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THE IMPLEMENTATION OF AI IN ENGLISH LANGUAGE TEACHING AT UINSI SAMARINDA: A PARADIGM SHIFT OR A PANDORA'S BOX?

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Abstract

This study was aimed at finding out the implementation of Artificial Intelligence in English Language Teaching at UINSI Samarinda. It is a qualitative study in the form of a naturalistic study. The data were collected by applying observation participants, in-depth interviews, and document analysis. The data then analysed by applying Constant Comparative Method to generate theory. The result of the study revealed that there were strengths and drawbacks of AI implementation in ELT. It showed that the implementation of AI in ELT could enhance personalized learning, innovate ELT methodologies, and conduct adaptive assessment. In other way round, it was found that AI could depersonalize learning, over rely on technology, and imbalance technology and human interaction in language development. In conclusion, AI in ELT not only offers strengths, but also has drawbacks. Thus, the need for careful balance between them is essential to ensure comprehensive meaningful learning experiences. Striking this balance is crucial for the successful integration of AI in the future of ELT.
Keywords: Implementation, AI, English Language Teaching

Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi Kecerdasan Buatan pada pembelajaran Bahasa Inggris di UINSI Samarinda. Peneliian ini merupakan penelitian kualitatif dalam bentuk studi naturalistik. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen. Data kemudian dianalisis menggunakan Metode Perbandingan Tetap untuk menghasilkan teori. Hasil penelitian menunjukkan bahwa terdapat kelebihan dan kelemahan dalam penerapan kecerdasan buatan pada pembelajaran Bahasa inggris. Didapati bahwa implementasi kecerdasan buatan dapat meningkatkan personalisasi pembelajaran, melaksanakan asesmen adaptif, menginovasi metodologi pembelajaran Bahasa Inggris. Namun implementasi kecerdasan buatan dalam pembelajaran Bahasa Inggris dapat mendepersonalisasi pembelajaran, meningkatkan ketergantungan yang berlebih pada teknologi, dan menciptakan ketidakseimbangan interaksi antara teknologi dan manusia dalam perkembangan bahasa. Dapat disimpulkan bahwa penerapan kecerdasan buatan pada pembelajaran Bahasa Inggris tidak hanya menawarkan kelebihan, namun juga mempunyai kelemahan. Oleh sebab itu, penting

untuk menyeimbangkannya untuk memastikan pengalaman belajar yang bermakna dan komprehensif untuk keberhasilan integrasi kecerdasan buatan dalam pembelajaran Bahasa Inggris di masa mendatang.

Kata Kunci: Implementasi, Kecerdasan Buatan, Pembelajaran Bahasa Inggris

A. INTRODUCTION

Twenty first century life skills learning achieves not only student competency in the realm of cognitive, psychomotoric, and affective, but also life and career skills, learning and innovation skills as well as information, media, and technology skills. For the last five years, there has been a massive change in ways in teaching and learning in schools and that of higher education. This is due to the rapid progress of industrial revolution 4.0 and the impact of Covid-19 pandemic. Face-to-face teaching and learning must be integrated with technology, particularly the Artificial Intelligence (AI), not the exception toward English Language Teaching (ELT) in which AI has influenced the ways of ELT both inside and outside classroom.

The implementation of AI in ELT has emerged as a focal point in educational research, promising to revolutionize traditional pedagogical methodologies (Shadiev et al., 2023: 524). As technology continues to advance, educators and researchers alike are exploring the potential of AI to enhance language learning outcomes. This study aims to delve into the AI implementation, examining its strengths and drawbacks on ELT paradigms. By investigating the implications of AI in this context, the researchers seek to contribute valuable insights to the ongoing discourse surrounding the future of English Language Teaching

The usage of various AI technology gives positive impact and huge shift to ELT (Rusmiyanto et al., 2023: 750). In higher education, ELT often focuses on advanced language skills, academic writing, and communication relevant to specific disciplines (English for Specific Purposes). However, formal instructional activities of ELT are sometime insufficient because of the lack of exposure in the learners' learning environment (Stern, 1983: 16). The teaching and learning process tended to apply old fashioned methods that seemed discourage learners to learn.

