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Decolonize English at the Age of
Artificial Intelligence: Rethinking
Language, Literature, and Pedagogy

AI on Learning English: Application, Opportunities, Challenges

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Abstract:

The use of artificial intelligence (AI) in English Language Teaching (ELT) can be seen as both a benefit and a potential threat, depending on how it is used and implemented. On the one hand, AI technology has the potential to make language learning more efficient and effective by providing personalized feedback and practice exercises tailored to the different students' needs and learning styles. By conducting an in-depth analysis of the existing literature on this topic, the writers aim at gaining a deeper understanding of how AI is being used to enhance the learning of English as a foreign language. Moreover, the literature review has involved extensive search, mostly for relevant scholarly articles, books, and additional sources that explore the intersection of AI and ELT specifically towards writing, speaking and translation. Besides, the review has also resulted in a deeper understanding of the benefits and threats of using AI in ELT.

Keywords: AI; Learning English; Application; Opportunities; Challenges

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Introduction

Artificial Intelligence (AI) is a significant and revolutionary technology today. It becomes one of the most essential and transformative technologies in this era (Golan et al., 2023). When artificial intelligence is mentioned, it makes us think of a supercomputer, a device with extraordinary processing power, adaptive features like sensory inclusion, and other characteristics that give it the appearance of being human (Chen et al., 2020). M Aldosari said, "Artificial intelligence is one of the most prominent modern applications of information systems as a field of modern knowledge that is interested in studying and understanding the nature of human intelligence and its simulations to create a new generation of smart computers that can be programmed to accomplish many of the tasks that need a high ability of inference, deduction and perception, which are qualities that people enjoy. It is included in the list of smart behaviors" (Aldosari, 2020). It means that AI is a system that is created to have abilities like humans.

Artificial Intelligence applications are essential in all aspects of life. It deals with computer science, psychology, philosophy, mathematics, languages and other disciplines (Lesia Viktorivna et al., 2022). It also has been accepted and utilized in education, especially by educational institutions, in many ways (Chen et al., 2020). AI has the potential to have a significant impact on society. The use of AI will be able to create, change, and improve many aspects of human life. For example, a teacher used to have to check the exam results of his students one by one using a pen, now teachers don't need to do that anymore.

With AI, students can do the exam with the application, and the teacher will immediately be able to see the scores of his students. Hence, it is important to study about this AI.

In recent years, many researchers have been interested in studying AI in education. The study (Majid, Ishfaq and Lakshmi, 2022) discussed the application of AI in various fields of education, the study (Aldosari, 2020) highlighted the implications of artificial intelligence for higher education, and the study (Lesia Viktorivna et al., 2022) investigated the function of AI in English language acquisition, how effective it is, and what practical strategies may be employed to use it efficiently. The research (Sumakul et al., 2022) explained about point of view of the teachers in using AI in English Foreign Language class, and the research (Nazari et al., 2021) investigated the efficacy of a group format of an Artificial Intelligence (AI) driven writing tool in academic writing in English.

Artificial intelligence has found utility and practicality in diverse sectors such as speech identification, linguistic interpretation, virtual gaming, independent automobile creation, and medical identification. Likewise, during the last several decades, there has been a growing focus on implementing artificial intelligence in educational settings (Feng & Law, 2021). The AI system is constantly ready to provide support based on tutoring model's embedded teaching theories. The user interface evaluates learners' progress using various input methods such as voice, typing, and clicking, while offering output in the form of text, figures, cartoons, and animations. The improved human-machine interface integrates AI-powered features like natural language interaction, speech recognition, and detection of learners' emotions (Chen et al., 2020). Applications of artificial intelligence in the form of intelligent machines have a transformative impact on the roles of schools, teachers, and learners. These machines have potential to alter the dynamics of both traditional and virtual interactions within the educational environment. Teachers and learners will engage with interactive machines to collaborate on educational experiences and achieve desired goals. This transformation brings about a new paradigm in the educational objective (Lesia Viktorivna et al., 2022).

