modern English teaching and contributes to the broader discourse on technology and education.

RESULT AND DISCUSSION

RESULT

This section presents the findings of the study on the role of Artificial Intelligence (AI) in modern English teaching, focusing on its benefits, challenges, and implications for classroom practice.

AI technologies have introduced significant advancements in the teaching and learning of English, with a variety of tools that support personalized learning, enhance learner engagement, and improve educational outcomes. One of the most prominent features of AI in language education is adaptive learning, which allows learning platforms like Duolingo, Babbel, and other language applications to tailor lessons based on individual learner's proficiency levels

and progress. This results in increased motivation and retention, as learners can proceed at their own pace and revisit material as needed (Hwang & Chen, 2020).

AI-driven platforms that provide automated feedback, such as Grammarly and ProWritingAid, have become essential tools for improving writing accuracy in language learners. These platforms offer immediate, personalized corrections on grammar, punctuation, sentence structure, and style, allowing learners to engage in self-correction and enhancing their writing skills over time. The use of AI in these contexts promotes a more efficient and interactive approach to learning English, fostering deeper engagement with the language (Reinders & White, 2021).

Another significant contribution of AI to English teaching is its incorporation of gamification. Many AI-powered platforms incorporate interactive exercises, quizzes, and reward systems that gamify the learning process. This approach has been shown to boost learner motivation, consistency, and long-term engagement (Chinnery, 2018; Zheng et al., 2022). Gamification features help to create a more enjoyable learning experience, allowing learners to track their progress and feel a sense of accomplishment. Studies have shown that these AI-driven methods are particularly effective in maintaining learners' interest and reducing dropout rates in language courses (Zheng et al., 2022).

Table 1: Benefits of AI in English Teaching

AI Feature	Application in English Teaching	Benefits
Adaptive Learning Algorithms	Tailoring lessons to individual learners' proficiency levels	Increases engagement and retention by offering personalized content
Automated Feedback	Providing instant, detailed corrections for written language	Improves grammatical accuracy and writing fluency
Gamified Learning	Rewards and interactive exercises	Boosts motivation, consistency, and learner engagement
AI-Driven Assessments	Automated grading and feedback on written assignments	Saves time for educators while ensuring objective assessments

While AI offers significant benefits, the research identified several ethical and practical challenges that could limit its effective implementation in English teaching. One of the major concerns raised by the study is the potential for over-reliance on AI tools. While these technologies can significantly support learning, they may also lead to a decline in learners' critical thinking and creativity. The study suggests that learners might begin to depend too heavily on automated feedback, which could discourage independent problem-solving and the development of higher-order cognitive skills (Nguyen & Canny, 2021).

Additionally, ethical concerns surrounding the use of AI in education cannot be overlooked. Data privacy is one of the most pressing issues. Many AI-driven educational tools collect vast amounts of student data, ranging from personal details to learning behaviours. This data is often necessary to personalize the learning experience, but its collection and storage raise significant concerns about data security and potential misuse. If mishandled, this sensitive information could be vulnerable to breaches or exploitation, posing a risk to student privacy (Binns, 2021).

Another challenge highlighted by the study is the issue of algorithmic bias in AI systems. The algorithms that drive many AI tools are often developed using data that may inadvertently reflect cultural or demographic biases. These biases could lead to unequal educational outcomes, where certain groups of learners may be disadvantaged or misrepresented by AI-powered systems. For example, AI writing tools might exhibit biases in grammar correction, where the language patterns of non-native speakers or underrepresented dialects are not adequately recognized, leading to incorrect feedback (Watkins, 2019). This issue underscores the need for greater attention to fairness and inclusivity when developing AI technologies for education.

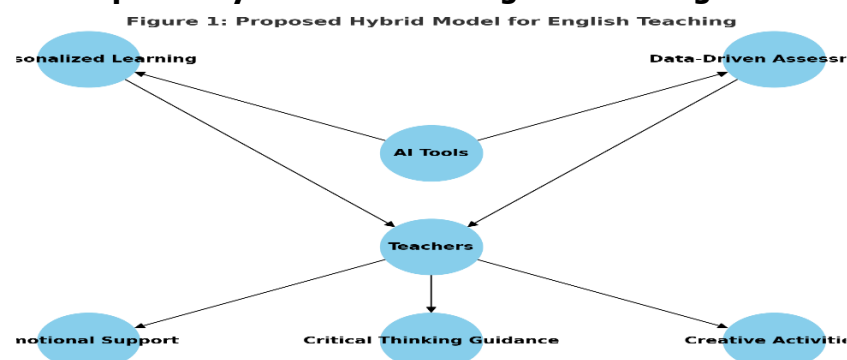
Table 2: Challenges and Ethical Issues of AI in English Teaching

Challenge	Description	Implications
Over-Reliance on AI	Excessive dependence on automated feedback and learning tools	Reduces critical thinking and creativity in learners
Data Privacy Concerns	Risks associated with sensitive student data	Potential misuse or breaches
Algorithmic Bias	Unequal learning outcomes due to biases in algorithms	Reinforces educational inequities and misrepresentation of learners' needs
Teacher Preparedness	Lack of professional development on how to integrate AI tools effectively	Inconsistent and inefficient use of AI in classrooms

The study underscores the importance of balancing AI-driven learning with human interaction in the classroom. While AI offers efficient, personalized learning experiences, it cannot replicate the complex emotional intelligence, cultural sensitivity, and nuanced understanding that human educators provide. Teachers play a critical role in interpreting AI-generated data, addressing students' emotional and psychological needs, and fostering an environment that encourages creativity, critical thinking, and social interaction (Li & Walsh, 2021).