AI, and its properties that may entails, emerges as a new transformative paradigm shift in revolutioning ELT. AI is considered as a promising tool applied in ELT to enhance learners' English language achievement (Huang et al., 2023: 112). AI improves English language learning experiences by teaching English effectively and promote autonomous learners through speech recognition, editing, chatbots, and voice commands (Kuddus, 2022: 20). AI can provide immersive language experiences, virtual language labs, and intelligent tutoring systems. Besides, adaptive learning platforms powered by AI can offer targeted support for diverse language proficiency levels within a higher education setting, fostering effective language learning and communication skills.

It cannot be denied, however, that the implementation of AI in ELT potentially unleashes unforeseen challenges. It is like opening a Pandora's box. Concerns have arisen about the reliability and ethical implications of AI in ELT setting. Moreover, Substantial issues and technical problems need to be addressed as well (Perera and Aboal, 2020: 225).

Based on the explanation above, the researchers are interested in finding out the implementation of Artificial Intelligence in English Language Teaching at Islamic State University of Sultan Aji Muhammad Idris Samarinda by investigating its strengths and drawbacks.

B. LITERATURE REVIEW

1. Artificial Intellegence (AI)

The rapid development of AI has transformed and revolutionized wide range of filed, with profound implementation for ELT practices (Chen et al., 2020: 521). AI enables machines to simulate human intelligence. In the ELT contexts, AI hold huge potential to revolutionize conventional methods by providing personalized learning experiences as learners' needs and preferences (Hwang at al., 2020: 131). From the benefits that are offered, AI in ELT has garnered big attention from educators, policymakers, and researchers throughout the world as a new paradigm shift (Huang and Tan, 2023: 1148).

AI is defined as the ability of a machine to imitate intelligent human behaviors (Troyanskaya et al., 2020: 149-152). It is also said that AI is the field of computer science dedicated to solve cognitive problems commonly associated with human intelligence, like reasoning, perception, and natural language understanding (Fast and Horvitz, 2017: 211). Similarly, AI is considered as the simulation of human intelligence in computer systems. AI consists of numerous techniques, such as neural networks, machine learning, and deep learning to make decisions. Moreover, Al-Shawabkah (2017: 23) states that AI as the abilities transmitted to computers to perform smart systems and to resemble humans in their behavior. It is defined also as one of the fields of computer and information technology that designs, studies, and develops computer science systems that simulate human intelligence.

Qammourah (2018: 6) has illustrated that the science of AI comprises of two major parts, i.e. memory and inference. Memory refers to the mental activities related to storing. It is a form of intelligence called 'negative intelligence'. While inference represents the ability to analyze and realize the relationship among things to understand facts through memory and logic thought. Thus, AI is constantly developed by expert systems based on the situations and problems in which people are exposed while dealing with AI devices (Al-Feqi, 2012: 193).

Additionally, AI-assisted learning tools can autonomously perform tasks like learning, solving problems, reasoning, and many more (Zheng and Xing, 2020: 243). It can be said that AI is characterized by its capability to simulate human intelligence that spreads over in various domains. AI, as a branch of computer science, is an intelligent program that is able to do multi tasks (Aldosari, 2020: 145). This another characteristic allows learners to use AI-powered tools for academic purposes, such as essay writing, pronunciation practice, vocabulary expand, structure, and so forth. In addition, AI is used in ELT to improve learners' English skills. Numerous AI applications to promote ELT are simply accessible on mobile devices and computers. These tools offer valuable support in enhancing English skills and abilities (Xia at al., 2022: 8691).