AI in Academic Writing

Artificial intelligence (AI) applications in academic writing can be broadly classified into two categories: those that support writers throughout the writing process and those that assess the calibre and reliability of written material (Golan et al., 2023). Manuscript preparation and writing can be aided by tools like natural language processing, which can comprehend and produce human-like language. Reviewers and editors can assess the manuscript's quality with the help of tools like automated peer-review platforms and plagiarism detection technologies. Additionally, a lot of articles may be swiftly and impartially assessed by automated peer-review mechanisms, which could lessen their workload.

In academic writing, the usage of AI-generated content also helps to expedite the editing process and save time spent on duties like structural and grammatical correction. A logical extension of this approach is the use of AI algorithms to create the introduction, discussion, and conclusion, among other portions of an academic publication. Although these AI-generated parts might not be entirely thorough or directly relevant to the current study, they could function as a preliminary, editable guide. Prior to submitting this feedback, ChatGPT successfully pointed out instances of passive voice and grammatical problems and offered suggestions, such as adding more examples and improving the structural order.

Applications with AI capabilities can help with writing assignments. Many experts agree that using AI-powered platforms or apps to help students with their writing assignments is acceptable (Fitria, 2021; Fyfe, 2022; Gayed et al., 2022; Godwin-Jones, 2022). Actually, a lot of professionals and students utilise these tools and platforms to make sure their writing is error-free and of higher quality (Fitria, 2021). Typically, AI-powered writing tools and platforms analyse text and offer ideas for enhancements. Certain programs can even produce text according to certain criteria, such keywords or a particular subject.

An excellent illustration of an AI-powered writing tool is Grammarly. By identifying mistakes in grammar, spelling, punctuation, and style, it aids pupils in improving their writing. It offers ideas and explanations in real time to improve the writing's efficacy and clarity. As a result, some simple word editors, like Microsoft Word and Google Docs, have added AI elements to improve students' writing experiences. As students write, they offer advice on how to improve their grammar, spelling, and writing style (Ida Royani & Sihombing, 2024).

Additionally, the AI features can identify problems with conciseness and clarity, assisting students in improving their writing. Students can enhance the quality of their writing and streamline the process

by utilising AI-powered platforms or applications in addition to their own abilities. Nevertheless, the inability of these platforms and applications to properly comprehend the context and subtleties of language can lead to mistakes or odd wording. It's crucial to remember that using AI only to do an essay assignment is not advised. While AI-powered writing tools and platforms might be useful for tasks like grammar and spelling checks, they cannot completely replace the analytical and critical thinking abilities needed to produce a high-caliber essay.

Paraphrasing

When writing scientific articles, a teacher should also be able to paraphrase. Teachers are finding it more difficult to paraphrase when writing scientific publications (Khabib, 2022). Clearly and succinctly paraphrasing information is a challenge for many educators. Because scientific articles are frequently used as information sources in other fields of research, it becomes problematic. Teachers frequently struggle to recall the details in scientific articles, especially when they employ conventional paraphrase techniques. Nonetheless, it is well known that paraphrasing is crucial to scientific writing. Because it shows that the author understood the original content sufficiently to repeat it, paraphrasing is essential. It also provides the author with a powerful alternative to the rarely used direct quotations.

Additionally, AI greatly aids academic lecturers in summarising scientific papers. When it comes to paraphrase, artificial intelligence has supplanted human translators (Lesia Viktorivna et al., 2022). The reason for this is that paraphrasing takes a lot of time and work. To get the intended outcomes, educators must employ AI appropriately. Quillbot is a well-known paraphrasing technique. It is the first AI program that can be used in any language and was created especially for paraphrasing scientific publications. Because of this, it is ideal for writing scientific essays. The ability of Quillbot to paraphrase has been the subject of numerous investigations. According to the findings, Quillbot is a great paraphrase tool (Nazari et al., 2021). This program can assist users in accurately and swiftly paraphrasing scientific texts, according to another study. Compared to other AI programs, it is more accurate (Schmohl et al., 2020). These tests' findings demonstrated that Quillbot is a trustworthy and precise paraphrase tool. Additionally, Quillbot's capacity to help with paraphrase could result in a more accurate and faster research procedure for both professionals and teachers (Liu et al., 2021). This is important because it has the potential to significantly shorten the time required to produce research articles.