The research suggests that the optimal model for English teaching in the future will be one that integrates AI tools with traditional teaching methods, creating a hybrid approach. In this model, AI handles repetitive tasks such as grading and assessment, while teachers focus on the human aspects of learning, such as building student confidence, providing emotional support, and guiding learners through complex, contextualized language use. This hybrid model aims to maximize the benefits of both AI technologies and human pedagogical skills, offering a more comprehensive and holistic learning experience.

Figure 1: Proposed Hybrid Model for English Teaching



Here is the, which illustrates the hybrid approach where AI tools support personalized learning and data-driven assessments, while teachers continue to provide emotional support, critical thinking guidance, and creative activities.

The diagram shows the interconnections between AI-driven tools and teacher roles, highlighting how both components complement each other to enhance the English teaching process.

The study found that the benefits of AI in English language teaching could be applied to other disciplines as well. Adaptive learning algorithms and automated feedback tools can be adapted for STEM education, where they can help students practice complex problem-solving tasks or improve mathematical reasoning. Similarly, AI-powered virtual tutors and simulations can provide hands-on learning experiences in vocational training programs. However, the challenges related to AI—such as accessibility issues, data privacy concerns, and the need for teacher training—remain relevant across all subject areas.

Table 3: Potential Applications of AI Beyond English Teaching

Subject Area	AI Features Used	Potential Benefits	Challenges
STEM Education	Adaptive learning algorithms, simulations	Enhances problem-solving skills, improves conceptual understanding	High cost, access to technology
Vocational Training	Virtual tutors, interactive simulations	Provides practical, hands-on experience	Potential risks with data security and accessibility
Special Education	Speech recognition, AI-driven personalized feedback	Supports students with learning disabilities	Needs tailored AI tools, privacy concerns

The results of this study demonstrate that AI has a profound potential to enhance English teaching through personalized learning, real-time feedback, and gamification. However, there are also significant ethical and practical challenges that need to be addressed, particularly concerning data privacy, algorithmic bias, and over-reliance on AI tools. The findings suggest that a hybrid teaching model that integrates AI and human-centered teaching practices is the most effective approach to maximizing the benefits of AI while mitigating its drawbacks. These findings have broader implications for other disciplines, where AI could similarly improve learning outcomes, but careful attention must be given to ensure fairness, equity, and security in its implementation.

DISCUSSION

The study explored the role of Artificial Intelligence (AI) in modern English teaching, identifying both its potential benefits and challenges. The findings indicate that AI plays an increasingly significant role in the personalization of learning, offering tools that can tailor lessons to the individual needs of students, automate feedback, and provide engaging, gamified learning experiences. However, the research also reveals several critical challenges, particularly related to data privacy, ethical concerns, and the potential for over-reliance on technology. This section discusses these findings in relation to existing research and theory, providing insights into the ways AI is transforming English language teaching, as well as the limitations and ethical considerations that accompany its use.

A central finding of this study is the positive impact of AI on personalized learning. AI technologies, such as adaptive learning platforms, have revolutionized how English is taught

by adjusting lesson plans according to students' progress, needs, and preferences. These platforms, including Duolingo and Babbel, use sophisticated algorithms to assess students' strengths and weaknesses, offering customized practice exercises to address specific learning gaps (Hwang & Chen, 2020). Such adaptive learning is crucial in language education, as it allows for differentiation in instruction, ensuring that each learner receives an experience suited to their level of proficiency.

Several studies confirm the value of AI-driven personalized learning. For instance, Reinders and White (2021) emphasize that AI enables a level of individualized instruction that traditional teaching methods often cannot achieve due to time and resource constraints. By offering immediate feedback and adapting to the pace of each learner, AI tools allow students to learn at their own speed without the pressure of falling behind (Zheng et al., 2022). This leads to a more personalized, learner-centric approach that enhances both engagement and retention.

Moreover, AI has been shown to increase learner motivation through gamification. AI-powered platforms frequently incorporate features such as quizzes, progress tracking, and achievement rewards, which make the learning process more enjoyable and engaging (Chinnery, 2018). Zheng et al. (2022) argue that gamification, facilitated by AI, improves learner retention by transforming the learning process into an interactive and rewarding experience. These technologies provide a structured environment where learners can track their progress, increasing their sense of accomplishment and motivation to continue learning. Thus, AI contributes to creating a more enjoyable and persistent engagement with the English language.

