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English Language Education Students' Perception on the Use of AI in English Language Teaching

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Abstract: *This study investigates English Language Education students' perceptions regarding the integration and utilization of Artificial Intelligence (AI) technologies in English Language Teaching (ELT). The research aims to explore students' attitudes toward AI-assisted language learning tools, examine their perceived benefits and challenges of AI implementation in ELT contexts, and identify factors that influence their acceptance of AI technologies in language education. A qualitative descriptive methods approach was employed, the study involved 150 English Language Education students, Nusa Cendana University. Data were collected through a structured questionnaire measuring perceptions, attitudes, and experiences with AI in language learning. and thematic analysis for qualitative data were conducted to examine the research questions. The findings reveal that English Language Education students generally hold positive perceptions toward AI integration in ELT, particularly regarding AI's potential to enhance personalized learning experiences and provide immediate feedback. Students recognized AI tools' effectiveness in improving pronunciation, grammar checking, and vocabulary acquisition. However, concerns emerged regarding AI's limitations in understanding cultural nuances, potential over-dependence on technology, and the irreplaceable value of human interaction in language learning.*

Keyword: *Artificial Intelligence AI, English Language Teaching (ELT), Student Perception*

INTRODUCTION

The landscape of English Language Teaching (ELT) has undergone unprecedented transformation in recent years, with Artificial Intelligence (AI) emerging as a revolutionary force that promises to reshape pedagogical practices and learning experiences. As we navigate through the digital age, the integration of AI technologies in educational settings has become not merely an option but an imperative for modern language instruction. The significance of understanding students' perceptions regarding AI implementation in English language education cannot be overstated, as these perspectives provide crucial insights into the effectiveness, acceptance, and future trajectory of technology-enhanced language learning environments. The importance of AI in English language education stems from its potential to address longstanding challenges that have plagued traditional language instruction methodologies. English, being one of the most widely used

languages for international communication, business, tourism, and academic discourse, presents unique complexities that learners must navigate. Empirical evidence shows that pupils can often face difficulties when learning English, with challenges such as irregularity in English spelling, pronunciation variations, and complex grammatical structures that can overwhelm learners using conventional teaching approaches.

Evidence suggests that ELT is the most common discipline for AI use in education, highlighting the field's readiness to embrace technological innovation. This prevalence underscores the recognition among educators and researchers that AI tools possess unique capabilities to enhance language learning experiences in ways that traditional methods cannot achieve. The importance of AI extends beyond mere technological novelty; it represents a fundamental shift toward more personalized, efficient, and accessible language education that can accommodate diverse learning styles, paces, and individual needs.

LITERATURE REVIEW

The global demand for English proficiency continues to escalate, driven by increasing international mobility, digital communication, and economic globalization. Traditional classroom-based instruction, while valuable, often struggles to provide the individualized attention and immediate feedback that language learners require for optimal progress. AI technologies bridge this gap by offering continuous, personalized support that adapts to each learner's specific requirements, thereby democratizing access to high-quality English language instruction regardless of geographical location or socioeconomic constraints. (Bao, H., & Li, J., 2023)

The advantages of incorporating AI into English language teaching are extensive and multifaceted, addressing various aspects of the learning process from assessment to content delivery. One of the most significant benefits lies in AI's capacity to provide personalized learning experiences that adapt to individual learner profiles. Students recognized the potential for personalized learning support, writing and brainstorming assistance, and research and analysis capabilities, indicating a growing awareness among learners of AI's potential to enhance their educational journey. AI-powered language learning platforms can analyze learners' performance patterns, identify areas of weakness, and automatically adjust content difficulty and presentation methods to optimize learning outcomes. This adaptive capability ensures that students receive instruction tailored to their proficiency level, learning pace, and preferred learning modalities, significantly improving engagement and retention rates compared to one-size-fits-all traditional approaches. (Crompton, H., & Burke, D. ,2023).

Furthermore, AI technologies offer unprecedented opportunities for immediate feedback and error correction, which are crucial elements in language acquisition. Traditional classroom settings often limit the amount of individual feedback teachers can provide due to time constraints and large class sizes. AI systems can analyze student responses in real-time, providing instant corrections, explanations, and alternative suggestions that help learners understand and

internalize language rules more effectively. The accessibility advantages of AI cannot be overlooked, particularly in contexts where qualified English teachers are scarce or where students face geographical barriers to quality education. AI-powered language learning applications can provide consistent, high-quality instruction available 24/7, enabling learners to practice and improve their English skills at their convenience.

This flexibility is especially valuable for adult learners who must balance language learning with work and family responsibilities. Additionally, AI technologies facilitate the creation of immersive learning environments through natural language processing and speech recognition capabilities. Virtual conversation partners, pronunciation assessment tools, and grammar checking systems provide learners with opportunities to practice English in low-stress environments where they can make mistakes without fear of embarrassment, thereby building confidence and fluency more effectively. (Kern, R., 2024).