Automated Writing Evaluation

Today, AWE is widely used in educational settings for both first and second languages (L1 and L2) at all instructional levels, from elementary schools to universities (Godwin-Jones 2022). Writing is a difficult task that requires both basic (spelling, mechanics) and advanced (content structure, logical sequencing, stylistic appropriateness) skills (Godwin-Jones, 2022).

Giving CF on student writing may be a very time-consuming undertaking for teachers. Depending on the size of the class, providing personalised criticism can be intimidating. AWE systems have the potential to provide quick and reliable CF when compared to human readers and raters. Because supplementary writing resources are frequently integrated, the resources provided can be more extensive than teacher-supplied feedback, depending on the AWE system being used.

The capacity to edit and improve is a key component of successful writing, as the end product is frequently very different from the initial draft. Feedback for each subsequent draft, which results in a succession of revision cycles, is essential in that process for novice authors. Feedback for each subsequent draft, which results in a succession of revision cycles, is essential in that process for novice authors. While maintaining data on changes, automated systems monitor revisions and provide CF for each rewriting—a process that is probably challenging for an instructor. In this approach, an AWE system can pinpoint areas that need work, giving the writer insight into what makes a strong piece of writing—a crucial step in building metacognitive knowledge about writing and language acquisition. Research has demonstrated that including AWE into writing training can provide a helpful foundation for intentional practice. Writers may become more motivated as a result of the changes they perceive.

AI in Speaking using LearnEnglish Teens

Learning in the intermediate speaking classes by using AI-based internet media, such as 'LearnEnglish Teens,' allows students to develop completely in activities, exercises, drilling, repetition, and exposure to the authentic language used in the learning materials (Royani, 2025). Students and

lecturers are found involved together in whole class practices. It is not only the lecturer becoming an operator in viewing and presenting learning practices but also convincing all students to participate in the classroom. Learning mobility in the classroom is also captured by repeated shifts of performance. Technology has been revealed to have a dynamic class atmosphere where students and lecturers can integrate fragment language skills into an integrative proficiency of language use. Features of the application using this AI can be visited as follows.

Preparation

At the beginning of the preparation, the lecturer showed the given preparation materials to get the students' knowledge towards the relevant experiences. Pictures or simple questions are answered together in front of the class as a whole class activity. In addition, students were also encouraged to move forward if necessary to actualize the intended answer of the preparation stage. Nonetheless, the lecturer had to support activities with additional aid to regulate the turn-taking of participation by managing slide presentations into zoom in and out or just having the students' articulation and pronunciation well produced. Besides, the lecturers also revealed how the appropriate answers for the questions were discussed instinctively when some students answered incorrectly.

Practice

The practice was established by three stages, namely, watching a conversation video, playing with the video by reading the given transcription, and playing the video by filling in the gaps of missing sounds, letters, or words. In practice, students were initially presented with a video of two speakers conversing on a specific topic with useful expressions of the present language use achievement. The lecturer played two or three times, adjusted by duration and students' needs. Then, students were induced to practice with the video initiatively; meanwhile, on other occasions, the lecturer just called the name to ensure an alternate practice in the class. So, students' participation can emerge systematically and assert fair treatment among students. Essentially, at this moment, the lecturer cannot correct the students' errors and unintentional mistakes because of the slower speed than the actual native speaker, which was switched.