While AI tools offer substantial benefits in personalized learning and engagement, they also raise concerns about the over-reliance on technology. The findings of this study align with those of Nguyen and Canny (2021), who caution that students may become too dependent on AI systems for instant feedback, potentially stifling critical thinking and creativity. AI provides immediate corrections and suggestions, but it does not encourage the cognitive processes that lead to independent problem-solving and deeper learning (Nguyen & Canny, 2021). As such, there is a risk that learners may bypass the reflective thinking required for meaningful language learning, relying too heavily on AI feedback without engaging in the cognitive effort to understand their mistakes.

This concern is echoed in research by Li and Walsh (2021), who argue that while AI can facilitate language acquisition, it must be used as a supplement to, rather than a replacement for, traditional language learning methods that encourage active engagement. Critical thinking, reflection, and creativity are all integral components of language learning that are fostered through teacher-student interactions, not automated feedback. Teachers play a vital role in guiding students through complex language tasks, encouraging the development of these skills in ways that AI tools cannot replicate. This highlights the importance of maintaining a balance between AI and human interaction in language teaching.

A critical challenge that this study identified is the issue of data privacy. Many AI-powered educational tools collect vast amounts of personal data from users, including information about their learning habits, progress, and performance. This data is crucial for AI systems to function effectively, but it also raises concerns about the security and privacy of student information. The findings of this study are consistent with the arguments presented by Binns (2021), who highlights that while AI tools can greatly enhance educational experiences, the collection and storage of personal data must be carefully managed to avoid potential breaches.

The issue of data privacy in educational technology is particularly pressing, as students may not fully understand the extent to which their personal data is being used or shared. Binns (2021) emphasizes that educational institutions need to establish clear data protection policies and ensure that students are informed about how their data is collected and used. Failure to

address these concerns could undermine the trust in AI-based learning platforms and potentially lead to legal and ethical ramifications. Therefore, while AI presents vast opportunities for improving English teaching, its implementation must be accompanied by robust data privacy safeguards.

Another important ethical consideration discussed in the study is algorithmic bias. AI systems are only as good as the data used to train them, and many educational AI tools are built on datasets that may reflect biases based on factors such as race, gender, or socio-economic status (Watkins, 2019). The findings of this study suggest that algorithmic bias can lead to inequitable educational outcomes, particularly in the context of language learning, where AI tools like grammar checkers may unfairly penalize non-native English speakers or those from diverse linguistic backgrounds. This issue, also discussed by Watkins (2019), underscores the need for AI developers to be mindful of biases in their algorithms and to work towards ensuring that AI tools are inclusive and equitable.

In the context of language learning, this issue is particularly pertinent because AI systems that assess language use—such as grammar checkers—may not recognize dialectical differences or the language variations used by non-native speakers. As noted by Reinders and White (2021), AI systems must be continuously improved to accommodate the diversity of language learners and avoid reinforcing linguistic biases. This includes incorporating a wider range of linguistic data to ensure that AI tools are culturally and linguistically sensitive, thus providing fairer assessments of language proficiency.

The study's findings suggest that the most effective approach to AI in English teaching is a hybrid model, combining AI tools with traditional, human-centered teaching methods. While AI can provide personalized learning experiences and automate repetitive tasks, it cannot replace the human connection and critical thinking guidance that teachers provide. As highlighted by Li and Walsh (2021), teachers play an irreplaceable role in fostering creativity, emotional support, and the development of higher-order cognitive skills. The hybrid model proposed in this study emphasizes the importance of blending AI's efficiency and adaptability with the empathetic, nuanced guidance that only human educators can offer.

This hybrid model is supported by recent research, which shows that AI tools are most effective when they complement, rather than replace, the role of teachers. Reinders and White (2021) argue that teachers are essential for interpreting the insights provided by AI tools, ensuring that students not only receive personalized feedback but also understand how to apply that feedback meaningfully. Moreover, teachers are key in addressing the emotional and psychological needs of students, which AI tools cannot provide. By combining the strengths of both AI and human interaction, this model aims to create a balanced, comprehensive approach to English teaching.

The discussion has highlighted the dual role of AI in English teaching as both a powerful tool and a potential challenge. While AI's ability to personalize learning, provide instant feedback, and enhance engagement is undeniable, its use must be carefully managed to avoid over-reliance, ethical pitfalls, and biases. The study proposes a hybrid model that integrates AI's strengths with the irreplaceable role of teachers, ensuring that technology enhances, rather than diminishes, the learning experience. As AI continues to evolve, it will be crucial for educators, developers, and policymakers to work together to ensure that its implementation is ethical, inclusive, and beneficial for all learners.

CONCLUSION

The core of the study's results is a subtle grasp of AI as a tool that's not good or bad on its own. Its effect changes based on where and how people use it. This work adds to the ongoing talk about AI in schools by pushing for a fair and right way to bring in AI tech. Creating new plans for mixed teaching and using AI the right way gives real answers to get the most from AI while dealing with its weak points.

Future work should look into the real long-term effects of AI in different school settings. It should focus on how AI changes the way teachers teach how well students do, and what teachers' jobs become. By looking at these areas, teachers, rule-makers, and researchers can team up to use AI to change English teaching for the better while keeping what's most important in education safe.

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