Al-Gayyar's previous study (2013: 501) shows that AI applications vary and consider as savvy systems of online electronic learning toward smart educational systems. AI can be utilized in numerous ways to improve ELT quality, such as intelligent tutoring systems, speech recognition and pronunciation practice, language learning apps and platforms, language assessment and evaluation, natural language processing, text-to-speech and speech-to-text conversation, adaptive learning systems, as well as data analysis and learning analytics. In the current study, AI is considered as the application system for teaching and learning English in order to develop the process of selecting, organizing, and evaluating scientific content. It also sorts learning sources and educational streams according to the learners' ability levels. Besides, it is to develop teaching strategies, techniques, procedures, and evaluation methods by individualizing self-study process and simulating through sophisticated system.

Busuu, for instance, will encourage regular learning. It is broadly communicative and based on how language is taught successfully in classrooms. The focus of each exercise within the application is to give learners something new, usually a word or a phrase, that they can use immediately in writing or speaking. Busuu is a solid resource both for beginners exploring a new language and that of advanced learners expanding their vocabulary (Juniantini, 2013: 21). Busuu can facilitate learners at diverse levels of ability. This application requires participants to fill their English level based on CEFR (The Common

European Framework of Reference for Languages), reasons of studying, and duration.

Nowadays, AI is digitally ready and accessible. Many AI-powered applications are designed for mobile phones, such as Duolingo, Chat GPT, ELSA Speak, AI Chatbots, Essay AI Writer, Chat Smith, and many more (Zhang et al., 2019: 310-319). Those enable learners to study on their gadget anywhere and anytime. Learners can choose the applications that they want to deal with depending on the skills and ability they want to improve. Moreover, those mobile-friendly apps are provided with particular features and utility based on the learners' level of ability (Wang and Liu, 2019: 1-14). Those apps are designed to study in convenient and comfortable ways so they can maximize the skills and ability they expect.

2. English Language Teaching (ELT)

Teaching English as a foreign language needs training, practice, and exposure of the language skills and its elements (Haupinm, 2016: 4). The ultimate goal of ELT is to achieve communicative competence which include how to produce and use the language in particular context. Nowadays, communicative competence is represented in language courses that can be conducted online and offline.

AI, as a digital media, is widely used to develop ELT. It offers various applications in real life situation for conversation and communication in English, introduce practical training in language skills, and educational gamification language teaching and learning. ELT based on AI assistance designs environment for practicing the accurate words and phrases through drill sounds and virtual media.in ELT, learners need feedback for guidance that is provided by AI. Besides, some applications give language training and exposures until the learners reach certain proficiency levels (Barnes, 2016: 6).

Naturally, learning is a process of developing knowledge (Ning and Fang, 2021: 36). It is proposed that learning is experimental process resulting in a relatively permanent change in behaviors as the result of practice and experience that cannot be explained by temporary states, maturation, or innate response tendencies. It means that learning manifests in a behavior change, changes in behaviors due to learning will be shown permanently, and changes in behaviors can be due to process rather than learning.

Learning always bonds up with teaching. Teaching might be defined also as the process of training an individual through the formation habits, the acquisition of knowledge, inculcation of ideals, and the fixing of permanent interest (Bennion, 2024:16). It is considerably as guiding, facilitating language learning, enabling learners to learn language, assisting them to be autonomous learners, and also creating environment for language learning by using particular methods, strategies, and procedures to achieve the learning objectives through meaningful activities.

As a scientific process, teaching has three main elements, i.e. content, communication, and feedback. It is always possible to improve and modify the teaching method, technique, and procedure. Teaching is also arrangement and manipulation of a situation to achieve the goals. It is a system of actions intended to induce learning involving interactive process, primarily involving classroom talk taking place between teachers and learners during definable activities.

The steps of teaching and learning English may posse building knowledge of field, modelling of text, join construction, and independence construction. Nowadays English teaching and learning is becoming easier with the advanced technology and digital platforms. The opportunity to improve English language skills is widely opened. The development of English classroom through the implementation of AI should go hand in hand with ELT process. This collaboration (digital literacy and language literacy) will improve global competence (Shin, 2018: 557).

