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Teachers' and Students' Perspespectives on the Role of AI in English Language Learning

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A B S T R A C T

The rapid growth in AI has dramatically changed the way people learn the English language. The present study aims to investigate how AI is integrated into English language learning from the perspectives of teachers and students, focusing on its benefits, challenges, and pedagogical implications. Qualitative library research was conducted by collecting data from peer-reviewed journals, books, and online scholarly sources on AI applications in education and language learning. Findings indicate that AI offers learners personalized, adaptive, and culturally appropriate learning experiences. Teachers perceive AI to enhance instructional effectiveness and curriculum management, including differentiated instruction; however, professional training, data privacy, and curriculum alignment are mentioned as challenges. Students indicated that AI increases motivation, engagement, and self-regulated learning through interactive exercises and immediate feedback, while usability and guidance are crucial for successful learning. The study concludes that effective AI integration must balance teacher readiness and student engagement along with user-friendly design and continuous evaluation. These insights can help develop effective AI driven English learning strategies.

Keywords: *English Language Learning, Teachers' Perspectives, Students' Perspectives, Artificial Intelligence*

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INTRODUCTION

With the rapid advancement of artificial intelligence (AI) technologies, many sectors worldwide have undergone significant transformation, with education being one of the most profoundly affected fields. AI tools and applications ranging from intelligent tutoring systems to adaptive learning platforms have reshaped the ways knowledge is delivered, assessed, and personalized for learners. These innovations offer new learning experiences, promote student engagement, and enable more efficient and data-driven assessment practices, thereby influencing the future of education on a global scale. Holmes, Bialik, and Fadel (2019) argue that AI in education has strong potential to support personalized learning, enhance teaching efficiency, and provide learners with tailored feedback. Similarly, Luckin and Holmes (2016) highlight that AI can improve learning quality through adaptive support and the automation of administrative tasks, allowing teachers to focus more on pedagogy and meaningful student interaction. Baker, Smith, and Anissa (2019) further emphasize that AI-driven tools revolutionize learning by analyzing student data to predict learning needs, resulting in more effective and engaging instruction. In higher education, AI applications have been found to optimize learning management systems, intelligent tutoring, and data-informed decision-making processes (Zawacki-Richter, Marin, Bond, & Gouvernueur, 2019).

The integration of AI has also shown promise in education. Therefore, AI tools and applications, which range from intelligent tutoring systems to adaptive learning platforms, have greatly revolutionized knowledge delivery and personalization for students. Such innovations promise to bring about new learning experiences, increased engagement, and

more efficient assessment methods to shape the future of education globally. According to Holmes, Bialik & Fadel (2019), AI in education has the potential to support personalized learning, increase teaching efficiency, and give learners tailored feedback. Correspondingly, Luckin & Holmes (2016) point out that AI can enhance the quality of learning by offering adaptive support and automating administrative tasks, enabling teachers to put more effort into pedagogy and student interaction. Baker, Smith & Anissa (2019) also point out that it is the AI-driven tools that really revolutionize the process of learning through the analysis of student data to predict their learning needs and thus lead to more effective and engaging instruction. Further, according to Zawacki-Richter, Marin, Bond & Gouvernueur (2019), AI applications in higher education serve to optimize learning management, intelligent tutoring, and data-driven decision-making. Again, Erton (2020) follows this argument with the view that integrating AI into education enables intercultural communication and language learning through the creation of interactive and culturally relevant learning experiences. In Indonesia, the Ministry of Education has noted that artificial intelligence has begun to play an important role in both schools and universities, supporting more personalized and effective learning processes (Hakim, 2022). Recent studies also show that the use of AI in Indonesian education, such as chatbots, automated assessment systems, and adaptive learning technologies, has provided real benefits in personalizing instruction and improving evaluation efficiency (Sihaloho & Napitupulu, 2024). Furthermore, AI-based curriculum design has been proposed as a way to create more adaptive and result-oriented learning that suits students' individual needs (Mulyadi, Ilyas, Kafrawi, Syahid & Liriwati, 2024). These views collectively underpin the assertion that AI plays a crucial role in reshaping educational practices toward better learning outcomes in the modern era.

As an internationally known and accepted language, English plays an important role in today's education scenario. It acts as a link language for communication, cooperation, as well as access to worldwide knowledge and opportunities. Proficiency in English has become necessary for students to have successful academic and professional careers in a globalizing world; hence, it remains important in many educational systems all over the world. According to Dewi (2012), English has become an international language due to its global expansion, and for this reason, it is not limited to being a school subject only. Kurniawan (2024) points out that in the academic environment, English serves as a medium of instruction in great areas, thus proving that it is strategically important in learning. Further, Rif'attullah and Putra (2024) mentioned that the spread of English internationally makes it indispensable in local communication and an instrument in going international. Kawakibi and Indrawan (2024) have argued that the dominant lingua franca in international research collaboration is English, which provides access to knowledge and networks worldwide. Collectively, what these perspectives point out is that proficiency in English is no longer a matter of choice; rather, it has turned out to be a necessity to function meaningfully in the present globalized academic and professional contexts.

