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Students' Perceptions of the Importance of English Competence in the AI Era: A Case Study of Non-English Department Students at a Faculty of Economics and Business

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ABSTRACT

The rapid development of Artificial Intelligence (AI) has significantly influenced many aspects of human life, including education. Nowadays, students frequently use AI tools to support their learning, complete assignments, solve difficult tasks, and translate languages. This phenomenon raises questions about the importance of English competence in the AI era, especially among non-English department students. Therefore, this study aims to investigate students' perceptions of the importance of English competence in the AI era. This study employed a descriptive qualitative method in which the data were analyzed qualitatively by the researcher. The participants of this study were non-English department students at a Faculty of Economics and Business. The findings reveal diverse perceptions regarding the necessity of English competence in the AI era. Some students believe that English competence remains important despite the availability of AI tools, while others tend to rely on AI to overcome language difficulties. The study also shows that students' perceptions of the importance of English competence influence their willingness to learn English and may affect their perspectives on their children's future language learning. In conclusion, AI significantly affects students' perceptions of the importance of English competence. Therefore, further studies are recommended to investigate more deeply the challenges and potential threats posed by AI to motivation in language learning, particularly English, in the future.

Keywords: artificial intelligence (AI), English competence, student perceptions, EFL learning

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INTRODUCTION

The current condition of the world shows how rapidly technology has developed. People are now becoming familiar with something called Artificial Intelligence, commonly abbreviated as AI. AI appears in everyday life through gadgets such as smartphones and through internet-based applications that can be accessed on computers and laptops. AI demonstrates its ability to assist people in various aspects of daily life. This information technology-based tool provides access to information related to many aspects of human life, and a wide range of information can be obtained through AI. From simple matters to more complex tasks, AI can be relied upon as a source of information by many people, including those in the field of education.

AI is highly utilized not only by students but also by teachers to obtain information and knowledge that can be used in the teaching and learning process. Students use AI to deepen their understanding of materials that they have learned in school. AI has significantly changed the way people acquire knowledge. In the past, students often had to visit libraries and search for books to obtain information, whereas today AI can provide access to information more quickly and efficiently. AI can even help users summarize information.

Similarly, teachers can benefit from AI in various ways. AI can assist them in simplifying certain tasks, such as assessment processes, and can also be used as a source of information related to various aspects of their work. These developments deserve attention because AI has significantly influenced many aspects of daily life, particularly in the field of education. As part of education, language learning is one of the subjects commonly studied by students. Language is considered an important skill to be mastered in any era, including the current era of rapidly developing AI technology. Among various languages, English continues to hold a very important position because it remains the most widely used international language for communication among people from different parts of the world. English is also recognized as the global language of business, and many international business activities are conducted in English.

The importance of English can also be seen in academic activities. International conferences are often conducted in English, and many academic publications, including journals and conference proceedings, are written and published in English. In addition, a large number of digital resources available today are presented in English, as the data posted on https://www.statista.com/statistics/262946/most-common-languages (2026) This includes websites, educational materials,

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scientific information, and even many AI-based platforms and applications. As a result, English continues to play a significant role in providing access to global knowledge and information.

This condition is particularly relevant for students in the fields of economics and business. Many sources of information, learning materials, and academic references related to economics and business are available in English. Therefore, students of economics and business often need English not only for their studies but also for their future careers. In today's globalized world, graduates may work in multinational companies where they interact with people from different countries and cultural backgrounds. In such situations, English competence becomes an important communication skill that can support professional development and career advancement.

Although AI can help users understand, translate, and learn English-language materials more easily, this does not necessarily mean that English competence is no longer needed. The ability to use English independently remains important, particularly for those who will work in international and multinational environments. The emergence of Artificial Intelligence (AI) in contemporary life has changed the way people perceive the need for learning languages, including English. AI provides sophisticated translation tools that can be easily accessed through smartphones and other digital devices. Through these tools, users can translate texts from English into other languages, particularly Indonesian, or from Indonesian into English. AI can translate texts quickly and efficiently. Users do not even need to type a text manually; by simply taking a picture of a written text, AI can recognize and translate the content within seconds. In addition, AI can process spoken language and translate it from one language to another through voice-based features.

These capabilities enable people, including teachers and students, to understand English-language materials more easily. Knowledge presented in English, whether in PDF documents, websites, or other digital resources, can be accessed and understood through AI-assisted translation. AI can also support users in producing texts in English, even when they have limited English proficiency. As a result, AI has become an increasingly useful tool for overcoming language barriers in learning and communication.

