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The Trends in the Integration of AI Technologies in English Language Teaching: Systematic Literature Review

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Abstract
This systematic literature review (SLR) focuses on AI, which is generally a new topic in education, with limited reviews on its use and roles, especially in ELT practices. Three research questions guided this review, which are: 1) How have AI technologies in ELT been defined and conceptualised in recent years? 2) What role does AI play in supporting ELT in recent years? 3) What strategies can be implemented to ensure the responsible and ethical use of AI technologies in ELT? The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) coding scheme, which is an established systematic review framework, was utilised as a guideline in selecting the articles for the review. Three phases were involved: identification, screening, and inclusion. As a result, the review included twenty-four out of thirty-two papers from Scopus and Web of Science (WOS) for analysis. The findings reveal that AI has progressed from just an intelligent system to a practical technology in the ELT field. It plays an essential role in supporting ELT practices through available tools and applications for both educators and learners. Lastly, the findings indicate that it is crucial to use AI in a principled manner, develop systematic guidelines and ethical frameworks, and conduct further research on AI in ELT to ensure proper use of AI among educators. Overall, this comprehensive review may serve as a valuable reference for future research in understanding the effectiveness of AI technologies in ELT practices.

Keywords: Artificial Intelligence (AI), English Language Teaching (ELT), PRISMA coding scheme, Systematic Literature Review (SLR)

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Introduction

The ELT landscape has transformed tremendously due to the pandemic. The pandemic has shifted traditional face-to-face learning to online learning. Then, it transformed learning into blended learning in the post-pandemic era. These changes have led to the integration of technology in ELT to ensure that the teaching and learning process is not affected by the pandemic. Furthermore, there is a notable trend towards student-centred approaches, highlighting task-based learning and communicative language teaching, which emphasise practical communication skills over traditional teaching methods (Valledor et al., 2023). This phenomenon proves how the pandemic led to the integration of technology in education at a global scale (Sharadgah & Sa'di, 2022). According to Huang et al. (2023), AI is currently the latest technology in the education field. The flexible AI tools and applications support the ever-changing landscape in the ELT field (Alhalangy & AbdAlgane, 2023). Thus, the AI integration in the ELT practices is relevant as Crompton et al. (2024) state that AI may positively change English education and enhance both teaching quality and learning experiences.

Previous systematic reviews have generally focused on AI integration in education (Crompton et al., 2024). Lack of recent reviews of AI integration into ELT despite its rapid development in education (Sharadgah & Sa'di, 2022). Hence, this review highlights the rise of AI technologies in the ELT field, so both educators and learners are aware of what they can harvest from this new technological development. The exposure impacts not only their teaching and learning experience but also their lives in general. According to Kucuk (2024), "The functionality and practicality of artificial intelligence, which is in every aspect of people's lives, are among the factors that make it the most preferred" (p. 101). This review aims to examine AI integration into ELT from 2020 to 2024, focusing on the three research questions: 1) How have AI technologies in ELT been defined and conceptualised in recent years? 2) What role does AI play in supporting ELT in recent years? 3) What strategies can be implemented to ensure the responsible and ethical use of AI technologies in ELT?