In this part, (Thornbury, 2023) depicts that providing opportunities for students to talk during class and limiting teacher talk should be a fundamental aspect of teaching speaking principles. This argues the linguistic competence of intermediate speaking skills (Brown, 2007), in which students aim to satisfy routine social demands and engage only in short conversations, as found in the learning materials in LearnEnglish Teen.

Checking students' understanding

After having role plays with the video, checking students' understanding was begun by drilling and practising the previous conversation; guidance was given primarily to students. In about 3 to 5 minutes, students completed the exercises and performed the answers to the entire class. At this moment, students confirmed their understanding of the language use and adequate responses by reading aloud in shifts, one by one, repeatedly until the end of the exercise items. The lecturer can use this mode of reciprocal interaction by pronunciation check so that the whole class is aware of inappropriate realization occurrences. Corrections can be made in words, phrases, and utterances.

Interestingly, the lecturer also developed this activity by reacting to the specific responses of the exercises, such as the True and False questions. The lecturer expected a more complex answer by creating new statements. For instance, the statement 'Gemma is stressed and upset' was answered by 'True'. The intended response is not True briefly. However, students had to answer, 'It is true that Gemma is stressed and upset.'

This activity unlocked students' creativity and allowed them to think of different ways of saying identical things. Nonetheless, students must be noticed again frequently in each meeting to reply as alike in every situation. Thus, the lecturer should assist the students as efficiently as possible in exercise drill (Harmer, 2003), who stated that the teacher's role is as a prompter, resource, and tutor.

Discussion

As the latest part of the drilling, the practice of intermediate English speaking is discussed. By this element, students are developed to use learnt expressions in the given context. The lecturer in this activity empowered language skill through monologue in front of the class. Students were answering the discussion question by elaborating ideas and descriptions to bring about the use of authentic language expressions in a common communication which had been played in the pervious practices.

Having speeches in classroom performance has been categorised into several organizations students need to achieve. Vocabulary enhancement was the pre-occurred activity before monologuing. As the fundamental practice in the intermediate speaking class, students were exposed to numerous important new phrases with meanings as their lexical resources in language learning. Then, students are equipped with a well-structured organization of speech at the primary level of general speaking in the forward-facing of a small number of audiences. The lecturer stimulated every aspect of speaking elements, contents, language use, and additional strategic advice for better communication. If they had paused while speaking, then the lecturer would have anticipated taking over a few seconds to fill the gap of the speaking exercise by asking leading questions to the expected track. On the other hand, the remaining students should have recognized that the drill continued randomly, including themselves. So, they would rather listen to the performers than pay less attention because of individual preparation for class performance turns.

Participation activities resulted in the classroom using LearnEnglish Teens as the most diverse and interesting in the oral communication repertoire. (Celce, Marianne, 2001) (2001) urged that participation in the guided discussion could be the most commonly used method. Recorded audiotapes or conversations was found to raise awareness of students' own difficulties of expression. Besides, in the process of listening to the recordings, students can concentrate on the native speakers' speech and note effective and interesting usage.

AI in Translation

Artificial Intelligence (AI) has extended to academic activities in Indonesia with various smart features and super-fast estimated completion times. Take ChatGPT, for example, a chatbot capable of generating hundreds or even thousands of languages and instantly performing the tasks assigned. Simple and requiring little thought, anyone can make it a conversation partner or work companion, and a free 'helper' and assistant. It's no wonder that ChatGPT is the most popular AI among people today. So, what about the task of translating? There are many AIs that can be used to perform that task, such as Google Translate, DeepL, AiTranslator, Quillbot, Microsoft Translator, Bing Microsoft Translator, and so on. Which all have their own advantages and disadvantages, both in terms of accuracy, context, document types, and additional features. If AI is just a tool that can assist humans in translation activities, then what is the collaboration and limitation of AI with human translators? Will AI be able to replace humans in translation when the demand for translation is very similar to the highest quality of human-made translation? The following discussion will attempt to explore that question along with related references.