The field of AI in education continues to evolve rapidly, with significant improvements in natural language processing, machine learning algorithms, and user interface design enhancing the effectiveness and user experience of AI-powered language learning tools. Recent developments in generative AI, particularly large language models like ChatGPT, have demonstrated remarkable capabilities in understanding and generating human-like text, opening new possibilities for interactive language learning experiences. In May 2024, an Impact Research survey found that 46% of K-12 teachers reported using ChatGPT at least weekly for work while 59% percent viewed AI chatbots favorably overall, indicating growing acceptance and integration of AI tools in educational settings. This trend reflects the continuous improvement in AI capabilities and their increasing relevance to educational practices.

The sophistication of AI systems has progressed from simple rule-based applications to complex neural networks capable of understanding context, nuance, and cultural subtleties in language use. Modern AI language learning platforms can now provide more accurate pronunciation feedback, generate contextually appropriate examples, and even engage in meaningful conversations that simulate real-world communication scenarios. Machine learning algorithms have become increasingly adept at recognizing patterns in student learning behaviors, enabling more precise identification of learning gaps and more effective intervention strategies. These improvements have resulted in AI systems that can predict student performance, recommend personalized study plans, and adjust teaching strategies based on individual learning analytics.

The integration of multimodal AI technologies has also enhanced the learning experience by combining text, audio, and visual elements to create more engaging and comprehensive language instruction. Speech recognition technology has improved significantly, allowing for more accurate pronunciation assessment and feedback, while computer vision capabilities

enable AI systems to interpret gestures and facial expressions, adding another dimension to language learning assessment. The modern language learner's needs have evolved considerably in response to changing technological landscapes and global communication patterns. Today's students, often referred to as digital natives, bring different expectations and learning preferences to their educational experiences compared to previous generations. They expect interactive, engaging, and technologically sophisticated learning environments that align with their digital lifestyles and communication habits.

Students recognized the potential for personalized learning support, writing and brainstorming assistance, and research and analysis capabilities. However, concerns about accuracy, privacy, ethical issues, and the impact on personal development, career prospects, and societal values were also evident in recent studies, demonstrating the complex nature of student perceptions regarding AI integration in education. Students increasingly require flexible learning solutions that accommodate their busy schedules and diverse commitments. AI-powered language learning platforms address this need by providing on-demand access to instruction and practice opportunities, allowing learners to progress at their own pace without being constrained by traditional classroom schedules or geographical limitations.

The need for authentic language practice opportunities represents another crucial requirement that AI technologies can effectively address. Students need exposure to diverse accents, cultural contexts, and communication styles to develop comprehensive English language competency. AI systems can provide access to vast databases of authentic language samples, simulated conversation partners from different cultural backgrounds, and real-world communication scenarios that would be difficult to replicate in traditional classroom settings. Contemporary students also require immediate feedback and assessment to maintain motivation and track their progress effectively. The instant gratification culture of the digital age has created expectations for real-time responses and continuous progress monitoring. AI systems excel in providing immediate feedback on various aspects of language performance, from grammar and vocabulary usage to pronunciation and fluency, satisfying students' need for constant validation and improvement guidance. (Edmett, A., Richardson, P., & Thompson, K., 2024).

Moreover, students need learning environments that foster autonomy and self-directed learning skills, which are essential for lifelong language development. AI technologies can support this need by providing tools and resources that enable students to take control of their learning journey, set personal goals, monitor their progress, and make informed decisions about their study strategies. Understanding student perceptions of AI in English language teaching is crucial for several reasons. First, student acceptance and engagement are fundamental determinants of the success of any educational technology implementation. Regardless of how sophisticated or theoretically effective an AI system might be, its practical impact depends heavily on students' willingness to embrace and actively engage with the technology.

Research into student perceptions provides valuable insights into the factors that influence technology acceptance, including perceived usefulness, ease of use, and compatibility with existing learning preferences. These insights are essential for developers, educators, and policymakers who seek to design and implement AI systems that truly serve students' needs and preferences. Furthermore, student feedback can identify gaps between the intended functionality of AI systems and their actual effectiveness in real-world learning contexts. Students' experiences using AI tools in their language learning journey provide authentic data about the strengths and limitations of current technologies, informing future development and improvement efforts. (Moorhouse, B. L.,2024)

The study of student perceptions also reveals important considerations regarding the ethical and social implications of AI integration in education. Students' concerns about privacy, data security, academic integrity, and the potential impact on human interaction in learning environments must be carefully considered and addressed to ensure responsible AI implementation. In conclusion, as AI technologies continue to reshape the educational landscape, understanding English language education students' perceptions of AI use in teaching becomes increasingly vital. These perceptions not only reflect current attitudes and experiences but also provide guidance for future developments in AI-enhanced language education. The importance of AI in addressing educational challenges, its numerous advantages in personalizing and enhancing learning experiences, the continuous improvement of AI technologies, and the evolving needs of modern language learners all contribute to the significance of this research area. By examining student perceptions, educators and researchers can ensure that AI integration in English language teaching truly serves the needs and preferences of those it aims to benefit, ultimately leading to more effective, engaging, and equitable language education for all learners.

