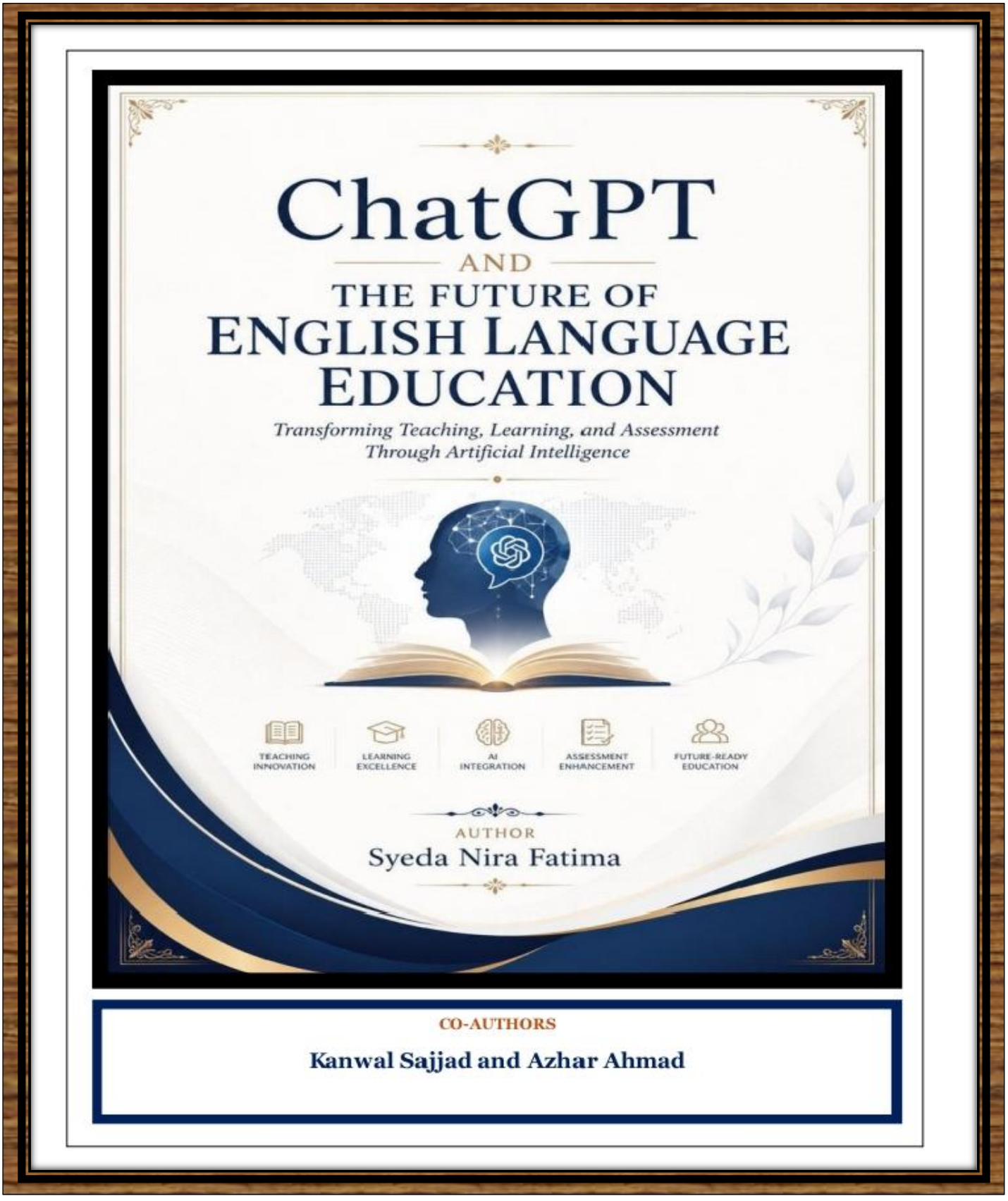
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CHATGPT AND THE FUTURE OF ENGLISH LANGUAGE EDUCATION

Abstract:

The development of ChatGPT has opened a new chapter in English language education. Throughout this book, we have examined how Artificial Intelligence can influence teaching, learning, assessment, teacher development, and classroom practice. ChatGPT can provide valuable support for teachers and learners. It can generate activities, explain concepts, assist with writing, support vocabulary learning, and provide opportunities for language practice. These possibilities can make learning more flexible and accessible. At the same time, AI has limitations. Inaccurate information, hallucinations, overdependence, academic integrity concerns, privacy, bias, and unequal access must be taken seriously. These challenges remind us that technology should never be accepted without critical evaluation. The future of English education should therefore be based on **partnership rather than replacement**. Teachers bring experience, empathy, creativity, and professional judgement, while AI can provide additional tools and resources. When these strengths are combined responsibly, technology can contribute positively to language education. Ultimately, the most important question is not whether ChatGPT will change English language education. It already has. The more important question is **how educators and learners will choose to use this change**. A responsible, human-centred approach can ensure that AI supports the fundamental purpose of education: helping learners become knowledgeable, confident, creative, independent, and thoughtful human beings.