English is one of international languages and is commonly used in the world having a systematic grammatical structure. ELT, therefore, has always been challenging for teachers and learners (Mehrotra, 2019: 125). Thus, the revolution of ELT can be promoted effectively and efficiently through AI. The AI implementation in ELT is the most realistic way by which English teacher can use (Ribeiro, 2020: 115).

C. RESEARCH METHOD

This research applied qualitative method through naturalistic inquiry approach. Qualitative research is particularly important in the behavioral sciences in which the aim is to discover the underlying motives of human behavior (Kothari, 2004:2). While naturalistic inquiry was applied to gain deep understanding toward the implementation of AI in English Language Teaching as well as its strengths and drawbacks. The researchers would depict the implementation of AI in natural setting in an entity context (Moleong, 2007: 5).

Qualitative research dealt with trustworthiness rather than validity and reliability (Lincoln and Guba, 1985: 219). It consists of credibility, transferability, dependability, and conformability. To increase to credibility of the data, it was administered prolonged engagement, persistent observation, and triangulation derived from multiple and different sources, methods, investigators, and the theories.

The data then analyzed through Constant Comparative Method (CCM) to develop a grounded theory (Bogdan and Biklen, 1982: 135). This method was applied It included comparing incidents applicable to each category, integrating the categories and their properties, delimiting theory, and writing the theory (Glasser and Strauss, 1967: 105). The theory resulted by then was generated based on the findings and discussion derived from the implementation of AI toward ELT in UINSI Samarinda.

D. FINDINGS AND DISCUSSION

The research findings were obtained from interview, observation, and document analysis. The implementation of AI in ELT refers to the use of AI technology in language teaching and learning. It will be described the implementation of AI toward ELT covering its strengths and drawbacks. It was found that the strengths of AI implementation cover enhancing personalized learning, innovating ELT methodologies, and conducting adaptive assessment.

1. Enhancing Personalized Learning

AI technology has a great impact in improving ELT quality to be more practical, effective, and efficient. The integration of Artificial Intelligence (AI) into English Language Teaching presents a transformative paradigm shift, redefining how students learn and educators teach the English language

ELT in the era of AI highlights learning evolution. One of the most obvious results of incorporating AI into ELT is the personalization of learning experiences. Personalized learning allowed learners to gain services like personal assistance. AI improves teaching-learning personalization in English as the learners' needs and demands. The current facts show that learners have spent most of their time on smartphones. This gives them opportunity to learn English in their spare time through AI application at least for fifteen up to thirty minutes, even less. During the instructional activities, the use of AI became learners' mood booster in learning English. Besides, since AI employs the technology of recognition and more sophisticated machines, it enabled learners to develop their English skills and ability by following the instruction then the smart machines will identify the responses of the learners. The level of difficulties of the materials in AI apps can be altered and adjusted.

AI-based platforms offered personalized learning pathways that catered to preferences, progress, and learning style of the learners. The integration of AI in ELT had powerful implications. This learning platform was found effectively personalized language instruction to meet learners' individual needs to promote their progress and engagement (Zheng and Xing, 2020: 8). Learners reported that their motivation and engagement increased whenever they interacted with AI chatbots that facilitated them to natural language conversation which meant providing learners with interactive language practice exposure (Zhang et al., 2019:7). The combination of personalized learning and instructional materials adjusted by AI accommodate various learners' needs and optimize their learning experiences (Zang et al., 2020: 14).

The applications of personalized learning varied like Duolingo, Busuu, and more. AI will gather the data from learning activities conducted by the learners, then provide alternative learning solutions based on their needs. Personalized learning enables every single learner to develop and make progress of their learning speed and ability according to their desires and abilities through adaptive instructions (Mufdalifah, 2017: 54). Learners appreciated the adaptive AI tools which tailored instructions to their unique learning styles and allowed for self-paced learning (Luckin et al., 2016: 110). In addition, AI will provide content recommendations, schedule notification, level of CEFR, score, and other various important features. This adaptability can foster more effective and efficient learning, enable learners to catch complex linguistic concepts and improve their language skills and ability their own pace. Therefore, teachers can alter their focus from one-size-fits-all teaching methods into more flexible ones by providing personalized support and guidance to learners who need it most.

