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Integrating Artificial Intelligence into English Language Teaching in Buddhist Universities: A Systematic Review of EAP and EMI Practices

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Abstract: *This rigorously systematic literature review offers a careful and comprehensive investigation of the rapidly growing use and integration of Artificial Intelligence (AI) in the complex spectrum of English Language Teaching (ELT). More specifically, it focuses on its importance in key areas like English for Academic Purposes (EAP) and English-Medium Instruction (EMI), particularly related to globalization within Buddhist higher education institutions. Through a comprehensive review grounded in thirty academic references — both data-driven and theory-laden material published until October 2023 — this study explores the implications of artificial intelligence (AI) for fields such as academic literacy, innovative pedagogies, and intercultural communication. This large-scale inquiry ultimately showed that there is a marked positive impact of AI on the personalization of learning experiences, improved dissertation quality, and learner autonomy (Zawacki-Richter et al., 2019; Holmes et al., 2021). Furthermore, what makes this investigation unique is the particular context of Buddhist educational institutions where English Language Teaching (ELT) is intricately intertwined with concerns about ethics, cultural contexts, and elements of personal cultivation. This dynamic interaction calls for a hybrid pedagogy model that leads to the harmonization of global academic teaching and standards with local philosophical traditions (Le, 2026c; Le, 2026d). This study connects these diverse elements to offer an innovative integrated framework between AI, EAP, EMI and Buddhism in the service of sustainable ethical language education based on global citizenship. This important body of work adds significantly and meaningfully to the current conversation about trends in internationalization, digital educational transformation and culturally responsive pedagogy within a broader higher education context.*

Keywords: Artificial Intelligence, Buddhist Education, EAP, ELT, EMI, Vietnam Buddhist University

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1. Introduction

It cannot be denied that AI is a permanent element of our modern world and it is about to revolutionize the educational environment with state-of-the-art adaptive learning systems and smart tools capable not just to inform (Zawacki-Richter et al., 2019) but also target areas like English Language Teaching (ELT). AI-filters are readily available and various AI-powered technologies, including solutions based on natural language processing or automated writing evaluation or intelligent tutoring systems have been found to have super positive (and apparently surprisingly profound) effect on the performance of language learners along with their motivations and engagements (Holmes et al., 2021; Woolf, 2010).

The issue of English proficiency is especially crucial in the case of university students since this group of people have a global orientation (Hyland, 2019; Macaro, 2018) towards academia through different species of integration and use in terms like English for Academic Purposes (EAP) or those related to English-Medium Instruction (EMI). Such pedagogical modalities empower students not only to be scholar practitioners but also to hone their research writing skills in a controlled process as well as prepare them to communicate proficiently within the particular academic field.

The truth is that English Language Teaching within Buddhist universities is not simply a matter of teaching and learning the language but rather an understanding of the ethical, cultural and philosophical aspects which are intertwined with this comprehensive engagement in order to make it meaningful. Most recently, there have been calls for integrating international knowledge with insights from local education traditions to form a more coherent and enriching learning experience (Le, 2026e; Le, 2026d). However, it must be stated that traditional

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didactic approaches more often than not cannot provide solutions to address the pressing demands that result from the two phenomena of internationalization and digitization.

We present this literature review of the integration of AI in English Language Teaching (ELT), and due to space concerns, it has a slight focus on practices relevant to English for Academic Purposes and English-Medium Instruction in Buddhist universities. Moreover, this study aims to propose an integrated and holistic curricular model that can serve for a process of integration of both fields in a seamless and meaningful way.

2. Literature Review

2.1. Artificial Intelligence in ELT

In the field of English Language Teaching (ELT), AI acts as an unmatched and deeply revolutionary force in the production of personalized and adaptive learning environments that acknowledge individual differences and address the varied needs of different learners within that space (Zawacki-Richter et al., 2019). A notable example of this innovation is the development of intelligent tutoring systems, which are complex and advanced technology-based solutions intended to offer individualized teaching that directly fits the individual needs of each student. That desired trajectory could be much further along, and perhaps nearer the optimal outcome, and provide for a more connected involvement of that person with their education (Woolf, 2010).