However, this phenomenon raises an important question regarding the necessity of mastering foreign languages, particularly English. If AI is already capable of translating information from one language to another quickly and accurately, is English competence still necessary? Another question that emerges is whether AI can eventually replace an individual's English competence. The

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availability of AI-powered language tools has created new perspectives on language learning and has led to debates about the continuing importance of English proficiency in the AI era. These issues are particularly relevant in educational contexts. Therefore, this study seeks to investigate students' perceptions of English competence in the AI era. Specifically, it explores whether students still consider English an important skill to master, whether they perceive AI as a tool that can replace the need for English competence, and whether they believe English will continue to be necessary for future generations.

This study remains highly relevant, as research on Artificial Intelligence in higher education was still limited and fragmented up to 2019, with only 146 studies systematically reviewed by Zawacki-Richter et al. (2019). More recent reviews confirm that the field continues to be underdeveloped and fragmented despite its rapid growth (Crompton & Burke, 2023). Nevertheless, recent studies indicate that AI research in education has gradually shifted from general discussions toward the design, implementation, and evaluation of AI-based learning tools. For example, Luo et al. (2025) demonstrate that researchers are increasingly focusing on the development and assessment of AI-supported educational applications, reflecting the growing integration of AI into teaching and learning practices.

As AI becomes more widely adopted in educational settings, a number of studies have explored how students perceive its use. Pitts et al. (2025) reveal that students recognize both the benefits and the risks of AI in education, particularly regarding academic integrity, critical thinking, and ethical concerns. Similarly, Altares-López et al. (2024) report that students acknowledge the potential of generative AI while also expressing concerns related to ethical implications, STEM motivation, and challenges in educational implementation. Supporting these findings, Singh et al. (2026) identify a Confidence–Competence Paradox in which students report high familiarity with generative AI tools but demonstrate only moderate confidence and limited academic use, highlighting the need for appropriate support and guidance. In response to these challenges, scholars have emphasized the importance of developing AI literacy and ethical awareness among students. Tlili et al. (2023) describe ChatGPT as both a "guardian angel" and a "devil," illustrating the opportunities and risks associated with generative AI and emphasizing the need for ethical and pedagogical frameworks to guide its educational use.

Besides studies examining the relationship between AI and education, numerous studies have explored the use of AI in English

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language learning. Overall, previous research indicates that students generally perceive AI-powered tools, particularly ChatGPT, as beneficial for language learning. Hertiki, Alifiah, and Nordin (2025) found that ChatGPT helped English education students improve grammar and vocabulary knowledge, increase learning productivity, support autonomous learning, and accommodate diverse learning needs. Similarly, Phuong (2024) reported that I.T. students viewed ChatGPT positively and used it for vocabulary learning, grammar checking, translation, idea generation, and independent learning. Supporting these findings, Lo et al. (2024), through a systematic review of 70 empirical studies, concluded that ChatGPT provides increased learning opportunities, personalized learning experiences, language practice, feedback, and support for both students and teachers. Likewise, Dochia (2024) found that many learners perceived ChatGPT as useful for improving grammar, vocabulary, and written expression, although some participants reported limited benefits and continued to prefer traditional learning approaches.

In addition to improving language learning performance, AI has also been found to influence learners' motivation, engagement, and learning experiences. Teng (2024) reported that ChatGPT positively affected learners' writing motivation, self-efficacy, engagement, and collaborative writing tendencies through the provision of timely feedback. Similarly, Qu and Wu (2024) found that learners' adoption of ChatGPT was strongly influenced by its perceived usefulness and ease of use, which increased enjoyment, reduced boredom, and encouraged deeper engagement in English learning activities. Furthermore, Du and Alm (2024) demonstrated that ChatGPT supported learners' autonomy, competence, confidence, and independent learning by providing personalized feedback, flexible learning resources, and a supportive environment for language practice. These findings suggest that AI can contribute not only to language development but also to learners' overall learning experiences.

Despite these benefits, previous studies have consistently identified several concerns regarding the use of AI in language learning. Researchers have reported issues related to excessive dependence on AI, inaccurate responses, plagiarism, privacy concerns, academic dishonesty, and the potential reduction of critical thinking skills (Hertiki et al., 2025; Ho, 2024; Lo et al., 2024). Moreover, some learners have expressed concerns that overreliance on AI may reduce meaningful interaction with teachers and peers (Du & Alm, 2024). Consequently, many scholars argue that AI should function as a supplementary learning tool rather than a replacement

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for teachers and human guidance.