Literature Review

AI Technologies in ELT

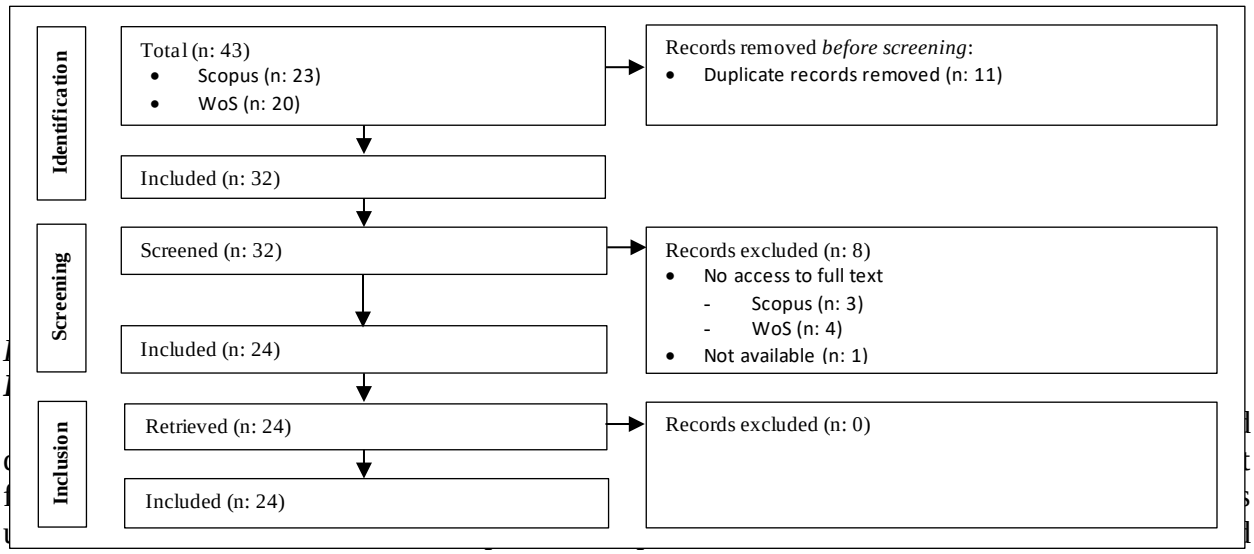
The advancement of information technology and educational concepts has shed some light on the ELT field (Yuan et al., 2023). Currently, AI is the latest technology in education (Huang et al., 2023). It has changed how students learn English by offering personalised learning paths, immediate feedback, and adaptive language activities tailored to students' levels (Binu, 2024). Furthermore, the emergence of AI language learning applications also provides interactive practice in real-time situations, reflecting more efficient ELT methods (Meniado, 2023). Al Mukhallafi (2020) highlighted that AI could improve the ELT field in the areas of instructional and assessment methods due to its personalised learning approach. Overall, the impact of AI technologies is evident in the ELT field (Sharadgah & Sa'di, 2022). The integration of AI technologies in education has removed traditional concepts and introduced new perspectives for future education (Kucuk, 2024). Their contribution is widely acknowledged in the education setting, particularly in the ELT field (Delgado et al., 2020). Therefore, English lecturers should incorporate AI technologies to teach the current generation effectively (Slimi et al., 2022).

AI Tools and Applications in ELT

AI tools have evolved and incorporated advanced data processes like data perception, analysis, and utilisation (Antonenko & Abramowitz, 2022). The evolution in AI-driven language tools leads to the transformation of traditional teaching methods by enabling personalised and adaptive instruction (Govindarajan & Christuraj, 2023). Among AI-based applications that have been used widely in the ELT field are AI-based writing tools, machine translation, generative AI, Naver Papago, Google Translate, and Grammarly (Lee et al., 2024b). Furthermore, there is ChatGPT, which is always accessible and can offer alternatives and solutions based on specific needs (Kucuk, 2024). In China, the Liulishuo application has been used for speech synthesis, pronunciation evaluation, speech recognition, and syntax error detection (Chang et al., 2022). Learners can improve their pronunciation issues after using the application for two months. Owoc et al. (2021) highlighted that Nuance's speech recognition software can assist educators to prepare assignments, organise tasks, and manage communications through notifications or emails. They also mentioned Coggni, a conversational AI software that uses virtual assistants for providing immediate feedback and personalised tutoring, aligns with students' needs. Both applications are practical as language learning aids for students and educators. Thus, staying updated with the advancement of technology in education is necessary, consistent with the growing number of AI tools and applications (Kucuk, 2024).

Methodology

The study used the PRISMA coding scheme, an established set of rules for performing systematic reviews (Shadiev & Yang, 2020). The rules ensure all the articles meet the criteria for inclusion and are free from the requirements for removal. The article selection process, following the PRISMA coding scheme, was divided into three phases: identification, screening, and inclusion (refer to Figure 1). The Mendeley software assisted the selection process.



with the keywords. Unfortunately, 11 duplicates have been excluded from the article list. Table 1 shows the identification of articles during this phase.