RESEARCH METHOD

The method used in this study is a qualitative descriptive method. According to Suharsimi Arikunto (2010:3) this research is a type of research that describes or explains a research object based on its characteristics. Qualitative descriptive research aims to explain the phenomenon as deeply as possible through data collection. If the data collected is in-depth and can explain the phenomenon being studied. The data from this study are the perceptions of English language education study program students about the use of AI in teaching English. The students' perceptions are reflected in the questionnaires they fill out. The data source for this study is English language education study program, Nusa Cendana University, Kupang.

The data obtained from the questionnaire with 18 questions. The questionnaire was then distributed to 150 students via google form. Simple statistical analysis was used to process the collected data. Respondents' answers

to the questionnaire were tabulated and presented in the form of diagrams and tables. Then the data is described according to the research questions.

FINDINGS AND DISCUSSION

The study involved 150 English Language Education students from various academic levels. Among the respondents, 78% reported having prior experience with AI tools, while 22% had limited or no exposure to artificial intelligence applications in educational contexts. The data revealed varying levels of awareness regarding AI applications in language learning. When asked about their familiarity with AI-powered language learning tools, 82% of participants indicated awareness of at least one AI application, with ChatGPT being the most recognized tool (91%), followed by Grammarly (73%), Google Translate (68%), and specialized language learning platforms like Duolingo (45%). However, only 34% of students reported regular use of AI tools specifically for English language learning purposes.

Students identified several advantages of incorporating AI into English language instruction. The most frequently cited benefits included:

Personalized Learning Experience: 67% of respondents appreciated AI's ability to adapt to individual learning pace and style. Students noted that AI tools could provide customized exercises and feedback based on their specific weaknesses and strengths in grammar, vocabulary, and pronunciation.

24/7 Accessibility: 71% of participants valued the round-the-clock availability of AI tutors and learning platforms. This accessibility was particularly appreciated by students with busy schedules or those in different time zones who could practice English at their convenience.

Immediate Feedback and Correction: 78% of students highlighted the instant feedback mechanism as a significant advantage. They appreciated receiving immediate corrections for grammatical errors, pronunciation issues, and writing mistakes, which facilitated faster learning and skill improvement.

Reduced Anxiety in Language Practice: 52% of respondents, particularly those with speaking anxiety, found AI tools less intimidating than human interaction. They felt more comfortable practicing pronunciation and conversation skills with AI chatbots without fear of judgment.

Cost-Effective Learning Support: 43% of students mentioned the economic benefits, noting that AI tools often provide affordable or free alternatives to private tutoring and expensive language learning resources

Despite recognizing benefits, students also expressed several concerns about AI implementation in English language teaching:

Lack of Human Emotional Intelligence: 69% of participants worried about AI's inability to understand cultural nuances, emotional context, and the subtle aspects of human communication that are crucial in language learning.

Over-reliance and Reduced Critical Thinking: 55% of students expressed concern about becoming too dependent on AI tools, potentially diminishing their ability to think critically and solve language problems independently.

Limited Creativity and Cultural Context: 48% of respondents noted that AI might not adequately address the creative and cultural dimensions of language learning, such as understanding idioms, cultural references, and contextual humor.

Technical Issues and Reliability: 41% of students mentioned concerns about technical glitches, internet connectivity requirements, and the reliability of AI-generated content, particularly in terms of accuracy and appropriateness.

Privacy and Data Security: 36% of participants expressed apprehension about data privacy and the security of personal information shared with AI platforms.

Students showed preferences for specific AI applications in their language learning journey:

1. **Writing Assistance and Grammar Checking** (74%): Students favored AI tools that help improve writing skills, check grammar, and suggest style improvements.
2. **Pronunciation Training** (61%): AI-powered pronunciation trainers were popular among students seeking to improve their speaking skills.
3. **Vocabulary Building** (58%): Intelligent flashcard systems and vocabulary games powered by AI received positive responses.
4. **Conversation Practice** (47%): AI chatbots for practicing conversational English were appreciated, though students preferred them as supplements rather than replacements for human interaction.
5. **Reading Comprehension Support** (39%): AI tools that provide reading assistance and comprehension exercises were moderately favored.

Regarding the integration of AI into traditional classroom environments, student opinions were mixed. 63% of participants supported a blended approach where AI tools complement teacher instruction rather than replace it. Only 12% favored complete AI-driven instruction, while 25% remained skeptical about any form of AI integration in formal education settings.

