

## The Potential of Artificial Intelligence in Developing Cultural Context of English Learning Materials: A Review Study

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### ABSTRACT

*English learning materials in Indonesia need to be designed to be more contextual and aligned with students' local culture, so that teaching materials can be more easily understood and increase their participation in learning. Unfortunately, the learning materials that integrate the sub-regions' cultures, which reflect the provinces in which the learners learn, are infrequently developed. This gap makes it difficult for students to comprehend the materials since it is not related to their daily life experiences and their local regions. Meanwhile, the potential benefits offered by AI are very promising in developing culturally based materials in EFL context. This study aims to investigate the potential of AI in developing cultural context EFL materials. Through a comprehensive literature review, this study analyzed the literatures from the last five years, focusing on the importance of local culture in English learning materials and the potential use of AI in creating English teaching resources. The results showed that integrating local culture through AI addresses the gap between global-context materials and student needs, making learning more relevant and increasing motivation. Nonetheless, challenges such as cultural bias need to be carefully addressed, as AI may reinforce stereotypes and ignore the richness of local cultural diversity, potentially leading to misrepresentation or discrimination. Therefore, educators must be cautious in using AI to ensure that the materials produced accurately and effectively represent local culture.*

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### 1. Introduction

English serves as a global communication tool that connects individuals from various cultural backgrounds. In the context of learning, English does not only focus on mastering the communication that connects with the cultural of native speakers, because language interactions often involve non-native speakers (Akmal et al., 2023; Sihombing & Nguyen, 2022). Therefore, the main goal in learning is for students to be able to express their ideas and experiences based on their respective cultural background. English teaching in Indonesia needs to adopt an approach that contextual and relevant to students' local culture.

English language learning in Indonesia has been going on for decades, but until now it still faces many challenges related to cultural relevance in the teaching and learning process. The teaching materials has not fully captivated students in their cultural's region (Darmawan & Kusumawati, 2023; Prihandoko et al., 2021; Yaumi et al., 2024). In fact, Indonesia has many various cultural from different regions. Sihombing and Nguyen (2022) found that the majority of teachers want an English textbook to include not only Indonesian culture as a whole nation but also the students' local regions or ethnic background. They stated that the English textbooks in Indonesia infrequently integrate sub-cultures that reflect the provinces in which they are teaching. Nevertheless, for students living in local areas and learn English materials that is not related to their region culture may significantly contrast with their real-life experiences, making it difficult to comprehend and potentially overwhelming for learning a material that is not related with their own region cultural (Yang, 2024; Rahman & Weda, 2019; Sabila et al., 2025). Incorporating socio-cultural elements from a learner's own region in English learning

materials facilitates their language acquisition (Yang, 2024). Thus, it is important to develop additional materials that are more appropriate to the background of students. Learning materials that also emphasize too much on the culture of native speakers can hinder the learning process for non-native speakers, because of unfamiliar vocabulary or cultural backgrounds. The gap between the material taught and students' daily experiences can lead to low active participation and motivation, as well as learning that becomes less meaningful (Khoeriah et al., 2024; Ko et al., 2025; Youngsun et al., 2024).

With advances in technology, including Artificial Intelligence (AI), there is an opportunity to develop teaching materials that are more adaptive to region's local culture through the development of English learning materials. AI can help teachers adapt learning materials to be more relevant to students' needs and local cultural contexts culture through the development of English learning materials. For example, AI can help change the names of characters, story settings, events, and idioms in English exercises to be closer to Indonesian culture specifically to region's cultural, so that learning becomes more meaningful and relevant (Anggraini et al., 2022). However, research exploring the potential development of local cultural content based on AI tools for English learning materials is still limited. Therefore, through documents analysis, this study aims to potray the potential of AI in developing local cultural of English learning material. By utilizing AI technology, it is hoped that the development of English learning material can be more responsive to local cultural diversity or region-based. This research is expected to contribute to the development of educational technology that is integrated with local culture.

## **2. Methodology**

The study was conducted through the literature analysis that was published within the last five years. The literature analysis keywords related to local cultural and AI development in English materials. The review is divided into three sections. The first part of the paper presents the importance of integrating local cultural in English learning. The second part discusses AI utilization in education. The third part attempts to explain the engagement of AI and local cultural integration in English learning.