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Chapter 1: Introduction

1.1 Introduction

Technology has become an important part of everyday life, and education is no exception. Over the past few decades, classrooms have gradually moved from traditional teaching methods towards the use of computers, digital resources, online learning platforms, and mobile technologies. More recently, Artificial Intelligence (AI) has become an important part of this change. AI is now being used in different areas of education to support teachers, assist learners, develop learning materials, and provide new ways of interacting with educational content. One of the most noticeable developments in this area is the growth of Generative Artificial Intelligence (GenAI). Unlike many earlier educational technologies that mainly provided access to information, generative AI can create new content in response to a user's instructions. It can produce explanations, questions, examples, summaries, and written responses. This has attracted considerable attention in language education because language learning involves continuous interaction with words, sentences, texts, and communication.

The introduction of ChatGPT has made these possibilities more accessible to teachers and students. ChatGPT can be used to generate ideas, explain difficult concepts, practise language, provide writing feedback, create classroom activities, and support independent learning. For English language learners, it can provide opportunities to practise different aspects of language without always depending on a teacher or a traditional textbook. Teachers can also use it to prepare learning materials and develop activities according to the needs of their students. However, the increasing use of ChatGPT in education also requires careful

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consideration. Technology can be useful, but it cannot replace the knowledge, experience, judgement, and personal understanding that teachers bring to the classroom. There are also concerns about inaccurate information, inappropriate use of AI-generated content, academic dishonesty, privacy, and students becoming too dependent on technology. These issues make it important to approach AI not simply as a new technological tool, but as a development that is changing the relationship between teachers, learners, and educational resources.

In English language education, the discussion is particularly important because language learning is not limited to producing grammatically correct sentences. It also involves communication, creativity, critical thinking, cultural understanding, and meaningful interaction. Therefore, the effective use of ChatGPT should support these abilities rather than reduce learning to simply obtaining answers from an AI system. This chapter introduces the broader relationship between Artificial Intelligence and education and provides the foundation for understanding the role of ChatGPT in English language education. It discusses the development of AI, the emergence of generative AI, and the growing use of ChatGPT in educational settings. It also considers both the opportunities and limitations associated with these technologies. Understanding this background is important before examining how ChatGPT can be used in English language teaching, learning, assessment, and teacher development in the chapters that follow.

1.2 Defining Artificial Intelligence

Artificial Intelligence (AI) is one of the most widely discussed technological developments of the modern era. Although the term is now commonly used in education, business, healthcare, communication, research, and everyday digital applications, defining AI in a single sentence is not straightforward. This is mainly because artificial intelligence is not one particular technology or a single computer program. Rather, it represents a broad area of computer science concerned with developing machine-based systems that can perform tasks involving forms of reasoning, learning, prediction, decision-making, language processing, perception, and content generation. The idea behind AI is closely connected with the long-standing human desire to create machines that can perform activities normally associated with human intelligence. The term artificial intelligence is generally associated with the Dartmouth Summer Research Project on Artificial Intelligence held in 1956. John McCarthy and other researchers proposed that aspects of learning and intelligence could potentially be described sufficiently precisely for machines to simulate them. The Dartmouth meeting is therefore widely regarded as a foundational event in the establishment of AI as a distinct field of research (Dartmouth, 2026).

Over time, however, the meaning of AI has developed considerably. Early approaches to artificial intelligence often focused on symbolic reasoning, logical rules, and problem-solving. Contemporary AI increasingly involves statistical methods, machine learning, neural networks, deep learning, natural language processing, computer vision, and generative models. Consequently, the term AI now covers a much wider range of systems than the early researchers could have anticipated. A useful contemporary definition is provided by the Organisation for Economic Co-operation and Development (OECD). According to the updated OECD definition, an AI system is a machine-based system that, in response to explicit or implicit objectives, derives from its inputs how to produce outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. AI systems can also differ in their degree of autonomy and their ability to adapt after deployment (OECD, 2024).

This definition is particularly useful because it moves away from the idea that AI must literally “think like a human.” Instead, it focuses on what an AI system does. An AI system receives some form of input, processes that information using computational methods, and

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produces an output. The output may be a prediction, recommendation, decision, classification, generated text, image, audio, or another form of content. This perspective is important because many AI systems do not imitate human thinking in a direct or complete sense. They use mathematical models and computational processes to achieve particular objectives. The National Institute of Standards and Technology (NIST) similarly describes artificial intelligence as a machine-based system that, for human-defined objectives, can make predictions, recommendations, or decisions that influence real or virtual environments (NIST, 2026). This definition highlights an important characteristic of AI: its ability to transform information into an outcome that can support or influence an action.

1.2.1 AI as a Broad Concept

Artificial intelligence should therefore be understood as an umbrella concept rather than a single method. Within this broad area are several interconnected approaches and technologies. Machine learning (ML), for example, enables computer systems to identify patterns in data and improve their performance on particular tasks. Deep learning is a further development within machine learning that uses multilayer neural networks to process complex patterns. Generative AI represents another important category, focusing on systems capable of producing new content such as text, images, audio, video, or other digital material (NIST, 2025).

This relationship can be understood more clearly as a hierarchy:

Artificial Intelligence → Machine Learning → Deep Learning → Generative AI

It is important to note that these categories are related but should not be treated as interchangeable terms. AI is the broader field, while machine learning is one major approach used to develop AI systems. Deep learning is a type of machine learning, and many modern generative AI systems are built using deep-learning techniques. Therefore, describing all AI as generative AI would be too narrow.