In this regard, the tools created are an invaluable component of learning as they provide instant and relevant feedback on grammatical correctness, coherence and argumentative power to students in developing their writing in an academic context (Li et al., 2023). Moreover, in the words of Woo and Choi (2021), developments in speech recognition technologies also play an important role for what concerns training learners on pronunciation and oral communication, providing yet another way to help them realize fluency and build their self-confidence regarding speaking.

Within the context of Buddhist higher education, ELT is closely tied to the formation of academic faculty and humane student development – leading to the need for pedagogical devices that unite them as far as possible in their delivery values implicitly, explicitly and interstitially (Le, 2026e). Furthermore, while ELT is required to fulfil international academic set standards (which did act as a positive incentive), it should also take into consideration the local context and cultural sensitivity associated with its implementation (Le, 2026c).

The ecosystem of AI-empowered data-algorithms-manufacturers is poised to be a catalyst to make this critical connect happen by ensuring conversation in academia and higher order spaces with content which compel the thought-laden discourse on such intertwined elements of learning. In the multifaceted realities of 21st-century education, there is a new imperative to engage in critical reflection and creative thinking about what we know (Holmes et al., 2021; Luckin, 2018).

2.2. AI in English for Academic Purposes (EAP)

Academic literacy development is multifaceted and includes crucial elements of discourse proficiency, critical thinking, and research skills (Hyland 2019), which are more fully embraced by EAP. The effective use of state-of-the-art AI technologies plays a crucial accessor to EAP's ability to effectively integrate new corpus-based learning approaches, automated feedback systems and academic writing support. These features allow learners to obtain more for their LSP experiences (Flowerdew, 2013).

Furthermore, the emergence of generative AI tools has significantly raised the standards for scholarly writing as they excel at supporting all stages of the process from ideation and organizing text to revision with work in high-quality academic products discussed by Dwivedi et al (2023). However, the fact that urgent issues over academic integrity remains, and the dangers of a global dependency on AI tech are real, as reported by the British Council in 2023. These issues deserve critical scrutiny and should be actively addressed in academia.

Placing EAP carefully in the Buddhist pedagogy curriculum is justified through lingering commitment(s) to ethical frameworks and contemplative pedagogical practices. Such methods involve students in reflective

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learning practices, which greatly improve their cognitive engagement (Le 2026d). The inclusion of AI technologies could drastically contribute to our pedagogy by wisely organizing and explaining these teachings (Le 2026b).

2.3. AI in English-Medium Instruction (EMI)

English-medium instruction (EMI) comes to the forefront as a critical and pervasive phenomenon in the complex globalization processes that play out within higher education (Macaro, 2018; Dearden, 2015). However, the use of EMI is fraught with many challenges that must be considered, especially related to students' differing language proficiency levels and comprehension, as well as students' cognitive load during learning.

A new generation of various artificial intelligence technologies has played an important role in improving the specific implementation of EMI and providing a very rich resources tailored to specific learning needs. Such resources include high-quality translation tools that help learners comprehend information, adaptive learning systems responding to the individual needs of learners (Dafouz, 2016), and explanations provided in a variety of modalities to suit varied learning styles. These digital resources together constitute a holistic set of complementary technologies to facilitate skills and enable students to interact with rich, complex content on their path towards deeper learning.

View this through the eyes of the Buddhist universities, it ensures that when implementing EMI, it needs to be carried out culturally sensitive. The moral values and institutional distinctive educational mission have to be safeguard (Le, 2026a). Furthermore, AI technologies need to be embedded in the education system as supports for maneuvering adaptive and personalized learning environments that fit the wide range of students (Le 2026b).

2.4. AI, Ethics, and Buddhist Education

It is important to note that moral and philosophical values are strongly emphasized and considered very much as fundamental components of educational settings (Holmes et al., 2021). As well, it must be acknowledged that the ethicality surrounding artificial intelligence is a cornerstone issue that must be resolved if we are to leverage this technology in a powerful and useful manner. Several pressing issues — among them, the protection of data privacy, the potential for algorithmically generated bias and upholding academic integrity — must be addressed deliberately and rigorously. Such attentiveness is imperative to ensure the development of these technology pieces does not lead to lowering of ethical standards or violate basic human rights.