Previous studies have also explored the application of AI in specific language-learning contexts. For example, Cha et al. (2024) investigated the use of a ChatGPT-based Interactive Platform for Oral Presentation Practice (CHOP) among EFL learners in South Korea. The findings showed that AI-generated feedback helped students identify weaknesses in their presentations and improve their speaking performance. Although some limitations related to feedback quality and system design were identified, the study concluded that AI has considerable potential to support oral presentation practice when integrated appropriately into language-learning environments.

While previous studies have provided valuable insights into the use of AI in education and English language learning, most of them have focused on the effectiveness, benefits, challenges, and learners' experiences in using AI-assisted tools such as ChatGPT. Existing studies have generally examined how AI can support language learning, improve learning outcomes, increase learner engagement, and facilitate independent learning. However, limited attention has been given to how the widespread availability of AI influences students' perceptions of the importance of English competence itself. In particular, there is still a lack of research investigating whether students believe that English remains an essential skill in the AI era, when translation and language-support tools are increasingly accessible and sophisticated. Furthermore, few studies have explored whether students perceive AI as a technology capable of replacing English competence or merely as a tool that supports language use. In addition, little is known about students' views regarding the importance of English competence for future generations in an era where AI continues to develop rapidly. Therefore, this study aims to investigate non-English Department students' perceptions of the importance of English competence in the AI era, focusing on whether they still consider English necessary, whether they believe AI can replace English competence, and whether they think English will remain important for their children and future generations.

METHOD

This study employed a descriptive qualitative research design. Descriptive qualitative research is appropriate for exploring and describing participants' perceptions, opinions, and experiences regarding a particular phenomenon. In this study, the approach was used to investigate non-English department students' perceptions of the importance of mastering English in the era of Artificial Intelligence (AI).

p-ISSN: 2579-7549
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The participants of this study were 70 students from the Faculty of Economics and Business. The participants were selected purposively based on the criteria that they were active students and had experience using AI tools in their academic activities. Since the study focused on students' perceptions of English competence in relation to AI, students from non-English departments were considered suitable participants for providing relevant insights.

Data were collected through an online questionnaire distributed using Google Forms. The questionnaire consisted of eighteen questions, including nine multiple-choice questions and nine open-ended questions. The multiple-choice questions were designed to obtain general information regarding students' experiences in using AI, their English learning background, and their perceptions of the role of English in the AI era. Meanwhile, the open-ended questions were intended to explore students' opinions, reasons, and personal perspectives in greater depth. The combination of both question types enabled the researcher to obtain supporting quantitative information while maintaining the qualitative focus of the study. The research was conducted through several stages. First, the researcher identified the research problem and reviewed relevant literature related to English learning and Artificial Intelligence. Second, the questionnaire was developed based on the objectives of the study. Third, the questionnaire was distributed to the participants through Google Forms. Fourth, the responses were collected and organized for analysis. Fifth, the researcher carefully reviewed all responses, particularly the answers to the open-ended questions, and identified recurring ideas and patterns. Finally, the findings were interpreted and presented descriptively to answer the research questions.

The data were analyzed using the qualitative data analysis procedures proposed by Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing. In the data condensation stage, the researcher selected, simplified, and categorized the relevant responses obtained from the questionnaire. In the data display stage, the categorized data were organized into themes and descriptive summaries to facilitate interpretation. Finally, conclusions were drawn by identifying patterns and relationships among the responses. The results of the multiple-choice questions were used as supporting information, while the responses to the open-ended questions served as the primary source for understanding students' perceptions.

To enhance the trustworthiness of the findings, the researcher carefully reviewed and rechecked the collected data throughout the analysis process. Responses expressing similar meanings were

p-ISSN: 2579-7549
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grouped into the same categories and themes to maintain consistency and accuracy in interpreting the participants' perceptions regarding the importance of mastering English in the AI era.

FINDINGS AND DISCUSSION

Based on the questionnaire distributed to the respondents, several findings were obtained. The first finding relates to the respondents' demographic profiles. Most respondents were male (60.1%), while 32.9% were female. In terms of age, the majority of respondents were between 17 and 19 years old, representing 50% of the total respondents. This was followed by respondents aged 20–22 years old. Regarding employment status, the majority of respondents identified themselves as full-time students, accounting for 88.6% of the respondents. The remaining respondents reported being employed, operating a business, or participating in internship programs.