Figure 1.1: Conceptual relationship between AI and related technologies

Waillustrates the commonly used conceptual relationship between artificial intelligence, machine learning, deep learning, and generative AI. The figure is intended as a conceptual representation rather than a strict classification of every AI technology.

1.2.2 Main Characteristics of Artificial Intelligence

Although AI systems differ greatly from one another, several characteristics help explain what makes a system "intelligent" in a technological sense.

1. Learning:

Some AI systems can learn patterns from data rather than relying entirely on manually written instructions. Machine-learning systems, for example, are trained using data so that they can identify relationships and produce useful outputs when presented with new information.

2. Pattern recognition:

AI can identify patterns within large or complex datasets. Pattern recognition is used in areas such as speech recognition, image analysis, language processing, recommendation systems, and fraud detection.

3. Prediction:

Many AI systems use information from previous examples to estimate likely outcomes. For instance, an AI system may analyse available information and predict which category a new piece of information belongs to.

4. Decision-making and recommendation:

AI systems can generate recommendations or decisions based on defined objectives and available inputs. NIST specifically identifies predictions, recommendations, and decisions as important forms of AI output (NIST, 2026).

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5. Content generation:

Modern generative AI systems can produce new digital content. This may include written language, images, audio, video, or computer code. NIST describes generative AI as a class of AI models that produces synthetic content derived from learned patterns in input data (NIST, 2025).

6. Adaptability and autonomy:

Some AI systems can operate with a degree of autonomy and may adapt to changing circumstances after deployment. However, the level of autonomy differs considerably between systems. An AI-powered recommendation system, for example, operates differently from an autonomous robotic system. The OECD therefore emphasizes that AI systems can vary in both autonomy and adaptiveness (OECD, 2024).

Figure 1.2: Basic functioning of an AI system

Input → Processing/Model → AI Output → Human or System Action

For example:

Student's question → AI language model → Generated explanation → Student uses explanation for learning

This simplified model demonstrates that AI does not operate in isolation. It receives information, processes it according to its underlying model and objectives, and generates an output that may subsequently influence human activity.

1.2.3 Artificial Intelligence and Human Intelligence

The term "intelligence" in artificial intelligence can sometimes create the impression that machines possess intelligence in exactly the same way that humans do. This interpretation requires caution. Human intelligence involves a complex combination of reasoning, emotions, consciousness, social understanding, experience, creativity, values, and contextual judgment. AI systems, in contrast, operate through computational models, algorithms, data, and defined objectives. Therefore, AI should not simply be understood as an artificial version of the human mind. A more appropriate understanding is that AI enables machines to perform particular tasks that may appear intelligent because they involve processes such as prediction, recognition, language generation, reasoning, or decision-making. This distinction is especially important in educational contexts. An AI system may generate a grammatically appropriate explanation, summarize a passage, provide examples, or suggest learning activities. However, these capabilities do not necessarily mean that the system understands the educational, emotional, or social context in the same way as a human teacher. Human judgment therefore remains important when AI-generated outputs are used for learning and teaching.

1.2.4 Traditional AI, Machine Learning and Generative AI

The development of AI can also be understood through the changing ways in which machines have been designed to perform intelligent tasks.

Approach

Approach	**Basic idea**	**Typical function**
Rule-based AI	Human-defined rules guide the system	Following logical rules
Machine Learning	Models learn patterns from data	Prediction and classification
Deep Learning	Neural networks learn complex representations	Speech and image recognition

Generative AI

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Models generate new content from learned patterns
Text, images, audio and other content

The table demonstrates why the modern meaning of AI is broader than the earlier concept of rule-based computer intelligence. Contemporary systems may combine several techniques, and the boundaries between categories can sometimes overlap.

1.2.5 Why Defining AI Matters

A clear definition of AI is not merely a theoretical requirement. It has practical importance for researchers, educators, policymakers, technology developers, and users. Without a reasonably shared understanding of what constitutes an AI system, it becomes difficult to discuss its benefits, limitations, risks, ethical responsibilities, or educational implications. The OECD has emphasized the importance of common terminology because AI technologies are developing rapidly and different countries and institutions need definitions that can support communication and policy development (OECD, 2026). At the same time, NIST notes that AI terminology can vary according to the context and source being used, which shows why researchers should clearly state how they are using the term in a particular study.

For the purposes of this book, artificial intelligence can therefore be understood as the broad field of computational systems designed to use data, models, algorithms, and varying degrees of autonomy to produce outputs such as predictions, recommendations, decisions, or newly generated content that would traditionally require aspects of human cognitive capability. This definition is sufficiently broad to include conventional AI applications as well as contemporary machine-learning and generative-AI technologies. At the same time, it avoids suggesting that machines possess human consciousness or intelligence in exactly the same form as people.

Concluding Perspective

Artificial intelligence has evolved from an ambitious research question about whether machines could simulate aspects of human intelligence into a diverse technological field that now influences many areas of human activity. Its modern meaning encompasses systems capable of analysing information, recognizing patterns, making predictions, providing recommendations, supporting decisions, and generating content. The definitions offered by organizations such as the OECD and NIST demonstrate a gradual movement toward describing AI according to its functions, inputs, outputs, objectives, autonomy, and adaptability rather than simply comparing machines with human beings.