Artificial Intelligence in translation offers equivalent and literal equivalence, a super-fast processing time but struggles to interpret meaning with social and cultural context when communicating. On the other hand, human translation is slower but produces equivalence accuracy that is also very good compared to AI and possesses theorization and strategy competencies as well as methods and techniques that have been prepared from the beginning, so the diverse semantic meanings of the source language can be translated very well because humans are capable of processing or analyzing quite complex language. However, AI cannot be considered a reduction of the existence of human translators; rather, it should be accompanied by humans so that the translation results can become a new text without eliminating the social and cultural aspects present in the source text. Therefore, human translators need to be equipped with the skills to operate AI-based translation machines so that AI can become an assistant tool for translators.

Translation, in simple terms, is the activity of translating from one language (source language) to another (target language) (Catford, 1965). Translation is carried out so that the information, message, and meaning from the source language can be understood by the target language users through the equivalence/adequacy found when the source and target texts are compared (Bassnett, 1980). If the message is in written form (text), then the translation must include the content of the translated text in terms of text, audience, and culture, as stated by (Redzioch-Korkuz, 2023) that the translation process also includes the concept of the source text and the target text. In other words, this language transfer also involves the related concepts of directionality and the transfer of fixed elements whose meanings cannot be extended, as well as maintaining a level of similarity that is likely to distinguish translation from adaptation or rewriting. (Bassnett, 1980) also adds that translation is more about intercultural and intertemporal communication activities as a response to the production of new texts that emerge from the translated text.

During the translation process, translators are required to possess competent capabilities, referred to as Translator competencies by (Alharbi, 2024), to translate the source text as naturally as possible, so that the audience (clients) can understand the meaning and purpose of the text in their own language. On the other hand, (Silis, 2022) quoting Pym's argument that a translator is actually theorising when they translate, this ability is referred to as theorisation. And it is strongly emphasised that translation theory will be very necessary during the practice of translation. In addition, the concept of translation theory is also referred to as a conceptual tool that can assist translators in deciding the use of the target language that aligns with the source language. Therefore, translation is a professional job equipped with translation knowledge, training processes, and decision-making on the chosen language through a selective approach and qualified considerations towards the target language.

The conceptual theory of the translation process that must be fulfilled by a translator includes procedures: methods, strategies, and techniques of translation that are very rigid and detailed as a requirement to obtain translation results that correspond to the source language. According to Vinay and Darbelnet (1958), these procedures are divided into two classifications: literal and oblique. Literal translation occurs when there are exact structural, lexical, and even morphological similarities between two languages. Done with borrowing (words taken directly from another language), *claque* (foreign words or phrases translated and adapted into another language), and word-for-word. Meanwhile, oblique offers translations that cannot be produced by literal translation, namely by using transposition, modulation, equivalence, and adaptation. In addition to these procedures, translators can also use other techniques to complement these procedures such as compensation, concentration, amplification, reinforcement, explication, generalization, and inversion. (see (Molina & Albir, 2022).

In addition, (Nida, 1964) also proposed three types of translation techniques, which include additions, subtractions, and alterations, all of which are used to adjust the form of the message to the characteristics of the target language structure. Then this technique will also produce a structure that is semantically equivalent, meaning the meaning is translated accurately. Then, with this technique, the translation results in an exact stylistic equivalence and provides a communicative style that is equivalent between the two translated languages. Thus, this procedure can address linguistic and cultural differences and add additional information about the historical and cultural context of the text in question.

Other procedures were also found as proposed by (Newmark, 1988) which offers recognized translation for translating general terminology, functional equivalent (using neutral words, free from cultural aspects with additional details), and naturalization (borrowing words from the source text and adapting them to phonetic and morphological norms), and translation label (temporary translation of new terms). Newmark also added solutions to solve the problems encountered during the translation process by combining two or more methods; these solutions are referred to as double, triple, or quadruple.