2. Innovating English Language Teaching Methodologies

Needless to say, language teaching methodologies always relate to the learning materials, techniques, procedures, and strategies. AI, which in current study is considered as applications for

teaching and learning English, develops the process of selecting and organizing, and even diversifying scientific materials and learning sources according to learners' levels. Additionally, it also develops teaching techniques and procedures as well as strategies in teaching and learning by individualizing self-study processes and simulating through smart and expert systems.

AI can innovate English language teaching methodologies by introducing personalized and adaptive learning experiences. There is link between AI applications and many thinking skills like designing skills requiring critical thinking (Cautela, 2019: 128). AI-driven technologies can analyze individual student progress, identify areas of strength and weakness, and tailor lessons accordingly. This adaptability caters to diverse learning styles and optimizes the learning process for each student. Furthermore, AI enables real-time feedback on language skills, such as pronunciation and grammar and fosters continuous improvement. Additionally, virtual language assistants and chatbots powered by AI provide interactive language practice, enhance students' communication skills in a dynamic and engage positive manner toward language learning.

AI transforms language teaching from conventional to automatic smart interactive machines. It employs natural language to produce new knowledge and boost supplementary materials and tasks. AI applications can introduce varied model of learning with miscellaneous topics in which language are merged with fields of related knowledge. So, it can be said that AI apps can trigger learners to learn based on flexible streams that suit their academic levels.

Based on the interview and observation, it was found that AI can be so beneficial to solve their difficulties during the learning (language skills and elements). AI-driven language analysis tools can aid in identifying specific areas where learners may need improvement in grammar, vocabulary, pronunciation, speaking, and translation. Moreover, Ai can provide resources for differentiated instruction and cater to diverse learning style within the classroom.

It is in line with Radwan (2017: 2) stating that AI can be used to overcome problems in teaching and learning English involving the use of information retrieval technique to build the ability to comprehend reading text, the use of machine translation to develop learners' translation skills, the use of open digital language dictionaries to enrich and expand learners' vocabulary range, the use of automatic speech recognition techniques to learn correct pronunciation, the use of intelligent programs to augment speaking skills for English learners, the use of a writing evaluation technique to teach paragraph and construct essay, and the use of innovative text-to-speech techniques for blind and visually impaired learners. The more sophisticated the AI, the more accurate the language mastered. Therefore, the use of AI technologies would strengthen English language teaching and learning (Yingsoon, 2021: 154).

This new paradigm of AI brought significant change in the way of teachers determine and develop their teaching materials, strategies, techniques, and procedures during the instructional activities. Besides, it greatly influences English teacher by offering support in lesson planning and grading. This happens to the learners as well. The implementation of AI gave certain impacts to them, starting from their learning style, instructional procedures during the class, the setting (time and place) in learning English, and coping with learners' low level of attention. Overall, AI brings efficiency and customization to language teaching, making it more effective, engaging, and responsive to the unique needs of each learner.

3. Conducting Adaptive Assessment

AI offers adaptive assessments in language teaching to tailor the evaluation process to each student's individual abilities and learning pace. By analysing learners' performance in real-time, AI algorithms can dynamically adjust the difficulty of questions or tasks. This adaptability ensures that assessments are neither too easy nor too challenging, providing an optimal level of challenge for the learners. As a result, learners receive targeted feedback, addressing their specific strengths and weaknesses, and allowing for a more personalized learning experience. Besides, AI provides assessment methods by individualizing self-study processes and simulating through smart and expert systems. The adaptive assessment might also refer to automated grading systems that can streamline the assessment

process and allow teachers to focus on more interactive and personalized aspects of teaching (Calp, 2019: 20). Adaptive assessments contribute to more effective language learning by meeting students at their current proficiency level and guiding them towards improvement.