Understanding this broader definition is particularly important before examining the role of AI in education and English language teaching. Generative AI tools, intelligent tutoring systems, automated feedback systems, language-processing applications, and adaptive learning technologies all belong to the wider AI landscape, but they do not operate in exactly the same way. Establishing this distinction provides a conceptual foundation for examining how AI is being incorporated into language education, which is discussed in the sections that follow.

1.3 Evolution of Artificial Intelligence in Education

The relationship between artificial intelligence and education did not begin with the recent popularity of ChatGPT or other generative AI tools. The use of computers to support teaching and learning has a much longer history. What has changed over time is the level of intelligence, interaction, personalization, and content generation that these technologies can provide. The development of AI in education can therefore be understood as a gradual journey from simple computer-assisted instruction to adaptive learning systems and, more recently, generative artificial intelligence. In the early stages, computers were mainly used as tools for presenting information and providing students with opportunities to practise particular skills. These systems were relatively simple. They generally followed pre-programmed instructions and offered students exercises, questions, or immediate feedback. Although such systems were

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very different from today's AI applications, they introduced an important idea: technology could become part of the teaching and learning process rather than being used only for administrative purposes.

1.3.1 Early Computer-Assisted Instruction

During the 1960s and 1970s, researchers began exploring ways in which computers could be used to provide individualized instruction. One important early development was the PLATO system, developed at the University of Illinois. PLATO began as a computer-assisted instruction system and eventually supported a wide range of educational activities, including lessons, testing, communication, and interactive learning. Its development demonstrated that computers could provide students with learning experiences beyond simply displaying information. Another important development was the emergence of intelligent tutoring research. Researchers began asking whether computers could do more than present predetermined lessons. Instead, they explored whether a computer could identify what a learner understood, recognize difficulties, and adjust instruction accordingly. This shift was significant because it moved educational technology from simple content delivery toward a more learner-centred model.

1.3.2 Intelligent Tutoring Systems

During the 1970s and 1980s, the concept of **Intelligent Tutoring Systems (ITSs)** became increasingly important. Unlike basic computer-assisted instruction, intelligent tutoring systems attempted to represent aspects of the learner, the subject matter, and the teaching process. An intelligent tutoring system could, for example, analyse a student's response and determine whether an error resulted from a lack of knowledge or from a particular misunderstanding. The system could then provide a suitable hint, explanation, or additional practice. This development was important because it introduced one of the central ideas that continues to influence AI in education today: **personalization**. Rather than providing exactly the same learning experience to every student, an intelligent system could potentially respond differently according to individual needs. The development of these systems also encouraged researchers to think about education as a complex interaction between the learner, teacher, knowledge, and technology. AI was no longer being considered simply as a way of automating educational tasks; it was increasingly being explored as a means of supporting the learning process itself.

1.3.3 The Growth of Machine Learning

The development of machine learning brought another major change. Earlier educational systems often depended heavily on rules written by programmers. Machine-learning approaches allowed computer systems to identify patterns from data and use those patterns to make predictions or classifications. In education, this opened possibilities such as predicting student performance, identifying learners who might need additional support, analysing learning behaviour, and recommending appropriate educational resources. As larger amounts of educational data became available through digital learning platforms, learning management systems, online assessments, and educational software, the potential applications of machine learning also expanded. This period marked an important transition from **rule-based educational technology** toward **data-driven educational systems**. Instead of asking only, “What rule should the computer follow?”, researchers could increasingly ask, “What can the system learn from information about learners and their interactions?”

1.3.4 AI and Adaptive Learning

The increasing availability of digital learning environments contributed to the development of adaptive learning technologies. These systems attempt to adjust learning materials, questions, difficulty levels, or feedback according to the learner's performance. For example, if a learner repeatedly struggles with a particular grammatical structure, an adaptive

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system may provide additional practice or recommend resources addressing that area. If the learner demonstrates strong understanding, the system may provide more challenging material. The idea of adaptive learning is particularly relevant to language education. Language learners do not all experience the same difficulties. One learner may struggle with vocabulary, another with grammar, while another may need more support with pronunciation, writing organization, or reading comprehension. AI-supported systems have the potential to respond to some of these differences more quickly than a traditional one-size-fits-all system. However, personalization should not be confused with complete understanding of the learner. AI systems can identify patterns in available data, but teachers remain important in understanding the learner's broader academic, social, emotional, and cultural context.

1.3.5 Natural Language Processing and Language Education

One of the most significant developments for English language education has been the advancement of **Natural Language Processing (NLP)**. NLP enables computers to process and generate human language. As NLP technologies improved, educational applications became increasingly capable of interacting with learners through written and spoken language. Language-learning applications began incorporating automated feedback, grammar checking, vocabulary support, speech recognition, translation, and conversational practice. These developments changed the role of technology in language education. Instead of simply presenting a grammar exercise, a system could increasingly interact with the learner using language. This development is particularly important because language learning depends heavily on interaction. Students need opportunities to read, write, listen, speak, receive feedback, and practise using language in meaningful situations. AI cannot replace the complete social and communicative environment provided by teachers and other learners, but it can provide additional opportunities for practice and feedback.