## **3. Result and Discussion**

### **3.1 The Importance of Integrating Local Cultural in English Learning**

A global education trend aims to equip students to engage with diverse ethnicities, religions, and nations. This trend creates fluent in English as a fundamental requirement for learner. However, teaching English without considering local cultural context will hinder learners' understanding of English and disconnect them from their own identity. Along with the growing demand for global competences, various teaching approaches are being to be developed to facilitate the learners learn English. One of the methods that is currently gaining more attention is the importance of integrating local cultural in English learning. Cultural awareness and identity are pivotal in education, affecting both the learning outcomes and experiences of students, as well as the pedagogical practices and perspectives of teachers (Pennington & Richards, 2016). Integration not only enhances diversity of content but also makes the learning experience more relevant and meaningful for learners. When learning materials are linked to cultural contexts that students are familiar with, the learning process becomes easier to be processed. Students are likely to comprehend the content more quickly when they can connect it to their personal experiences or environments. Conversely, when the material is about a culture that is foreign to them, such as a particular celebration in another country, some students struggle to grasp the meaning or context. As noted in Widya and Hesty (2024) that materials related to foreign cultures, such as Thanksgiving, posed challenges for some students in visualizing the context, as they were not familiar with the culture. This indicates that an approach that integrates local culture can facilitate students' understanding of the foreign language they are learning.

The incorporation of local culture in English language learning significantly enhances students' engagement and motivation. When learners encounter familiar stories, traditions, or values within the educational resources, their confidence and involvement tend to rise. They perceive themselves as more valued participants in the learning process. The study conducted by Morganna et al. (2020) confirms that this approach can strengthen the connection between students and the teaching materials, enhance information retention, and promote more effective acquisition of language skills. Furthermore, the integration of local culture also enriches students' sense of identity. In the context of acquiring a foreign language, it is crucial to uphold and acknowledge cultural identity, so that students become not only foreign language speakers, but also individuals with a well-rounded cultural awareness. Children who grow up with an awareness of their own cultural background tend to be more confident, less susceptible to culture shock, and are better equipped to foster healthy cross-cultural interactions. This is in line with Williams-Gualandi (2020) which emphasizes that cultural awareness and identity are vital components in education, enhancing students' understanding of their own cultures as well

as those of others, while also simultaneously fostering a sense of belonging within the community. This approach creates opportunities for students to identify and explore the cultural potential in their surroundings, while developing foreign language skills. Therefore, learning English transcends the mere comprehension of the foreign world, it serves as a platform for reflecting upon and valuing the richness of one's own cultural heritage. Lindquist et al. (2022) argue that students who can adapt their cognitive processes to various cultures tend to experience enhanced success in language acquisition, which should be a crucial factor for those involved in the development of language curricula. The incorporation of local culture in English language learning reflects a form of learning that is pertinent, inclusive, and contextually grounded. It is a strategy that not only bolsters students' linguistic abilities but also cultivates individuals who are anchored in local values while remaining receptive to global education.

### **3.2 Artificial Intelligence Utilization in Education**

Advancements in artificial intelligence (AI) technology have brought about a major transformation in various sectors, especially in education. In recent years, integration of AI in classrooms is seen as a progressive approach. The utilization of AI-based learning apps and interactive chatbots provide numerous solutions to improve learning quality, while also presenting new challenges that need a deep understanding.

One of the contributions of artificial intelligence in the field of education is its ability to personalize learning experiences. By employing adaptive prompts, AI can evaluate the performance of individual students and modify instructional materials to align with their specific needs and capabilities. For instance, if a student is having difficulty with grammar, the system will provide additional practice in that area, while topics that have been mastered can be reviewed more swiftly. This method enables students to engage in learning at a pace and in a manner that suits them best, thereby enhancing the effectiveness and enjoyment of the educational process.

In the realm of English language learning, artificial intelligence has been proven to facilitate the enhancement of fundamental language skills such as reading, writing, listening, and speaking. Within the context of English Language Teaching (ELT), AI have exhibited significant potential in aiding the development of essential language competencies, which encompass speaking, listening, reading, and writing (Wu, 2024; Zhai & Wibowo, 2023). Applications like Duolingo are capable of presenting content that is suitable with students' proficiency levels while also offering immediate feedback (Wang et al., 2023). It is in line with Rohmiyati (2025) that the implementation of chatbots, such as Duolingo, enables learners to engage in conversational practice autonomously, eliminating the need to await a teacher's availability for learning feedback. The AI-based chatbot is equipped to identify language mistakes, deliver corrections, and propose enhancements in real time, thereby rendering the learning process more adaptable and accessible at any given moment.