Furthermore, the adaptive assessment in English language teaching gives some significant key impacts by promoting personalized and targeted learning experiences including individualized learning paths, focused remediation, motivation and engagement, efficient resource allocation, continuous improvement, and data-driven decision making.

Adaptive assessments adjust difficulty levels based on a learner's performance, creating customized learning paths. This tailoring ensures that learners are appropriately challenged, leading to a more efficient and effective learning journey. The adaptive nature of assessments allows for immediate identification of a learner's strengths and weaknesses. Teachers can then provide targeted remediation, addressing specific areas that need improvement, thus optimizing learning outcomes. Adaptive assessment can trigger learners' motivation and engagement through personalized challenges. As assessments align with individual capabilities, learners are more likely to stay engaged and motivated to progress in their language learning. Besides, teachers can allocate resources more efficiently as adaptive assessments help identify learners who may need additional support. This allows for a more strategic allocation of time and resources to address specific learning needs within the classroom. Additionally, adaptive assessments facilitate a continuous improvement cycle. As learners progress and the system adapts, it ensures that learning remains dynamic and responsive to evolving language proficiency levels. Above all, the data generated by adaptive assessments provides valuable insights into learner performance and learning trends. Teachers can use this data to make informed decisions about instructional strategies and curriculum adjustments.

AI is widely used for automatic assessments and correction purposes. Teachers can save plenty of time by not correcting manually anymore. It eases teachers to prepare quizzes, tasks, and tests easier and more practical (Fitria, 2021: 139). Learners also can get immediate feedback that can be used to evaluate their learning to get meaningful learning experiences so that they can determine the next learning plans. Adaptive assessments contribute to a more student-centric, data-informed, and effective approach to English language teaching. It also fosters enhanced learning outcomes for individuals with diverse needs and abilities (Bin and Mandal, 2019: 381).

While the amalgamation of AI technologies and ELT offers immense opportunities to improve language learning, it also brings several drawbacks that need careful consideration and full attention. The implementation of AI seemed depersonalize learning, over rely on technology, and imbalance between technology and human interaction in language development.

1. Depersonalizing learning

AI implementation in English language teaching can depersonalize learning because it may lack the human touch and personalized interaction that a teacher can provide. Learners may miss out on the emotional connection, empathy, and individualized feedback which are crucial for effective language learning. Additionally, reliance solely on AI may lead to a standardized approach and neglect the diverse learning styles and needs of learners. AI offers automated solutions that may not address individual learning style or specific challenge. The absence of personalized feedback and emotional connection, which human teachers provide, can lead to a less engaging and motivating learning experiences. Learners may feel isolated or lack support and encouragement which are important for language learning.

AI is responsible for the risk of diminishing human aspect in language teaching. The role of human teachers in the learning process will fade away (Rukiati, et al., 2023: 37). The interpersonal and emotional elements in language learning like cultural immersion and alive communication will disappear since AI platforms emphasize on effectiveness and efficiency (Yulizar, 2023: 3). AI could replace some tasks, quizzes, and examination that used to performed by human teachers, such as scoring oral performance, grading written assignment with meaningful corrections on the papers (Godwin-Jones, 2022: 34). Although AI can assist and facilitate human teachers, it is sure that it cannot entirely replace them (Huang, et al., 2023: 26).

2. Over relying on Technology

AI can lead to over-reliance on technology in ELT because it offers convenient solutions and automation. Learners and teachers may become dependent on AI tools for tasks like grading, content delivery, and assessments, potentially diminishing the importance of human interaction and creativity in the learning process. Overreliance on technology may reduce opportunity for genuine communication and interaction in the target language. The ease of AI integration may inadvertently discourage educators and learners from exploring diverse teaching and learning methods as well as limit the richness of the educational experience.