1.3.6 The Emergence of Deep Learning

The rapid development of deep learning during the 2010s further accelerated the capabilities of AI systems. Deep-learning models, particularly neural networks with many layers, became increasingly effective at processing complex forms of data, including images, speech, and language. In education, these developments contributed to more sophisticated automated assessment, speech recognition, translation, recommendation systems, and language-processing applications. AI systems became better at recognizing patterns in language and responding to increasingly complex forms of input. For English language teaching, this period was especially significant because improvements in NLP and speech technologies made it increasingly possible for learners to interact with digital systems using natural language rather than selecting answers from fixed menus.

1.3.7 The Rise of Generative AI

The most recent and perhaps most visible stage in the evolution of AI in education is the emergence of **Generative AI (GenAI)**. Unlike many earlier educational technologies that primarily selected, classified, or recommended existing information, generative AI can produce new content in response to a user's instructions. The development of large language models has made it possible for users to interact with AI systems through ordinary conversational language. Students can ask questions, request explanations, generate examples, receive feedback on writing, brainstorm ideas, practise conversations, and explore different ways of expressing an argument. The release of ChatGPT in 2022 brought generative AI into mainstream public and educational discussion. Its conversational interface made AI accessible to users who did not need specialist knowledge of programming or machine learning. Consequently, teachers, students, institutions, researchers, and policymakers began considering both the opportunities and challenges associated with generative AI in education. UNESCO has emphasized that generative AI can create opportunities for education and research but also raises important

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concerns related to equity, privacy, ethical use, human agency, and the reliability of AI-generated information. UNESCO therefore stresses the importance of a human-centred approach when generative AI is used in education (UNESCO, 2023).

1.3.8 From Computer-Assisted Learning to Generative AI

The overall evolution of AI in education can be summarized as a movement through several broad stages:

Computer-Assisted Instruction
↓
Intelligent Tutoring Systems
↓
Machine Learning and Educational Data Analysis
↓
Adaptive Learning Technologies
↓
Natural Language Processing and Speech Technologies
↓
Deep Learning
↓
Generative AI and Large Language Models

Figure 1.3: Simplified evolution of AI in education

Figure 1.3. A simplified conceptual timeline showing the major stages in the development of AI-supported education. The stages overlap rather than occurring as completely separate periods.

Each stage has built upon developments that came before it. Early computer-assisted instruction introduced the use of computers for learning. Intelligent tutoring systems attempted to make those systems more responsive to individual learners. Machine learning enabled systems to identify patterns in educational data. NLP made interaction with language more sophisticated, while deep learning significantly improved the processing of complex information. Generative AI has taken another step by allowing users to interact with systems capable of producing new language and other forms of content.

1.3.9 AI in English Language Teaching

The evolution of AI has had a particularly noticeable impact on English language teaching. Earlier digital language-learning systems often focused on vocabulary exercises, grammar practice, and predetermined activities. Later systems introduced automated feedback, speech recognition, translation, and adaptive learning. Today, generative AI has expanded the possibilities considerably. A learner can ask an AI system to explain a difficult grammatical concept, provide examples at an appropriate level, simulate a conversation, suggest vocabulary, give feedback on a piece of writing, or help organize ideas before writing an assignment.

For teachers, AI can also support lesson planning, creation of learning materials, differentiate of activities, generation of practice questions, and the development of classroom resources. However, these possibilities should be approached carefully. AI-generated material can contain inaccurate information, inappropriate language, cultural assumptions, or errors that may not be immediately obvious to learners. This is why the evolution of AI in education should not be interpreted as a movement toward replacing teachers. Rather, it represents a gradual expansion of the tools available to teachers and learners. The most meaningful educational use of AI is likely to occur when technological capabilities are combined with human judgment, pedagogical knowledge, creativity, and interpersonal understanding.

1.3.10 A Shift from Automation to Collaboration

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One of the most important changes in the history of AI in education is the movement from **automation toward collaboration**.

Earlier educational technologies were often designed to automate specific tasks. For example, a computer could mark an answer as correct or incorrect. Later systems became capable of adapting questions to student performance. Contemporary generative AI can participate in a much broader interaction by producing explanations, examples, suggestions, questions, and feedback. This does not mean that AI has become a teacher in the full human sense. Rather, it has become a new type of educational tool that can participate in certain parts of the learning process. The distinction is important. A teacher understands classroom relationships, student motivation, individual circumstances, cultural context, and the wider goals of education. AI systems do not possess this human experience in the same way. Therefore, effective AI integration requires teachers and learners to remain actively involved in evaluating and using AI-generated information.

1.3.11 The Present and Future Direction

The current development of AI suggests that educational technology is moving toward increasingly interactive, personalized, multimodal, and collaborative learning environments. AI systems can now work with different forms of information, including text, speech, images, and other digital content. This creates opportunities for more flexible learning experiences. At the same time, the rapid development of AI creates new responsibilities. Educational institutions need to consider issues such as academic integrity, student privacy, bias, unequal access to technology, digital literacy, transparency, and the accuracy of AI-generated information. Teachers and students therefore need not only technical skills but also the ability to critically evaluate AI outputs. The evolution of AI in education is consequently not simply a story of technological progress. It is also a story about changing relationships between teachers, learners, knowledge, and technology. The central question is no longer whether computers can be used in education; they clearly can. The more important question is **how AI can be used responsibly and meaningfully to improve learning without weakening the human relationships at the heart of education.**

For English language teaching in particular, this question is becoming increasingly important. As generative AI and language technologies continue to develop, teachers and learners are gaining access to tools that can support communication, writing, vocabulary development, feedback, and personalized practice. Understanding how these technologies developed provides an essential foundation for examining their current role, their educational benefits, their limitations, and the challenges they present continue to have an important role in selecting suitable materials, checking accuracy, providing context, and helping students develop critical thinking.