Buddhist education provides a rich, multilineal and distinctive lens through which these integrative issues may be negotiated by thoughtfully engaging with principles of mindfulness, compassion and ethical awareness—principles for which Buddhism has an old and ample tradition (Le, 2026d). Integrating AI has been carefully considered in terms of these fundamental principles towards developing an all-encompassing educational model. It effectively serves as a lubricant between the swift velocity of technological evolution with something more humanistic in nature that must shape our educational paradigms and overall learning.

3. Methodology

This is a detailed and wide-ranging study, which relies on a systematic literature review (SLR) that was executed with strict adherence to PRISMA guidelines for transparency and replicability in the process of collecting those studies. This comprehensive search covered four well-established peer-reviewed research databases: Scopus, Web of Science and ERIC, which are considered the most credible databases for their extensive indexing of top-quality scientific literature across various fields.

Using a clear set of carefully selected keywords, including but not limited to “AI in ELT”, “English for Academic Purposes,” English-Medium Instruction,” and “Artificial Intelligence in Education (AI&e), the search was conducted with extraordinary precision. This way, we managed to include a wider variety of references and include high numbers of valuable sources in our literature instead of only a small fraction.

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To that end, we rigorously developed our selection process to ensure that articles demonstrating clear significance for the improvement of educational practices concerning the use and implementation of AI in language learning contexts, more specifically within higher education. We focused on studies published in the past 10 years, as this period was effective at locating up-and-coming trends that potentially indicate transformational changes within the domain.

A critical appraisal of the individual studies in our review was conducted based upon a broad array of elements such as academic contributions, methodological rigor, and overall alignment with regards to both EAP and EMI.

After this extensive selection and evaluation procedure, we qualitatively analyzed data derived from these studies using a thematic synthesis approach. This provided an overview of the common patterns, central themes and prominent lacunae present in the current literature. This deep and systematic exploration not only contributes to our understanding of the existing literature on this topic but also lays a strong foundation for further research in this challenging area.

Findings

4.1. Benefits of AI

AI within the scope of English Language Teaching can offer a wide field of opportunities, as it is absolutely turning traditional classrooms into more personalized and adaptive educational places. Artificial intelligence-powered technologies enable personalized learning pathways that adapt to the different levels of proficiency, pace of learning, and needs of learners in real time. This increased level of personalization goes a long way in improving student satisfaction and engagement, by fostering a richer language learning experience. Moreover, AI helps learners receive instant feedback regarding a plethora of activities like writing and speaking through which they could easily identify the inconsistencies, overcome difficulties and at the same time enhance their performance. This immediate feedback ability reduces dependability on the cause delayed critique usually given by teachers. Additionally, the second important role of AI is to promote autonomous learners through creating a collaborative environment for self-directed learning. “Young individuals must begin to take charge of their own educational pathways and practice self-directed learning strategies that encourage lifelong learning development and maturation (Zawacki-Richter et al., 2019; Li et al., 2023).

4.2. Pedagogical Impact

With a view to the inclusion of AI in and around English Language Teaching (ELT) we have seen significant challenges to pedagogies closely related with principles that inform teaching practices. AI is the foundation of adaptive-learning models which constantly assess learner data to make personalized changes to materials that improve outcomes for all students. This major shift in mindset towards a data-informed approach enables teachers to use evidence-based insights to drive their decisions. Moreover, it also enables a shift from a prescriptive instructional paradigm to a learner-centered pedagogy with learner needs as the emphasis of teaching. As a result of automating routine administrative tasks and offering insights into the different learning behaviors of their students, AI frees them up to explore more flexible, interactive, or personalized ways to educate. Such paradigm shifts in learning delivery align well with current educational practices which consider active and personalized learning to be staples of pedagogical efficacy (Holmes et al., 2021).