Table 1. *Article identification*

Abstracting and Indexing Databases.	Total Search	Duplicate	Total
Scopus	23	11	32
World of Science (WOS)	20		

Phase 2. Screening

After the identification process, there was a screening process to check if the articles met the standards for inclusion. As a result, the process removed eight articles due to no access to the full text (Scopus three; WOS four), and one article was unavailable (Refer to Table 2). The other 24 articles were accepted as they were relevant to both AI and ELT areas. For the resources list, refer to Appendix A.

Table 2. *Screening*

Search Engine	**Total Search**	**No access to the full text**	**Not available**	**Total**
Scopus	23	3	0	24
World of Science (WOS)	9	4	1	

Phase 3. Inclusion

Following the screening process, further reviews of the articles were conducted to find related research that fits the study's scope. This systematic literature review followed a clear set of guidelines that includes articles and conference papers that: 1) are relevant to the topic of this research and published in English, 2) revolve around both local and international settings, 3) specifically address the application of AI technology in the ELT field, 4) were published over five years, ranging from 2020 to 2024.

Results

How AI Technologies in ELT Have Been Defined and Conceptualised in Recent Years?

Based on the analysis, AI technologies have evolved significantly in recent years, encompassing changes in their definitions and concepts. According to Hockly (2023), AI refers to "a system's ability to correctly interpret external data, to learn from such data, and to use those learnings to achieve specific goals and tasks through flexible adaptation" (p. 2). Sharadgah and Sa'di (2022), who cited Bin and Mandal (2019), highlighted that AI is a discipline that integrates some aspects of computer science, cybernetics, linguistics, and others. Kusuma et al. (2024) cited Antonenko and Abramowitz (2022), who stated that the development of AI technologies includes advanced data processes such as data perception, analysis, and utilisation. Binu (2024) described AI as a technology application that involves natural language processing and machine learning for delivering personalised instruction and feedback. Delgado et al. (2020) defined AI as a system designed to exhibit human-like intelligent behaviours.

The conceptualisation of AI technologies in the ELT field has significantly progressed due to its potential to change the educational landscape. For instance, Crompton et al. (2024) noted the acknowledgement of AI at the tertiary level. It demonstrates that AI has caught the attention in academic contexts. This observation aligns with Tang and Foley (2022), who highlight the significant need for expertise in both AI and English due to technological development and global reach. Then, Sharadgah and Sa'di (2022) stated that AI has expanded its influence across sectors, including education. The expansion highlights its progression in the education field. Next, Yuan et al. (2023) pointed out that AI and 5G networks have supported innovations in college English

classes recently. This progress fosters new approaches to language teaching. Furthermore, Rahimi and Sevilla-Pavón (2024) highlighted that AI has encouraged innovations in educational practices, especially in programming and teacher training areas. Finally, Alhalangy and AbdAlgane (2023) stated that AI-assisted technologies have the potential to make education more flexible and comprehensive, while also promoting the development of relevant skills needed in today's world.

What Role Does AI Play in Supporting ELT in Recent Years?

The findings reveal that the roles of AI technologies in the ELT field in recent years have primarily focused on supporting both English language teaching and learning. AI can improve language skills and maintain student engagement in education (Alhalangy & AbdAlgane, 2023). Moreover, AI-driven technologies save educators' time in preparing teaching materials such as worksheets, exercises, and activities in language classrooms (Govindarajan & Christuraj, 2023). In addition, Delgado et al. (2020) emphasised the inclusivity of AI-based applications in education, which could cater to learners' different needs and ensure accessible and equal educational opportunities to all language learners. Alhalangy and AbdAlgane (2023) highlighted that the flexibility of the AI tools in education to support the language teaching experience was agreed upon by the language experts.