Examining the integration of AI in English language learning requires a dual perspective: that of teachers and students alike. While teachers provide insights into pedagogical challenges, technology adoption, and curriculum design, students are able to provide first hand experiences concerning usability, motivation, and learning outcomes. Understanding both points of view is fundamental to the realisation of effective AI driven educational solutions which meet the needs of all stakeholders and enhance the learning process as a whole.

METHOD

This study employs a qualitative research design using a library research approach to examine the integration of Artificial Intelligence (AI) in English language learning from the perspectives of teachers and students. Library research is considered appropriate because it enables a systematic and in-depth analysis of existing scholarly works, allowing the researcher to synthesize theoretical and empirical findings without direct field data collection. Through

this approach, the study critically reviews, compares, and interprets relevant literature to identify patterns, themes, and research gaps related to AI-driven English language learning.

Data Source

The data used in this study consist of secondary data obtained from credible and scholarly sources. These sources include: (a) The main sources of data in this study are secondary data obtained from: (b) Peer-reviewed academic journals and research articles focusing on AI in education, English language learning, and teachers' and students' perspectives on AI integration. (c) Books, research reports, and conference proceedings that discuss theoretical frameworks and practical applications of AI in educational settings. (d) Online academic databases, namely Google Scholar, JSTOR, ScienceDirect, and ResearchGate, which were selected due to their wide coverage of reputable international publications.

To ensure relevance and quality, only sources published within a recent time frame and directly related to AI in education and language learning were included in the analysis.

Data Collection Technique

Data collection was conducted through a systematic literature search and selection process, consisting of the following steps: (a) Identifying relevant literature using specific keywords such as *"AI in education," "AI in English language learning," "teachers' perspectives on AI," "students' perspectives on AI,"* and *"AI-driven learning."* (b) Screening titles and abstracts to determine the relevance of each source to the research focus. (c) Reviewing selected articles in depth, particularly the abstracts, introductions, findings, and discussion sections, to extract information related to teachers' and students' experiences with AI in English language learning.

This structured process ensures that the collected data are directly aligned with the research objectives.

Data Analysis Technique

The collected data were analyzed using qualitative content analysis, which allows for systematic interpretation of textual data. The analysis involved several stages: (1) Careful reading and coding of selected texts to identify recurring concepts, key ideas, and significant statements related to AI integration. (2) Categorization of codes into themes, which were organized under two main perspectives: (a) Teachers' perspectives, including pedagogical challenges, curriculum design, instructional effectiveness, and technology adoption. (b) Students' perspectives, covering usability, motivation, engagement, and learning outcomes.

(3) Interpretation and synthesis of the themes to develop a comprehensive understanding of how AI influences English language learning from multiple stakeholder viewpoints.

Research Validity and Trustworthiness

To enhance the credibility and trustworthiness of the study, several strategies were applied: (a) Source triangulation, by comparing findings from multiple types of literature (journals, books, and reports) to identify consistent patterns and reduce bias. (b) Reliance on peer-reviewed and reputable publications, ensuring the academic quality and reliability of the data. (c) Transparent documentation of the data collection and analysis procedures, allowing the research process to be traceable and replicable.

Overall, this qualitative library research method provides a strong theoretical and empirical foundation for understanding AI integration in English language learning from both teachers' and students' perspectives. The methodological rigor and transparency of this approach support the development of effective and evidence-based AI-driven strategies for English language education.

FINDINGS AND DISCUSSION

The Role of AI in English Language Learning

Artificial Intelligence (AI) plays a significant role in enhancing English language learning by offering personalized and adaptive learning experiences. AI-based tools such as intelligent tutoring systems, adaptive learning platforms, and language learning applications are capable of analyzing students' learning data and predicting their individual needs,

enabling learners to receive immediate feedback and flexible practice opportunities (Holmes, Bialik, & Fadel, 2019; Baker, Smith, & Anissa, 2019).