1.4. Opportunities and Challenges

Generative AI offers considerable opportunities, but its educational value depends largely on how it is used.

Potential opportunities include:

- personalized explanations and practice;
- rapid generation of learning materials;
- support for writing and brainstorming;
- language and vocabulary practice;
- increased access to interactive learning resources; and
- support for teachers in lesson preparation.

Important challenges include:

- inaccurate or misleading information;

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- overdependence on AI-generated answers;
- academic integrity and originality;
- privacy and data protection;
- unequal access to technology; and
- the possibility of reducing meaningful human interaction.

UNESCO therefore argues that the rapid development of GenAI should be accompanied by appropriate safeguards, teacher preparation, and policies that protect learners and preserve human agency in education.

1.4.1 Generative AI as a Supportive Educational Tool

Generative AI should not be viewed simply as a replacement for teachers or traditional learning. Its educational value depends on the relationship between the technology and the people using it. A well-designed learning activity may use AI to provide additional practice while the teacher remains responsible for instruction, evaluation, classroom interaction, and educational judgment. For English language teaching, this distinction is especially important. Language learning is not only about producing grammatically correct sentences; it also involves communication, interpretation, creativity, cultural awareness, critical thinking, and meaningful interaction with other people. Generative AI can support some of these activities, but it cannot replace the complete human and social dimensions of language education. Overall, generative AI represents a significant development in the evolution of artificial intelligence. Its ability to generate language and other forms of content has created new possibilities for education, particularly in areas such as personalized learning, writing support, language practice, and teaching-material development. However, its effective use requires critical evaluation, responsible practices, and continued human involvement. As UNESCO notes, the goal should not be to allow technology to replace human intelligence, but to develope educational practices in which technology is used meaningfully and responsibly to support human learning.

1.5 The Emergence of ChatGPT

The emergence of ChatGPT marked an important turning point in the development of Generative Artificial Intelligence. Open AI introduced ChatGPT publicly on 30 November 2022 as a conversational AI system designed to interact with users through natural language. Unlike many earlier digital tools that mainly provided fixed or programmed responses, ChatGPT could respond to questions, continue a conversation, explain concepts, generate ideas, and assist with different types of written tasks (Open AI, 2022). The introduction of ChatGPT quickly attracted attention in education because of its ability to communicate in a way that resembles human conversation. Students could use it to ask questions, clarify difficult concepts, receive writing support, and explore different ideas. Teachers and researchers also began considering its potential for lesson planning, assessment, feedback, and the development of learning materials. However, the rapid adoption of ChatGPT also raised important concerns. AI-generated responses may sometimes contain inaccurate information, bias, or misleading explanations. OpenAI itself acknowledged such limitations when ChatGPT was first introduced (Open AI, 2022). Therefore, ChatGPT should not be viewed as a replacement for teachers or independent thinking. Rather, it can be considered a supporting tool that becomes more useful when combined with human judgement, appropriate guidance, and critical evaluation.

1.6 AI and the Transformation of Education

Artificial Intelligence is gradually changing the way teaching and learning take place. Traditional education has often followed a teacher-centred model in which the teacher provides information and students are expected to understand and reproduce it. AI introduces more

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flexible possibilities by allowing learners to receive immediate feedback, practise independently, access personalised learning materials, and explore topics according to their individual needs. AI-based educational systems can support teachers as well. They can assist in preparing learning materials, generating classroom activities, analysing student performance, and providing feedback. Recent research has also highlighted the growing use of AI-powered tutoring and learning systems in education (Létourneau et al., 2025). The transformation, however, is not simply about replacing traditional methods with technology. The most meaningful use of AI involves combining technological support with the knowledge, experience, creativity, and emotional understanding of teachers. UNESCO therefore emphasises a human-centered approach in which AI supports learners and educators rather than replacing human agency. In this sense, AI can be seen as a new educational resource. Its real value depends on how thoughtfully teachers and students use it and whether educational institutions provide appropriate guidance for its responsible use.

1.7 Opportunities and Challenges of AI

The growing use of AI in education presents both opportunities and challenges. One of its major opportunities is personalised learning. AI can provide explanations at different levels, offer practice activities, and give learners immediate responses. It can also help teachers save time by supporting the preparation of lesson plans, activities, questions, and learning resources. Another important opportunity is increased access to educational support. Students who need additional explanation can interact with AI tools outside normal classroom hours. AI can also encourage creativity by helping learners generate ideas, organise information, and explore different approaches to a task. At the same time, several challenges require careful consideration. One major concern is accuracy. AI systems can produce information that sounds convincing but may not always be correct. Issues related to academic honesty, overdependence on technology, privacy, bias, and unequal access to digital resources are also important. UNESCO has highlighted concerns about data privacy, equity, cultural and linguistic diversity, and the need for appropriate policies when using Generative AI in education. Another challenge is the changing role of teachers. AI should not reduce the importance of teachers; instead, teachers need to develop the skills required to guide students in using AI critically and responsibly. UNESCO also stresses the importance of AI literacy and the development of digital, critical-thinking, and ethical skills. Therefore, the future of AI in education depends not only on technological development but also on responsible policies, teacher training, student awareness, and human judgement.