AI technologies have been developed for their roles in supporting language learning in various ways (Valledor et al., 2023), including supporting language comprehension among learners (Al-khresheh, 2024; Mabuan, 2024; Özçelik & Ekşi, 2024) due to their flexibility (Alhalangy & AbdAlgane, 2023; Delgado et al., 2020), and capacities to assist learners' language development (Mabuan, 2024). These technologies facilitate error checking (Lee et al., 2024b; Özçelik & Ekşi, 2024) and language translation (Govindarajan & Christuraj, 2023; Mabuan, 2024), which makes these technologies preferable as a language learning tool (Alhalangy & AbdAlgane, 2023; Özçelik & Ekşi, 2024). Furthermore, they assist learners in writing tasks, provide corrective feedback, perform grammar checks, and promote self-learning (Binu, 2024), alongside assisting with homework completion (Govindarajan & Christuraj, 2023; Özçelik & Ekşi, 2024). AI technologies also provide language practices across all skills, including grammar (Binu, 2024; Kucuk, 2024), reading (Binu, 2024; Govindarajan & Christuraj, 2023), writing (Alhalangy & AbdAlgane, 2023; Binu, 2024; Mabuan, 2024; Özçelik & Ekşi, 2024), listening (Govindarajan & Christuraj, 2023), and speaking (Alhalangy & AbdAlgane, 2023; Ironsi, 2023). Moreover, they offer personalised learning to learners (Al-khresheh, 2024; Kusuma et al., 2024; Özçelik & Ekşi, 2024; Yuan et al., 2023). Feature such as two-way communication provided by AI applications offers conversational tools and interactive learning activities to learners (Hung et al., 2023; Kucuk, 2024). AI chatbot activities increased learners' confidence to communicate in English in an authentic setting (Lee et al., 2024a).

What Strategies Can Be Implemented to Ensure the Responsible and Ethical Use of AI Technologies in ELT?

The first strategy found in past literature is using AI technologies in a reasonable manner, full of principles, especially in the post-pandemic era, where these technologies are still developing and becoming mainstream to the public (Hockly, 2023). Kohnke et al. (2023a) highlighted the same idea, recommending that English educators use AI technologies in a principled manner to enhance language learning. The second strategy is to develop guidelines and ethical frameworks that ensure data privacy and transparency throughout the process (Mabuan, 2024). Kohnke et al.

(2023a) suggested that all institutions to develop appropriate guidelines for using AI tools in teaching and assessment practices. Additionally, Kohnke et al. (2023b) shared several tips for English educators to stay updated with AI technologies. The suggestions include attending professional training, treating AI as a supporting tool in teaching and learning, establishing guidelines and policies for data privacy and ethical use, and upgrading access and infrastructure.

Discussion

The analysis reveals that AI in ELT has made significant progress by combining technological advancements with pedagogical innovations in education. This progression demonstrates that AI is no longer a theoretical construct, but it is now a practical application in teaching and learning. This development aligns with Sharadgah and Sa'di (2022), who note that AI technologies have gained their place in ELT. Furthermore, they are also acknowledged in education widely (Delgado et al., 2020).

Moreover, the analysis shows that AI technologies play a crucial role in supporting ELT across all skills with their available tools and applications. Educators could save time in preparing materials and delivering their teaching practice. Learners can experience personalised and interactive language learning. This would enhance students' engagement in the classroom. The analysis parallels that of Valledor et al. (2023), as they state that AI technologies support language learning. Thus, it explains why it is a must to stay updated with the technology development in education, as highlighted by Kucuk (2024).

Additionally, the analysis highlights that educators should use AI technologies properly. Thereby, they should attend training to get themselves well prepared with all the required skills to seamlessly integrate AI into their language classroom. It is relevant for educators to get professional help in paving the way to learn how to use AI technologies effectively in their teaching practices. This recommendation is relevant, as Huang et al. (2023) note that AI technologies are still new in the education field. This effort is also consistent with Slimi et al. (2022), who state that teaching approaches should meet learners' needs and accommodate the current technological development. Other than that, the analysis also indicates that developing guidelines and frameworks is vital in ensuring the ethical use of AI among educators. Since education is a highly regulated industry, it is relevant for these documents to be in place as a source of reference and guidance for educators.

Conclusion

In conclusion, past literature on AI integration in the ELT field reveals significant insights across three key research questions. The first research question focused on how AI technologies in ELT have been defined and conceptualised in recent years. Recent literature shows significant developments in the conceptualisation and use of AI technologies in the ELT field. AI has progressed and transformed traditional teaching methods into more effective ELT practices. The second research question addressed the roles of AI technologies in supporting ELT practices. Previous literature indicates that the attributes of AI technologies in the ELT field mainly emphasise their abilities to support many aspects of ELT and language learning. The final research question centred on suggestions for educators to use AI technologies in their ELT practices. Past studies suggested that English educators use AI in a principled manner, develop appropriate guidelines and ethical frameworks, and stay current with AI developments.