Regarding the respondents' English-related activities, most respondents (60%) reported that they had participated in English courses, while the remaining 40% had never attended any English course. In terms of English usage in daily life, only 25.4% of respondents indicated that they used English every day. The largest proportion of respondents (44.3%) stated that they rarely used English in their daily lives. Nevertheless, an encouraging finding was that none of the respondents reported never using English in their daily lives. To answer the research questions regarding students' perceptions of the importance of English competence or mastering English, most respondents stated that English is still considered important to learn in the AI era. A total of 98.6% of respondents stated that they still believe English is important to learn, even though they are now living in the era of AI.

In the next question, respondents were asked whether AI could replace someone's English competence, particularly in terms of translation. The results showed that 54.3% of respondents agreed that AI translation tools can replace the necessity of learning English, while 45.7% disagreed. The use of AI has also influenced learners' learning habits. A total of 94.3% of respondents stated that AI influences the way they learn. However, almost all respondents (98.6%) agreed that, to achieve good communication skills, especially in direct communication, people still need to learn English even in the era of AI.

The respondents also provided several reasons why English is still considered important. All respondents agreed that English is important for students who intend to study abroad. In addition, they

p-ISSN: 2579-7549
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stated that English competence is still needed to support future careers. This reason was selected by all respondents. Furthermore, one challenge related to the use of AI in the process of learning English is the decline in learners' motivation. According to 70% of the respondents, the existence of AI can reduce learners' motivation to learn compared to the period before AI became widely available.

For the use of AI among the respondents, 91.4% stated that they use AI applications in their daily activities, while the remaining 8.6% reported that they do not use AI in their daily activities. Regarding the AI applications most frequently used by the respondents, ChatGPT ranked first, with 82.9% of respondents reporting that they use it. The second most commonly used application was Gemini, which was used by 61.4% of respondents. Meanwhile, 51.4% of respondents stated that they use Google Translate. In this question, respondents were allowed to select more than one answer.

Concerning the frequency of AI use for activities that require English, 50% of respondents stated that they use AI several times a week. Meanwhile, 22.9% reported using it every day, and 27.1% stated that they use it rarely. As for the activities carried out using AI applications, the three most frequently selected purposes were translation, grammar checking, and assistance with writing tasks. In addition, 47.1% of respondents stated that they use AI applications to improve their vocabulary. However, only 31.4% reported using AI for speaking practice.

In the questionnaire, respondents were also asked about their perspectives on whether AI can make learning English easier. Most respondents agreed that AI can help them learn English more easily, with 97.1% answering yes. Regarding the English skills that are considered difficult to learn through AI or cannot be replaced by AI, communication was the skill most frequently selected by the respondents. However, 27.1% of respondents stated that AI can replace all English skills. Therefore, the findings indicate that respondents have different perceptions regarding the extent to which AI can replace English skills.

When respondents were asked about the biggest impact of AI on their English learning process, most of them stated that learning English has become easier. A total of 90% of respondents selected this answer. In addition, 62.9% of respondents stated that translation and grammar checking have become easier with the help of AI. Both aspects received the same percentage of responses.

Furthermore, 38.6% of respondents reported that they have become more confident in using English, although they did not specify whether this confidence relates to written or spoken communication.

p-ISSN: 2579-7549
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Respondents were also asked about the negative effects of AI on the process of learning English. The findings revealed that many respondents believed students have become overly dependent on AI. This view was shared by 95.7% of the respondents. In addition, 71.4% stated that AI may reduce students' critical thinking skills, while 25.7% believed that AI can make learners less motivated to learn English.

Another question asked respondents about their views on English learning in the future. They were asked whether, as future parents, they would still want their children to learn English even though AI technology is becoming increasingly sophisticated. All respondents answered yes, indicating that they would still encourage their children to learn English. The respondents also agreed that English skills will continue to be necessary in the future, including ten years from now, despite the rapid development of AI. They provided several reasons for this view, one of which was the concern that excessive dependence on AI could have negative consequences. Therefore, they believed that learning English remains important to help individuals avoid becoming overly reliant on AI.