In addition, Newmark also added synonyms as an additional category. From all the complexities of the procedures that a translator must possess as a professional, as described above, there are AI-based tools specifically designed to translate text from one language to another. The capabilities of this AI machine cannot be denied as it can process thousands of languages, types of documents, and work processes at super speed. For example, the sentence below, when translated into English using AI, yields a translation that is more or less similar and does not distort the message intended to be conveyed from the source text.

Siswa- tengah semester.	siswa melaksanakan ujian	dasar ujian semester.	Google translator: Elementary school students are currently taking semester exams. Quillbot: Elementary school students are taking their semester exams. DeepL: Elementary school students are taking their midterm exams.
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Analysis for comparing AI translation results with human translation has been studied by (Nasser & Awadh, 2024). It was found that AI and humans have almost the same accuracy, with the difference

being that humans use semantic strategy while AI uses literal strategy. Therefore, this research recommends updating data and dictionaries that can support the technological revolution in translation and proposes a human-AI partnership to improve the quality of translated texts. (Xiao, 2021) also added that AI can indeed produce translations very quickly, saving time on tasks, and mentioned that AI requires the development of more complex operations such as interface operations and processes. This is due to the ambiguity of polysemy in the source and target languages that cannot be determined by AI, which requires language analysis and the processes of theorization and strategy. From the review of these two studies, AI and human translators are highly expected to collaborate so that the translation results become more powerful and yield client satisfaction.

Opportunities of Using AI in Education

The utilization of Artificial Intelligence in education, known as AIED, has created new opportunities for developing effective learning activities and improving the development of technology-driven learning applications and settings (Hwang et al., 2020). The use of AI has simplified the completion of administrative tasks and enhanced the efficiency and efficacy of teachers or instructors in delivering instructions and guidance to students (Chen et al., 2020). Consequently, their motivation and confidence are elevated, leading to a sense of responsibility for their own learning and fostering autonomy (Nazari et al., 2021). The rapid progress of AI offers thrilling prospects for education, a diverse range of technologies, features, and functions (Zhang & Aslan, 2021).

AI in Education (AIED) has the potential to enable diverse interactions, enhance learner engagement, develop adaptive learning materials, provide metacognitive prompts, create enriched learning environments, and improve student learning results (Zhang & Aslan, 2021). AI can be efficiently utilized to transcribe lectures delivered by faculty members in local languages, thereby creating valuable educational materials for students pursuing technical education (Majid, Ishfaq and Lakshmi, 2022). Michele Salvagno, Fabio Silvio Taccone and Alberto Giovanni Gerli stated that ChatGPT has the potential to be a very effective and valuable resource for various tasks, including creating drafts automatically, summarizing articles, and translating languages. Its application in academic can greatly enhance the speed and convenience of writing tasks (Bom, 2023).

(Salvagno et al., 2023) stated that one of AI platform (such as “elicit.org”) can help researcher to review the academic paper and research. Not only does it proceed to find references, but also it gains summary, highlight intended areas of confusion and so on. In relation to this occasion, (Khabib, 2022) convinced that the process of writing a scientific article to be easier and more enjoyable with the help of AI. This tool provides to reduce errors and mistakes to reach accuracy and more efficient writing. Also, AI can suggest feedback to improve the writing by generating ideas with powerful significance to aid language processing when users find ideas dormant in certain demands.

Not only to individual use of benefits, AI is also helpful in instructional language learning. (Nazari et al., 2021) and (Sumakul et al., 2022) initially investigated the teachers’ perspective towards the use of AI in the classroom. The results show that all teachers had positive perceptions towards the use of AI in their classrooms and teachers agreed that AI help students to learn which indicates the students’ motivational levels in technological competence should be put into consideration when students AI involved in EFL classroom.