Nevertheless, this advancement does not come without certain challenges. A significant concern is the issue of dependency on AI and its effects on academic integrity (Gayed et al., 2022; Jiang, 2022; Pitts et al., 2025). When students excessively depend on AI systems to accomplish assignments or develop concepts, there is a risk of diminishing deep cognitive involvement. The utilization of AI may promote plagiarism or superficial learning, as students are not sufficiently motivated to engage in critical thinking or develop their own ideas.

Furthermore, the accuracy of information produced by AI raises significant concerns. Numerous students have expressed worries about the inaccuracies or even falsehoods generated by chatbots (Pitts et al., 2025). In certain cases, AI may deliver responses that appear convincing yet are invalid, presenting a substantial challenge in the absence of human verification. Additionally, AI's restricted capacity to grasp idiomatic phrases and regional accents poses another challenge, particularly in the context of language learning. For instance, English pronunciation influenced by an Indonesian accent can often be challenging for AI-driven speech recognition systems that are designed for native speakers, potentially resulting in misleading feedback (Rohmiyati, 2025).

Technology and internet connection challenges also become a significant concern, particularly in regions where internet access is limited or devices are insufficient (Hébert et al., 2021; Jiang, 2022). The effective implementation of AI depends on stable connectivity and compatible devices. In the absence of such support, the integration of AI may create the education gap between technologically equipped areas and those lacking such resources. Nuryadin and Marlina (2023) found that the implementation of AI in educational sectors may lead to gaps in accessibility, particularly in nations or regions with varying degrees of technological advancement and infrastructure. Not every student or educational institution has the same level of access to AI technologies, potentially exacerbating educational inequalities.

The disparity between technological advancements and the preparedness of educators presents significant challenges to the integration of AI within educational institutions. Although students possess familiarity with these

technologies, many educators have not received sufficient training to incorporate these tools into their teaching methodologies (Klimova et al., 2023). It indicated that a lack of comprehension regarding the capabilities and limitations of AI may deter the teachers from harnessing AI's full potential in the learning process. Jiang (2022) discovered that teachers with less experience often struggle to respond favorably to the implementation of AI, leading to significantly lower levels of willingness and acceptance regarding its use. Consequently, he recommends that both theoretical and practical professional development in AI utilization can equip teachers for EFL instruction that incorporates AI. This development may include question-focused practicums or workshops featuring various modules of EFL teaching contexts that integrate multiple instructional methods instead of adopting one approach for all teaching. This study highlights the urgent need for professional development, particularly concerning educators and learners' psychology since it affects their motivation and involvement in learning process. Concern regarding the potential replacement of teachers by technology also represents a psychological barrier that must be acknowledged, alongside a requisite level of digital literacy among both educators and learners (Gayed et al., 2022; Jiang, 2022). Nevertheless, artificial intelligence should not be viewed as a replacement for teachers, but instead as a valuable resource when utilized wisely. Kostka and Toncelli (2023) noted that the use of AI may result in misguided learning experiences in the absence of teacher involvement. Thus, it is important for teachers to present in a classroom, guide and direct the learning process, and ensure that AI technology is used to enrich learning materials and assessment, rather than replace the role of teachers in the classroom. Meanwhile, teachers may also play an essential role in more humanistic approaches, such as recognizing the emotional and social needs of their students, offering motivation, and dealing with complex questions or discussions that AI or any technology is unable to resolve.

By comprehending its advantages and constraints, the application of AI in education must be carefully guided, planned, and conducted ethically. It is essential to implement inclusive and forward-thinking educational policies to ensure that this technology not only becomes a symbol of advancement representation in the education sector but genuinely serves as a tool for equalizing and enhancing the quality of education across all societal levels. When AI is employed based on human approach, it has the potential to form a future educational framework that is more adaptable, efficient, and responsive to the needs of times.

### **3.3 AI and Local Cultural Integration in English Learning**

In the digital era, the incorporation of artificial intelligence (AI) within the educational sector has created new possibilities for enhancing the adaptability, relevance, and contextualization of learning experiences (Anggraini et al., 2022). One area that has significantly benefited from these technological advancements is the English language learning, particularly within a cultural context. Amidst the dominance use of teaching resources that reflect the cultures of native speakers, such as those from western countries like Thanksgiving (Widya & Hesty, 2024), AI technology offers an innovative method for modifying content to more effectively align with the cultural contexts of students from diverse regions in Indonesia.