AI made the learning process so dependent on computing systems to process vast amounts of data and perform complex computations. The functionality of AI systems is deeply intertwined with their computational capabilities. There are key elements of AI implementation depends on computing system like processing power, data storage, algorithms and software, real-time processing, network connectivity, maintenance, and updates. These computing systems could be too risky as a target of cyber-attack and underwent various technical problem.

Based on the observation, some learners used AI applications even to do simple tasks. They used Chat GPT to do not so difficult assignments. They tended to be addicted to use it in which they actually could do better. Chat GPT is trained on a diverse range of internet text or massive dataset to understand and generate human-like language. It learns patterns, the and relationship with the data. It understands the context and grasps broader contextual information. When learners interact with Chat GPT, their input is processed through the trained model using its learnt parameter and context understanding to generate relevant responses based on the input it receives. It generates responses purely based on patterns learnt from its training data. Thus, it cannot provide exact references and merely generates ideas. The learners have to elaboration those ideas themselves.

Besides, AI allegedly triggered plagiarism. As AI algorithm increases, this tool can paraphrase the original document without changing the meaning. So, the plagiarized documents become loke the original work. To solve this phenomenon, experts recommend to use AI-driven plagiarism checker. Although AI technologies can facilitate teachers in doing their jobs, it does not mean that teachers can be replaced. Thus, teachers must be adequately trained to harness the full potential of AI in their teaching, bridging the digital divide and ensuring equitable access to high-quality education. Balancing the benefits of AI with the essential human elements is crucial to avoid excessive dependence on technology in education

3. Imbalancing between Technology and Human Interaction in Language Development

The implementation of AI in language development can imbalance technology and human interaction. AI may lead to a diminished role for human educators. While AI can offer valuable tools, the role of a human teacher in providing motivation, encouragement, and personalized feedback is irreplaceable.

This imbalance comes for several reasons, such as lack of emotional connection, standardization versus individualization, limited human interaction, neglect of critical thinking skills, and ethical consideration. AI lacks the emotional understanding and connection that human interactions provide. Language learning involves more than just learning grammar and vocabulary. It requires nuanced communication and empathy, which AI may struggle to emulate. Language learning is not only about understanding and producing words but also about social interaction and cultural context. AI may not capture the richness of real-life conversations, cultural nuances, or the spontaneity of human communication

AI may promote standardized approaches to language learning, overlook the diverse learning styles and needs of individual learners. Human teachers often adapt their methods based on the unique strengths and challenges of each student by providing a more personalized learning experience. Besides, language teaching and learning involves critical thinking, problem-solving, and creative expression. AI, while proficient in certain language tasks, may not foster these cognitive skills in the same way human interactions do.

Additionally, the use of AI in language teaching raises ethical concerns, such as data privacy and the potential for biased algorithms. Human teachers are better equipped to navigate these ethical considerations and guide students responsibly. Balancing the integration of AI with human interaction

is essential to create a comprehensive and effective language teaching environment. The focus should be on leveraging AI as a supportive tool while preserving the invaluable aspects of human connection and guidance in the learning process.

E. CONCLUSION

The researchers found the implementation of AI toward English Language Teaching offers valuable strengths, but comes with drawbacks. While AI can enhance certain aspects of ELT, such as personalized earning, innovative language learning methodologies, and adaptive assessment, it should be viewed as a complementary tool rather than a complete replacement for human educators. The risk of depersonalizing the learning experiences, overreliance of technology, and imbalance interaction between technology and human in language development underscores the importance of a balanced approach.

Successful integration requires careful consideration of ethical concerns, the preservation of human interaction, and a focus on leveraging AI to augment, rather than substitute, the expertise and empathy of language educators. Thus, the need for careful balance between them is essential to ensure comprehensive meaningful learning experiences. Striking this balance is essential for the successful integration of AI in the future of ELT.

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