In addition, AI supports intercultural and context-based learning through simulations and culturally relevant content, which contributes to the development of both linguistic and cultural competence (Erton, 2020). As a result, the integration of AI in English education enhances learning effectiveness, student engagement, and assessment efficiency. Rahmawati (2025) emphasizes that AI facilitates a more adaptive and personalized approach to developing students' English skills. Similarly, Awaliah and Sya (2025) report that AI tools such as ChatGPT and Google Translate assist learners in understanding texts, expanding vocabulary, and improving grammatical accuracy. Bakhtiar (2025) further notes that AI-based speaking activities provide instant feedback, which helps improve pronunciation and communicative competence. Moreover, Supriyatmoko, Anam, and Kurniawan (2025) highlight that AI-supported adaptive learning models individualize instruction by adjusting materials, pacing, and strategies according to learners' characteristics. Overall, these findings demonstrate that AI-driven tools significantly enhance English language learning through personalization, adaptability, and immediate feedback.

Teachers' Perspective

From teachers' perspectives, AI is widely perceived as a tool that enhances instructional efficiency and curriculum management. AI applications can automate routine administrative tasks such as grading, assessment, and monitoring student progress, allowing teachers to devote more time to pedagogy and interaction with students (Luckin & Holmes, 2016; Zawacki-Richter et al., 2019).

Furthermore, AI supports differentiated instruction by providing adaptive learning pathways for students with varying proficiency levels. Jamilah, Halimah, and Puspita (2025) note that AI has begun to be integrated into pedagogical practices to improve teacher efficiency and deliver more personalized learning experiences. Similarly, Acep, Cadudasa, Danawe, and Tuty (2025) explain that AI offers substantial potential for improving instructional material development and facilitating learning tailored to individual student needs. A study conducted by Mu'minin and Waluyati (2025) at SMA Negeri 1 Indralaya Utara also found that teachers strongly support AI implementation, as it helps them explore knowledge resources, efficiently create digital learning media, and automate routine instructional tasks.

Despite its benefits, teachers also encounter several challenges in integrating AI into English language learning. These challenges include limited professional training, concerns related to data privacy, and difficulties in aligning AI tools with existing curricula (Baker et al., 2019). Without adequate training and institutional support, teachers may struggle to use AI tools effectively. These findings indicate that while teachers recognize the transformative potential of AI, its successful implementation requires systematic professional development and careful curriculum alignment.

Students' Perspective

From the students' perspective, AI contributes positively to learning motivation, engagement, and self-directed learning. AI tools provide immediate feedback and interactive exercises, enabling learners to identify their strengths and weaknesses while following personalized learning paths (Erton, 2020). Applications such as chatbots and intelligent tutoring systems allow students to practice language skills independently and adaptively.

Empirical studies support these perceptions. Nirwani and Priyanto (2024) found that AI integration in language learning increases students' motivation and engagement. Similarly, Hidayat, Sumarna, and Hyangsewu (2024) reported that AI-based instruction enhances motivation by offering personalized learning experiences and easy access to digital resources. Muchtar, Dini, and Khairunnisa (2025) also revealed that students feel more motivated when using interactive AI platforms tailored to their individual needs. Additionally, Ipah, Surya, and Parptiyono (2025) emphasized that AI has a significant positive impact on students' motivation, encouraging greater autonomy and active participation in learning.

However, some students experience difficulties in navigating AI platforms or understanding certain features, highlighting the importance of clear guidance, technical support, and user-friendly system design. Thus, the effectiveness of AI in English language learning is closely linked to accessibility, usability, and its capacity to foster autonomous learning.

Pedagogical Implications

The findings indicate that AI integration in English language learning offers substantial pedagogical benefits for both teachers and students. For teachers, AI supports instructional efficiency, differentiated instruction, and curriculum management, while for students, it enhances motivation, engagement, and self-regulated learning. Nevertheless, effective implementation requires addressing challenges related to teacher training, curriculum alignment, usability, and guidance. Therefore, AI should be integrated thoughtfully as a supportive pedagogical tool to maximize its potential in improving English language learning outcomes.

CONCLUSIONS

This study highlights the significant contribution of artificial intelligence (AI) to the modernization of English language learning by providing personalized, adaptive, and culturally appropriate learning opportunities. From the teachers' perspective, AI supports instructional efficiency, curriculum management, and differentiated instruction; however, challenges related to professional training, data privacy, and curriculum integration remain. From the students' perspective, AI tools enhance motivation, engagement, and self-directed learning through interactive activities and immediate feedback, although usability and appropriate guidance are essential for achieving optimal learning outcomes. Overall, the findings indicate that effective AI integration in English language learning requires a balanced approach that considers both teacher readiness and student engagement. While AI demonstrates strong potential to improve instructional practices and learning outcomes, its implementation must be carefully planned, supported by user-friendly design, and continuously evaluated. These conclusions reflect the study's analysis of existing literature and reinforce the importance of thoughtful and sustainable AI integration in English language education.

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