Besides of such evidence, (Godwin-Jones, 2022) and (Majid, Ishfaq and Lakshmi, 2022) depicted that AI use in the classroom when it is integrated into writing instruction and practice, has significant benefit to both students and teachers. Teachers are helped to provide students with gaining meta-linguistics knowledge prompted by AI, displaying how it can personalize information to be used as a learning experience, and overcoming weaknesses to enable students reach the learning goals. It is inclusive and accessible to self-learning automatically.

Challenges AI in Education

In using AI, it is very important to have an internet connection. Without an internet connection, AI will not work properly. Therefore, Students expressed dissatisfaction with the unreliable connectivity (Yang, 2007). The difficulties associated with creating intelligent tutoring systems and adaptive learning systems encompass more than just computer programming abilities. They also involve the methods used to replicate the intelligence of human experts. These challenges arise because Artificial Intelligence in Education (AIED) is a field that significantly relies on technology and encompasses various disciplines.

If researchers lack an understanding of the roles of AI in education and the workings of AI technologies, they may struggle to effectively implement AIED applications and activities (Hwang et al., 2020).

One of the primary obstacles in incorporating educational technology is effectively involving students who possess varying emotional traits, levels of motivation, beliefs, self-perceptions, and emotions (Nazari et al., 2021). The insufficiency of AI generated language is clear, as the result is not consistently natural. Students must work hard to improve and modify the created language (Sumakul et al., 2022). One of the examples of AI is ChatGPT. A challenge with ChatGPT is its reliance on accurate input data to give precise results (Bom, 2023).

Initially, (Aldosari, 2020) presented evidence that there is a decrease in the level of awareness of the mechanisms of applying artificial intelligence, and suggested a need to further spread awareness on the possibilities of using artificial intelligence applications in education. In detail, (Lesia Viktorivna et al., 2022) reviews AI in language learning that learners are afraid of in EFL Ukrainian University where AI have been understood in a very high level. The learners depicted that ChatGPT can generate ideas, finding literature, summarizing research finding, writing abstract, and proofreading which prevents plagiarism. It is also good at writing specialized articles which can surpass the human capabilities. As a result, learners have to head off to losing personal information and fear of losing natural environment with speakers and real emotions. Additionally, AI can lessen the learners' spontaneity and creativity in language learning. So that, AI requires the wisdom of human content designers and educational experts to maintain the existence of human knowledge as (Schmohl et al., 2020) suggested previously.

Different view of (Bom, 2023) has been achieved that ChatGPT does not yet support input in graph or picture formats. The text generated by ChatGPT might not match the format commonly used in academic papers, so it required a lot of editing. One problem with ChatGPT is that it needs accurate input data to provide accurate results. However, the extended reproduction of false data should bear in mind. Authors in this case, users are responsible for ensuring there are no concerns about potential plagiarism.

Another problem with ChatGPT is also delivered by (Salvagno et al., 2023) who said that there is no publication in the field of critical care medicine prepared using this approach; however, this will be a possibility in the next future. Even if various fields of data are used by chatbot, there is still human power to give judgment and decision or application. Therefore; the use of AI in education still involves debates in ethical practice and verification to eliminate challenges.

Conclusion

The use of artificial intelligence (AI) in academic writing has many benefits. AI can save time, increase efficiency, and simplify the writing and editing process. While there are significant benefits, the use of these tools also generates controversy. AI can reduce learners' spontaneity and creativity in language learning, and the results are not consistently natural. Nevertheless, the integration of AI into everyday life is unavoidable and individuals need to understand and utilize its usefulness. AI chatbot tool developed by OpenAI, Quill Bot, and ChatGPT, and application LearnEnglish Teens have great potential benefits in a variety of tasks. This technology has potential benefits to increase productivity and assist in education especially in the field of writing, translation, and speaking which formentioned in this present review. However, there are some limitations in its use, such as misinformation and biased content, sometimes inaccurate data, not supporting input in graphic or image formats and so on. It can be an opportunity and can be a challenge for its users, depending on how they use it. Therefore, as a user it is important to evaluate and regulate this technology to be able to use it ethically and responsibly.

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