To answer the first research question regarding how students perceive English competence in the Artificial Intelligence era, the findings show that 98.6% of the respondents still consider English competence important, even though they are living in an increasingly sophisticated AI era. This percentage indicates that most students believe English is still necessary, particularly for communication purposes, studying abroad, and supporting their future careers. These findings are in line with the studies conducted by Hertiki et al. (2025), Phuong (2024), and Lo et al. (2024), which reported that AI can help students learn English more effectively. However, while those studies mainly focused on the benefits of AI in English language learning, the present study suggests that students generally perceive AI as a learning aid rather than a replacement for English competence. Therefore, this study contributes additional evidence that students continue to regard English competence as an important skill to master despite the rapid development of AI technologies.

For the second research question, this study investigated whether students perceive AI as a tool that can replace the need for English competence. The findings showed that 54.3% of the respondents believed that AI, particularly AI translation tools, can replace the need to learn English, while 45.7% disagreed. In addition, 27.1% of the respondents stated that AI can replace all English skills. However, communication remained the skill that was considered the most difficult to replace.

p-ISSN: 2579-7549
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These findings are particularly interesting because they reveal two different perspectives among the respondents. One group believes that AI can replace English competence, whereas another group believes that AI cannot replace English competence. This difference may be influenced by students' experiences and their familiarity with AI technologies. Similar findings were reported by Pitts et al. (2025), Altares-López et al. (2024), and Singh et al. (2026), who also identified diverse perceptions regarding the role of AI in education. Their studies showed that while many students recognized the benefits of AI, others expressed concerns about its limitations and implications. The present study supports these previous findings by demonstrating that students do not share a single perspective regarding the ability of AI to replace English competence. Furthermore, the findings suggest that English competence still holds an important place in students' perspectives despite the rapid development of AI technologies. Although some respondents believed that AI could replace certain aspects of English learning, many still considered communication skills, particularly direct communication, difficult to replace. This finding indicates that students continue to recognize the value of genuine language competence beyond what AI can provide. The findings may also offer useful implications for English educators. They suggest that English teachers should continue to develop students' communicative competence while integrating AI as a supporting tool rather than viewing it as a replacement for language learning. In addition, the findings provide encouragement that English learning is likely to remain relevant in the future, as many students still acknowledge the importance of mastering English despite the increasing availability of AI technologies.

Finally, the researcher arrived at the third research question, which concerns whether students believe that English will continue to be necessary for future generations. In discussing this issue, motivation also becomes an important aspect. Based on the data collected, 100% of the respondents shared the same view that they would like their children to learn English in the future. They also believed that English would still be needed in the coming years, including the next ten years, despite the rapid development of AI technologies. This finding may increase the motivation not only of students but also of English teachers. The respondents' answers indicate that English teachers do not need to worry that English learning will completely disappear because of AI. Although AI is becoming increasingly sophisticated and may continue to develop in the future, all respondents still believed that future generations should learn English.

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This finding is consistent with the arguments of Tlili et al. (2023), Du and Alm (2024), and Lo et al. (2024), who emphasized that AI should be viewed as a tool that supports learning rather than replaces human competence. While previous studies mainly focused on the benefits of AI in language learning, the present study provides additional insight into students' views regarding the future importance of English competence. To the researcher's knowledge, limited attention has been given to whether students believe English will remain necessary for future generations in an increasingly AI-driven world. Therefore, this finding contributes new evidence to the existing literature on AI and language learning.

Even though AI is widely accepted and frequently used by the respondents, they still believe that future generations should learn English. The findings suggest that students trust AI, but they do not completely transfer the responsibility for language competence to AI. AI can help students learn grammar, improve vocabulary, support writing activities, and assist them in various learning tasks. However, the findings indicate that students do not view AI as a complete replacement for English competence itself.

Furthermore, respondents continued to believe that mastering English remains important, particularly for communication purposes. They still considered English learning necessary and acknowledged the important role of teachers in helping students develop language competence. Therefore, the findings of this study may encourage current and future English teachers by showing that English education is likely to remain relevant despite technological advancements. Although AI is highly sophisticated, respondents still recognize differences between AI-generated assistance and human competence, especially in communication and language learning. For this reason, the role of English teachers is still considered important in supporting future generations to develop English competence.