Students expressed a strong preference (81%) for teacher-guided AI implementation, where educators introduce and supervise the use of AI tools rather than students independently adopting these technologies. This preference reflects their desire for human oversight and pedagogical guidance in their learning process.

The findings reveal a nuanced perspective among English Language Education students regarding AI integration in language teaching. The high awareness levels (82%) combined with moderate regular usage (34%) suggest

a gap between recognition and practical application. This discrepancy indicates that while students are aware of AI capabilities, they may lack guidance or confidence in effectively utilizing these tools for language learning.

The strong appreciation for personalized learning experiences and immediate feedback aligns with contemporary educational theories emphasizing learner-centered approaches. Students' recognition of these benefits suggests they understand how AI can address individual learning needs and provide responsive educational support. However, their concerns about over-reliance and reduced critical thinking reflect a mature understanding of the potential risks associated with technology dependence in education.

The preference for blended learning approaches (63%) and teacher-guided implementation (81%) highlights students' recognition that language learning is fundamentally a human communicative activity. Their concerns about AI's limitations in understanding emotional intelligence and cultural nuances demonstrate awareness that language encompasses more than grammatical structures and vocabulary—it involves cultural competence, emotional expression, and interpersonal communication skills.

This perspective suggests that students view AI as a valuable supplementary tool rather than a replacement for human instruction. Their preference for teacher oversight indicates trust in pedagogical expertise and recognition that effective technology integration requires educational guidance and contextual application.

The concerns raised by students—particularly regarding over-reliance, privacy, and cultural limitations—reflect broader societal discussions about AI implementation in education. These concerns suggest the need for comprehensive digital literacy programs that help students understand both the capabilities and limitations of AI tools. Educational institutions should address these concerns through transparent policies regarding data privacy and by promoting critical evaluation skills that enable students to assess AI-generated content effectively.

The anxiety about reduced critical thinking skills indicates that students value intellectual independence and analytical capabilities. This concern can be addressed by designing AI-assisted learning activities that promote rather than replace critical thinking, such as AI-generated content analysis, comparative evaluation exercises, and reflective discussions about AI tool effectiveness.

The study's findings have several implications for English language teaching pedagogy. First, the strong student preference for teacher-guided AI implementation suggests that educator training in AI tools and their pedagogical applications is crucial. Teachers need to develop competencies in selecting appropriate AI tools, integrating them meaningfully into lesson plans, and guiding students in their effective use. Second, the students' appreciation for immediate feedback and personalized learning indicates opportunities for enhancing traditional teaching methods through AI augmentation. Teachers can leverage AI tools to provide additional practice opportunities, differentiated instruction, and comprehensive feedback while maintaining their essential role in facilitating human interaction and cultural understanding. Third, the

concerns about cultural context and emotional intelligence highlight the irreplaceable value of human teachers in language education. These findings reinforce the importance of maintaining human-centered approaches while strategically incorporating AI tools to enhance rather than replace traditional teaching methods.

Based on the study findings, several recommendations emerge for educational institutions and language teaching professionals: (a) Develop Comprehensive AI Literacy Programs: Institutions should create programs that educate both students and teachers about AI capabilities, limitations, and ethical considerations in educational contexts. (b) Implement Gradual Integration Strategies: Rather than wholesale adoption, institutions should consider phased implementation approaches that allow students and teachers to gradually adapt to AI-enhanced learning environments. (c) Establish Clear Guidelines and Policies: Clear institutional policies regarding AI use, data privacy, and academic integrity should be developed and communicated to all stakeholders. (d) Promote Critical Evaluation Skills: Educational programs should emphasize the development of critical thinking skills that enable students to evaluate AI-generated content and maintain intellectual independence. (e) Foster Teacher Professional Development: Comprehensive training programs should be established to help teachers effectively integrate AI tools into their pedagogical practices. The study's findings contribute to the growing body of research on AI in education and provide valuable insights into student perspectives on technology integration in language learning. As AI continues to evolve and become more sophisticated, ongoing research will be necessary to understand its changing role in English language education and to ensure that technological advancement serves the fundamental goals of effective language teaching and learning.

CONCLUSION

The findings reveal that English Language Education students generally hold positive perceptions toward AI integration in ELT, particularly regarding AI's potential to enhance personalized learning experiences and provide immediate feedback. Students recognized AI tools' effectiveness in improving pronunciation, grammar checking, and vocabulary acquisition. However, concerns emerged regarding AI's limitations in understanding cultural nuances, potential over-dependence on technology, and the irreplaceable value of human interaction in language learning. The study concludes that while English Language Education students acknowledge AI's transformative potential in language teaching, successful implementation requires balanced integration that preserves human pedagogical elements while leveraging AI's technological advantages for enhanced learning outcomes.

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