1.8 Conclusion

Artificial Intelligence has moved from being a mainly technological concept to becoming an increasingly visible part of everyday education. The development of Generative AI and the emergence of ChatGPT have further increased interest in the ways AI can support teaching, learning, communication, and research. AI offers meaningful opportunities for personalised learning, immediate feedback, creative support, and improved educational efficiency. At the same time, concerns related to accuracy, academic integrity, privacy, bias, inequality, and overdependence cannot be ignored. The educational value of AI therefore depends on responsible and informed use. Ultimately, AI should be viewed as a tool that supports human learning rather than replacing teachers or learners. A balanced approach, combining technological innovation with human judgement, ethical awareness, and effective teaching practices, can help education benefit from AI while reducing its potential risks.

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Chapter 2: Understanding ChatGPT and Generative AI

2.1 Introduction

The rapid development of artificial intelligence has changed the way people interact with technology. One of the most noticeable developments in recent years has been the emergence of Generative Artificial Intelligence (GenAI). Unlike traditional computer programs that mainly follow predefined instructions, generative AI can produce new content such as text, images, summaries, ideas, and computer code. Among the many generative AI applications, ChatGPT has gained particular attention because of its ability to communicate with users through natural language. Since its public launch in November 2022, ChatGPT has attracted interest from educators, students, researchers, writers, and professionals. The importance of ChatGPT in education is not simply related to its ability to produce information. Its conversational nature allows learners to ask questions, request explanations, receive feedback, and explore ideas through an interactive process. At the same time, its use raises important questions about accuracy, academic integrity, privacy, critical thinking, and the changing role of teachers. This chapter explains what ChatGPT is, how large language models work at a general level, the role of natural language processing, its major capabilities and limitations, and its potential as an educational tool.

2.2 What Is ChatGPT?

ChatGPT is an artificial intelligence system developed by OpenAI that is designed to interact with users through conversation. It can respond to questions, explain concepts, summarize information, generate written content, assist with brainstorming, and perform a range of language-related tasks. ChatGPT was introduced publicly on 30 November 2022 as a research preview. OpenAI described it as a conversational model designed to respond to follow-up questions, acknowledge mistakes, challenge incorrect assumptions, and refuse inappropriate requests. The word "chat" is important because ChatGPT is designed around interaction rather than simply producing a single answer. A user can ask a question, receive a response, and then ask for clarification or request the information in a different form. This makes the experience somewhat similar to having a digital conversation. However, ChatGPT should not be understood as a human-like mind. It generates responses by processing patterns in language and producing likely sequences of words. Therefore, a fluent answer does not automatically mean that the information is correct. For education, this distinction is particularly important. Students can use ChatGPT as a learning assistant, but they should not treat every response as an unquestionable source of knowledge.

2.3 Large Language Models

ChatGPT is based on Large Language Model (LLM) technology. A large language model is an AI model trained on very large amounts of text so that it can recognize patterns in language and generate appropriate responses. At a basic level, an LLM processes an input provided by the user and predicts what text is likely to follow. Modern language models are considerably more sophisticated than simple word-prediction systems because they can take account of context, relationships between words, and patterns across large amounts of language data. The development of these models has been closely connected with advances in deep learning and the Transformer architecture. Transformers allow models to process relationships between different parts of a sequence of text efficiently. This has contributed significantly to the development of modern language technologies. The word "large" refers not only to the

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amount of training data but also to the number of parameters used by these models. Parameters are numerical values learned during training that help the model identify patterns and relationships in language. Despite their impressive abilities, LLMs do not possess human understanding in the same sense as people. They do not experience the world, emotions, or personal knowledge in the way humans do. UNESCO has therefore emphasized the importance of maintaining a human-centred approach when using generative AI in education.

2.4 Natural Language Processing

Natural Language Processing (NLP) is an important area of artificial intelligence concerned with enabling computers to work with human language. It combines ideas from computer science, linguistics, and machine learning. Human language is complex. The meaning of a sentence can change according to context, tone, culture, grammar, and the relationship between speakers. NLP technologies attempt to process these different aspects of language so that computers can perform useful language-related tasks.

Examples of NLP applications include:

- language translation;
- text summarization;
- question answering;
- sentiment analysis;
- speech recognition;
- grammar assistance;
- text generation; and
- information extraction.

ChatGPT represents a more advanced use of NLP because it can participate in extended conversations and generate responses in different styles. For English language education, this is particularly significant because students can use AI tools to practise writing, vocabulary, grammar, reading comprehension, and communication. However, NLP systems can also struggle with ambiguity, cultural differences, unusual expressions, and information that requires real-world understanding. Therefore, human judgement remains important when interpreting AI-generated language.

2.5 Capabilities of ChatGPT

One reason for the popularity of ChatGPT is the wide range of tasks it can perform. Its usefulness is especially noticeable in language-based activities.

Writing and Editing

ChatGPT can help users generate ideas, organize paragraphs, improve sentence structure, and revise written work. It can also explain why a particular grammatical construction may be more appropriate than another.