CONCLUSION

This study investigated students' perceptions of the importance of English competence in the AI era, particularly regarding whether English remains necessary, whether AI can replace English competence, and whether English will continue to be important for future generations. For the first research question, the researcher found that students generally still perceive English competence as important in the Artificial Intelligence era. Even though they believed that AI could help them learn English, such as improving their grammar and vocabulary, they still considered learning English and developing their own English competence important.

p-ISSN: 2579-7549
e-ISSN: 2579-7263

The second research question explored whether AI can replace English competence. The findings showed that students held different perceptions regarding AI's ability to replace English competence. Although many respondents believed that AI could replace certain aspects of English competence, not all respondents shared the same view. There were still respondents who believed that AI would not be able to replace English competence itself. This finding indicates that English learning will likely remain relevant in the future.

The final research question examined whether English competence will continue to be necessary for future generations. The respondents stated that they still believe English will remain important despite the rapid development of Artificial Intelligence. They believed that their children and future generations should continue learning English and developing their own English competence because people should not become overly dependent on AI technologies. From the findings, it can be concluded that students tend to view AI as a supporting tool rather than a complete replacement for English competence. They use AI to assist them in learning English. For example, when they want to improve their grammar or other English skills, they use AI as a tool for practice and learning. Students also use AI to compare their own work with the results generated by AI. Therefore, rather than relying entirely on AI, students tend to use it as a learning aid to help them improve their English competence. In terms of communication, this competence remains the aspect of English that is considered the most difficult to replace by AI. Students still believe that communication, particularly spoken communication, cannot be fully replaced by AI technologies. Direct communication requires language competence that individuals can use independently without relying on technological assistance in every interaction.

Therefore, the findings indicate that technological advancement does not automatically reduce the perceived value of English competence. English competence is still valued by students because they believe that having English skills can make communication easier and support various aspects of their lives. Although AI is considered a highly sophisticated technology, the findings suggest that it still cannot completely replace human English competence, especially in communication. Regarding the contribution of this study, the researcher believes that many previous studies have focused on the effectiveness, benefits, and challenges of AI-assisted language learning. In contrast, the present study extends the existing literature by exploring students' perceptions of whether English competence

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remains necessary in the Artificial Intelligence era. Furthermore, this study contributes additional evidence regarding students' views on the future relevance of English competence for the next generation.

While previous studies mainly focused on how AI can support language learning, this study reveals a different perspective, namely students' beliefs about whether future generations should continue learning English despite the rapid development of AI technologies. The findings show that students still believe that their children and future generations should learn English and develop their own English competence. This belief is based on the idea that people should not become overly dependent on AI, even if AI becomes more sophisticated in the future. The findings also suggest that students recognize certain limitations of AI. Although AI is considered highly advanced and continues to develop rapidly, respondents still believe that it cannot completely replace human competence. Therefore, English competence is still viewed as important for future generations.

These findings may provide valuable implications for the field of English language teaching. They suggest that English teachers do not need to view AI as a threat to the future of English education. Instead, AI can be seen as a complementary tool that supports learning, while teachers continue to play an important role in helping students develop genuine language competence. As a result, English learning is likely to remain relevant in the future despite the continuing advancement of AI technologies. As suggestions for future research, the researcher proposes that future studies involve students from different academic disciplines and institutions. Students from English-related programs may have different perspectives from students whose main fields of study are not related to English. Therefore, future research is expected to include participants from various academic backgrounds and educational institutions in order to obtain a broader understanding of students' perceptions regarding the importance of English competence in the AI era.

In addition, future researchers may compare the perceptions of English-major and non-English-major students. The researcher believes that English is important not only for English-major students but also for students from other disciplines. In some cases, English may even be more important for non-English-major students because their primary field of study is not English, while English competence can support their academic and professional development. Furthermore, future studies may investigate teachers' perceptions

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regarding the future role of English competence in the AI era. Such research may provide additional insights into the development of English language curricula and the implementation of English for Specific Purposes (ESP) programs. Understanding teachers' views may help educators design learning materials and learning objectives that are more relevant to students' future needs and professions. For example, many professions, such as pilots, flight attendants, and other internationally oriented occupations, still require English competence as an important communication tool.

Finally, future researchers are encouraged to employ interviews or mixed-method approaches to obtain deeper explanations of students' perceptions. The researcher believes that such approaches could provide richer and more comprehensive findings than questionnaires alone. Hopefully, future studies, including those conducted by the present researcher, will be able to explore this topic more deeply and contribute further insights into the relationship between English competence and the development of Artificial Intelligence technologies.

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