Learning materials which excessively highlight foreign cultures, such as Thanksgiving, frequently pose challenges for non-native learners (Widya & Hesty, 2024). The gap between the material presented and the actual experiences of students results in diminished motivation and less active involvement in classroom activities. Morganna et al. (2020) mentioned that integrating local culture into English language teaching can enhance student engagement, strengthen language comprehension, and facilitate the retention of students' linguistic abilities. Furthermore, Lauder (2008) discovered that learners who maintain their cultural identity during the process of learning a foreign language generally to have greater self-confidence and are less prone to cultural disorientation.

The application of AI tools like ChatGPT has demonstrated its effectiveness in assisting teachers in modifying global teaching resources to better fit local cultural settings. Research conducted by Murshid and Simon (2025) illustrates how ChatGPT was employed to revise the content of an English worksheet, maintaining the language complexity and vocabulary while changing the story to enhance its relevance to students' life experiences and environments. For example, a text originally focused on Spanish festival tradition was adapted into a story around Ganesh Chaturthi in India. This adaptation not only boosts student engagement but also reduces anxiety and enhances comprehension, as learners connect more deeply with a culturally familiar context.

In Indonesia, Sihombing and Nguyen (2022) emphasized the importance of showcasing local culture not merely at a national level, but also at a scale that more closely with students, such as their sub-regional of students. Teachers are seeking textbooks that more accurately represent local realities, aligning with Burns (2005) notion of "approximation," which advocates for the use of materials that are relevant to students' contexts as a means to facilitate foreign language learning. The incorporation of AI serves as a tool for fast, efficient, and contextualized content adaptation. Research

conducted by Xiao and Zhi (2023) demonstrated that ChatGPT can produce authentic materials, including local culture-based moral dilemmas stories that enhance students' cultural awareness. This not only aids in the advancement of language proficiency but also fosters meaningful and critical discussions across cultures. Similar result was conducted by Anggraini et al. (2022), where the integration of local folklore through AI support was found to significantly enhance English comprehension and student involvement. Materials rooted in folklore establish profound emotional and cognitive connections, motivating students to engage more actively in class discussions and the exploration of cultural values.

However, the integration of AI in cross-cultural learning is not without its challenges. A significant concern is the potential of cultural bias in AI systems, particularly in algorithms (Klimova & Chen, 2024). In the absence of proper supervision, AI may reinforce stereotypes and ignore the richness of local cultural diversity, leading potentially to misrepresenting or discriminating. Consequently, it is crucial for teachers to understand how AI works and to formulate effective prompts that produce inclusive, cultural sensitivity, and relevant English materials. Furthermore, the training of teachers and the development of curricula that facilitate the integration of AI alongside local content are essential for ensuring that this transformation is both sustainable and equitable.

The integration of AI in culture and language teaching is also closely related to Vygotsky (1962)'s social learning theory, which emphasizes the importance of social, cultural context and interaction in the learning process. AI can facilitate cross-cultural interaction through conversation simulations, virtual learning partners, or intercultural chatbots, allowing students to practice communication skills in various cultural contexts. Moreover, the implementation of artificial intelligence contributes to adaptive learning through scaffolding. This approach links students' existing knowledge with new information, thereby reducing cognitive load and enhancing the effectiveness of learning (Yildiz & Celik, 2020).

The utilization of AI-adapted materials affects the improvements in vocabulary acquisition, comprehension of context, and an increase in confidence when employing English in real-life settings. With AI's ability to customize local context-based materials and adapt them to students' ability levels, learning becomes more personalized, inclusive, and meaningful. This advancement approach plays an important role in multicultural and multilingual educational settings such as Indonesia, where every student has a unique cultural background from their own region. Therefore, the integration of local culture and AI in English teaching is not just a technological choice, but a strategic move to bridge the gap between global materials and local needs. It is a form of learning that creates a learning process more meaningful to students since AI can help to modify the materials based on students' cultural background.

#### 4. Conclusion

The integration of local culture in English learning through the utilization of artificial intelligence (AI) technology represents a significant advancement in addressing the gap between global materials and the needs of students in the regions. By leveraging AI, teachers can develop materials that are more in line with local cultural contexts, thereby making the learning experience more relatable to students' daily lives, enhancing comprehension, and fostering enthusiasm and engagement in the learning process. Nevertheless, this does not imply that the integration of AI in this context is without challenges, one of which is cultural bias which potentially misrepresents or discriminates local cultures. If the teachers are not thorough, AI-generated materials may reinforce inaccurate views of local cultures. Consequently, teachers and material developers must ensure that AI is used appropriately and responsibly, so that the resulting materials reflect local culture.

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