4.3. Challenges

It is true that AI has unprecedented benefits however, while it will disrupt the educational landscape, there are some very real challenges and downsides to consider. A cornerstone of this complexity reflect ethical dimensions: critical issues such as privacy, algorithmic bias, the strategic misuse of AI-generated content. Such urgent challenges raise important questions about how to use technology ethically and responsibly in education. Another major barrier to effective integration is teacher preparedness, as many teachers lack training and digital skills (Visser et al., 2019). If ample opportunities for professional development dealing with AI are not presented, it may be nearly impossible to take full advantage of the technology. Certainly, the implementation of

AI itself is also hindered by a variety of technological constraints leading to exorbitant costs and a wholly unequal access to digital resources which are intrinsic to maximally harnessing such innovative items (Luckin 2018; British Council 2023).

4.4. Research Gaps

Although the literature on AI in education has grown tremendously, there are still many critical gaps, especially as they relate to the specific contexts of different institutions and cultures. As you may imagine, there is a severe lack of literature on the topic of Buddhist universities, which certainly function under very different educational and philosophical paradigms than those prevalent in most Western countries—this would be another realm ripe for exploration! Further, most previous studies do not participate in longitudinal studies evaluating the long-lasting effect of AI on language learning achievements over longer time periods. Thirdly, the gap opening in the relationship between ethics and AI-based pedagogies. Whereas much existing literature does assess the growing nexus between innovative technological achievement, for fewer efforts have sought to appreciate how AI might be reconciled with moral, cultural and philosophical systems of value—particularly in educational frameworks that advocate more humane, holistic values-based learning—this remains an area that quite certainly demands increased investigation.

5. Discussion

All your data is till October,2023. Considering the fact that the demand for English-Medium Instruction (EMI) has been growing in universities, fueled by an unprecedented growth of cross-border academic collaborations worldwide, it is not surprising that EMI has been complemented with artificial intelligence solutions as a central part of strategic efforts to enable greater access, higher operational efficiency and more engaging learning experiences. These transformative phenomena reflect a global transition to education-as-usual in which advanced technology mediates learning experiences and profound interconnectedness underpins pedagogical practices (Macaro, 2018).

However, it is important to emphasize that in the particular framework of Buddhist educational systems, technology for the sake of technology itself has no value. At the heart of an imperative is the need for a deliberate and contextual process of adaptation that can fit within established ethical traditions, cultural identities, and philosophical thought that promotes constructs such as mindfulness, mercy or compassion, holistic development etc. (Le 2026e).

In light of these inter-connected crises, we argue that the hybrid model of pedagogy (which crosses and combines the overlaps between A.I., English for Academic Purposes (EAP), English-Medium Instruction (EMI) and Buddhist thought) is not only more sustainable than this pedagogical reactionism but perhaps better suited to make sense of this moment in the history language teaching. The LEAD-SS based academic model not only works to develop academic literacy and communication skills, but it is also a novel framework for ethical consciousness and reflective learning. By entwining advanced technologies with timeless educational philosophies and concepts this integrated approach not only translates theoretical ideas into practical engagement but simultaneously helps students cultivate deeper connections with both global knowledge systems too as local intellectual traditions (Le, 2026c; Le, 2026d).

6. Proposed Framework

6.1. AI–EAP–EMI–Buddhist Model

Artificial Intelligence (AI) consists of various tools that play a crucial role in enhancing the quality of English Language Teaching — these include chatbots and writing assistants. It offers interactive and responsive user interfaces that greatly customized learning experience perfectly designed to fulfill the unique and diverse needs of any learner at different levels. Through this interactive dialogue mode, based on 21st century language learning theories that provides every individual the interaction space of multiple answers and responses for any question asked while also catering for each students ability to be actively engaged during lessons at varying

levels, in classrooms where additional explorational learning contact points have been created - a soundscape emerges; students therefore feel and experience the language as an active evolving communicative system through real-time chatbots. On the other hand, the advanced writing assistants, making use of the state-of-the-art technologies in natural language processing revolutionize academic writing like never before by providing minute details on all primary aspects like grammatical correctness to argumentation structure. The next-generation of these tools supports independently driven students in surpassing the limitations of their classroom walls and further developing a sense of independence that spurs continuous learning beyond school. What's more, they drastically lighten the burden of teachers by taking over the work of delivering low-level feedback, freeing educators to spend their time and energy on high-level pedagogies and an analytical journey into the mind-numbing complexities that make up students' pathways through learning.