Future studies may expand the scope of the literature review by incorporating more recent and diverse sources related to AI integration in the ELT field. It could enhance the depth of the analysis. Although this study offers a comprehensive overview of AI in ELT, future research may include various perspectives on its ongoing development, challenges, and impacts in educational contexts. Such findings would provide additional insights into how AI technologies are applied and perceived globally. This expansion would also help identify any new trends or gaps in the present research. Furthermore, gathering empirical data from surveys, interviews, or case studies involving educators and students could provide real-world insights into the use of AI tools in the ELT settings. Further research would reveal specific issues experienced by users. In addition, evaluating the long-term impact of integrating AI into the ELT field could provide a better understanding of the effectiveness of AI-based technologies. Although the present study already highlights the use of AI technologies in the ELT field, a longitudinal study assesses how AI tools affect language learning outcomes over time. It could help improve AI-driven educational technologies and guide their future development.

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Appendix A
Resources List

Bil	Authors	Year	Title	Source
1	Delgado, H. O. K., Fay, A. de A., Sebastiany, M. J., & Silva, A. D. C.	2020	Artificial Intelligence Adaptive Learning Tools: The Teaching of English in Focus	SCOPUS
2.	Sharadgah, T. A., & Sa'di, R. A.	2022	A Systematic Review of Research on the Use of Artificial Intelligence in English Language Teaching and Learning (2015-2021): What are the Current Effects?	WoS SCOPUS
3.	Tang, J., & Foley, J.	2022	A Case Study on the Effectiveness of Applying Content and Language Integrated Learning in an Artificial Intelligence English Reading Course	WoS
4.	Slimi, Z., Al Alawai, F., Al Alyani, H., Al Abri, S., Al-Farsi, F. A., & Al Balushi, K.	2022	Writing Issues in ESL and their Potential Solutions: Case Study IMCO's Foundation Students	SCOPUS
5.	Alhalangy, A. G. I., & AbdAlgane, M.	2023	Exploring the Impact of AI on The EFL Context: A Case Study of Saudi Universities.	SCOPUS
6.	Ironsi, C. S.	2023	Investigating the Use of Virtual Reality to Improve Speaking Skills: Insights from Students and Teachers	WoS SCOPUS
7.	Yuan, J., Liu, Y., Han, X., Li, A., & Zhao, L.	2023	Educational Metaverse: An Exploration and Practice of VR Wisdom Teaching Model in Chinese Open University English Course	WoS SCOPUS
8.	Hung, C.-Y., Lin, Y.-T., Yu, S.-J., & Sun, J. C.-Y.	2023	Effects of AR- and VR-Based Wearables in Teaching English: The Application of an ARCS Model-Based Learning Design to Improve Elementary School Students' Learning Motivation and Performance	WoS
9.	Valledor, A., Olmedo, A., Hellín, C. J., Tayebi, A., Otón-Tortosa, S., & Gómez, J.	2023	The Eclectic Approach in English Language Teaching Applications: A Qualitative Synthesis of the Literature	SCOPUS
10.	Kohnke, L., Moorhouse, B. L., & Zou, D	2023	Exploring Generative Artificial Intelligence Preparedness among University Language Instructors: A Case Study	SCOPUS
11.	Hockly, N.	2023	Artificial Intelligence in English Language Teaching: The Good, the Bad and the Ugly	WoS SCOPUS
12.	Meniado, J.	2023	The Impact of ChatGPT on English Language Teaching, Learning, and Assessment: A Rapid Review of Literature	WoS

13.	Kohnke, L., Moorhouse, B. L., & Zou, D.	2023	ChatGPT for Language Teaching and Learning	WoS SCOPUS
14.	Govindarajan, R., & Christuraj, G.	2023	Opportunities and Challenges of Using ChatGPT in the ELT Scenario of Utas, Nizwa, Oman	WoS SCOPUS
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