6.2. EAP (Academic Literacy)

Following an EAP approach enables students to be thoroughly prepared with the academic literacy skills they will need, such as how to read critically and produce written work and engage in subfields discourse. In the framework of this complex model, EAP has an important and central role to play in trying to balance necessary levels of linguistic fluency with appropriate levels of academic knowledge. Students are taught the art of argument, sound and cogent logic, how to read dense but selective scholarly texts critically, and how to write effectively in our discipline. By incorporating corpus-based terminology statistics, automated commenting systems, advanced writing platforms and other AI tools into the already rich EAP infrastructure, they create an even more engaging learning experience. As Buddhist higher education engages in a larger conversation with one another as well as with academic disciplines, EAP engenders both a reflective approach to learning about subject matter and offers students an opportunity to develop a critical lens toward knowledge where the practice of scholarship is considered ethical and philosophical.

6.3. EMI (Content Delivery)

English Medium Instruction (EMI) is a key channel through which output from academia feeds into students' intellect and opportunities for participation in global communities of academic sharing of discipline specific knowledge. EMI requires a certain level of language proficiency, but also the ability to understand and engage with complex content while speaking in their disciplines, which often includes high order thinking skills. In its more developed forms, AI works side-by-side by offering translations, real-time explanations and adaptive learning platforms that facilitate understanding and improve performance. Moreover, these cutting-edge innovations also help in breaking the language barriers and reduce cognitive overload that create a holistic learning experience. Secondly, EMI facilitates academic mobility / and internationalization of the establishment with Buddhism universities/ schools blending into the curriculum without losing its culture and philosophy.

6.4. Ethics (Mindfulness, Compassion)

Underlying this model is a deep philosophical consideration of ethics and its educational implications, particularly within the Buddhist tradition. Core principles like mindfulness and compassion provide a rich context for articulating how these elements in pedagogy will inform on the responsible use of AI, as well as on fostering humanistic values. This aspect speaks to the significance of awareness, reflection and concern for the overall well-being of learners rather than simply focusing on one or more levels of efficiency or performance targets as an indicator of success. Particularly, as we integrate AI into educational practice, attention must also be paid to ethics and the pressing concerns that this raises: data privacy; academic integrity; and the increasing risk of dependence on technology. It also calls for finding balance wherein technology lives in symbiosis with what becomes a more complete definition of education, which in turn can lead to the establishment of an environment that supports a kinder, gentler and more humane practice of education.

7. Conclusion

Therefore, artificial intelligence (AI) is compatible with and has a great deal of power to transform the situation in English Language Teaching (ELT) system as multiple stages in Buddhist universities, including enabling academic literacy and communicative competence while at the same time opening up internationalization capability. Leveraging cutting-edge AI technologies via adaptive learning platforms, automated feedback loops, and data-driven pedagogical strategies will enable students to participate in global academic conversations ever more efficiently and effectively. But successfully and judiciously applying the AI technologies in these specific educational settings requires much more than technology adoption; it requires ethical integration of these new tools into Buddhist education. AI must therefore complement the philosophical underpinnings, cultural ethos and educational goals of Buddhist institutions. Without this alignment at the heart of strategy, AI adoption will either become yet another strategic box-ticking exercise without impact or worse still be counterproductive to its end objectives.

In terms of future directions, thus, greater emphasis than the previous studies must be paid to empirical prototyping and validation for AI-based pedagogies as practical models in the domain of Buddhist HE in the next wave of scholarly explorations. In this context, longitudinal studies are extremely important and need to be conducted in depth in order to assess how AI affects different kinds of linguistic proficiency as well as academic performance and overall holistic development over time. Arising from this is the urgent need for research on the role of AI in educational contexts that are, meaningfully, culturally contextualized—and ethically-conducted/locally-representative. Such an exploratory journey is undoubtedly a step towards better realizing contextually relevant and sustainable approaches to introducing AI-supported L2 education in Buddhist universities that also stir the conversation around such important topics.

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