Explanation of Concepts

Students can ask ChatGPT to explain difficult concepts in simpler language. They can also request examples, comparisons, summaries, or step-by-step explanations.

Brainstorming

ChatGPT can support the early stages of writing by suggesting possible topics, arguments, questions, or approaches. This can be useful when students have difficulty beginning an assignment.

Language Learning

For English learners, ChatGPT can provide vocabulary practice, grammar exercises, conversational activities, writing prompts, and feedback. This creates opportunities for more individualized learning.

Summarization

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The system can summarize lengthy information into shorter and more accessible explanations. However, students should still compare summaries with the original source when accuracy is important.

Personalized Interaction

One of the major strengths of conversational AI is its ability to respond to follow-up questions. A learner can ask for a simpler explanation, a different example, or additional practice according to their needs.

These capabilities explain why generative AI has attracted significant interest in education. UNESCO identifies personalized learning, creative uses, curriculum development, and research activities among the possible educational applications of generative AI.

2.6 Limitations and Reliability Issues

Although ChatGPT is powerful, it is not infallible. One of its most important limitations is that it can produce information that sounds convincing but is incorrect. This is commonly described as an AI hallucination. For example, a language model may sometimes provide an incorrect fact, inaccurate date, invented quotation, or unreliable reference while presenting the information confidently. OpenAI itself acknowledges that ChatGPT can produce incorrect or misleading information and recommends that users critically assess important responses. Another concern is bias. AI models learn from large collections of human-generated data, and those data can contain cultural, social, and linguistic biases. Consequently, AI-generated responses may sometimes reproduce or reflect these biases. There are also concerns about privacy and data protection, particularly in educational environments. Students and teachers may enter personal or sensitive information into AI systems without fully considering how such information should be handled. UNESCO therefore emphasizes data privacy, safety, equity, and human agency in the educational use of generative AI. Academic integrity is another important issue. If students use AI to complete entire assignments without understanding the material, technology may become a substitute for learning rather than a support for learning. Therefore, ChatGPT should be treated as an assistant rather than an unquestionable authority. Important information should be checked against reliable academic and professional sources.

2.7 Prompting and Human–AI Interaction

The quality of interaction with ChatGPT depends greatly on how a user communicates with the system. The instructions or questions given to an AI system are commonly called prompts. A clear prompt usually provides enough information about the task, purpose, audience, and desired form of the response. For example, instead of asking:

"Explain grammar."

A learner might ask: "Explain the difference between the present perfect and simple past tense for an intermediate English learner and provide five examples." The second prompt gives the system more context and therefore makes the expected response clearer. This process is sometimes referred to as prompting or prompt engineering. In educational settings, learning how to formulate useful prompts can itself become an important digital literacy skill. However, effective human–AI interaction involves more than writing good prompts. Users also need to evaluate the response, identify possible errors, compare information with trustworthy sources, and make their own decisions. UNESCO's AI competency framework similarly emphasizes the importance of developing appropriate knowledge, skills, and values for responsible AI use. The ideal relationship is therefore not human versus AI, but human working with AI. The human remains responsible for judgement, interpretation, creativity, and final decisions.

2.8 ChatGPT as an Educational Tool

ChatGPT has considerable potential as an educational tool when it is used thoughtfully. It can support both teachers and students in different ways. For students, it can provide explanations, examples, writing support, language practice, revision questions, and

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brainstorming assistance. Learners who are hesitant to ask questions in a classroom may find conversational AI useful because they can ask for clarification repeatedly. For English language learners, ChatGPT can be particularly valuable. Students can practise vocabulary, grammar, sentence construction, reading comprehension, and writing. Teachers can also use AI to develop classroom activities, discussion questions, writing prompts, and differentiated learning materials. For teachers, ChatGPT can assist with lesson planning and the preparation of educational resources. However, teachers still need to review AI-generated material for accuracy, suitability, cultural relevance, and alignment with learning objectives. The educational value of ChatGPT therefore depends largely on how it is used. If students simply copy AI-generated answers, their opportunities to develop independent thinking and writing skills may be reduced. If they use AI to question ideas, receive feedback, practise skills, and improve their own work, it can become a useful learning partner. UNESCO recommends a human-centred approach in which AI supports education without replacing human agency or the essential role of educators.

2.9 Conclusion

ChatGPT represents an important development in the field of generative artificial intelligence and has introduced new possibilities for communication, writing, language learning, and education. Its foundation in large language model and natural language processing technologies enables it to produce fluent and context-sensitive responses. At the same time, ChatGPT has clear limitations. It can generate inaccurate information, reflect biases, and create challenges related to privacy and academic integrity. For this reason, users must approach its responses critically rather than accepting them automatically. In education, the most productive approach is to view ChatGPT as a supportive educational technology rather than a replacement for teachers or independent learning. When combined with human judgement, responsible prompting, source verification, and appropriate guidance, it can contribute positively to teaching and learning. The future of ChatGPT in education will therefore depend not only on technological development but also on how teachers, students, institutions, and policymakers choose to use it.

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Chapter 3: The Evolution of English Language Teaching

3.1 Introduction

English language teaching has changed considerably over time. The methods used to teach English have developed in response to changes in educational thinking, linguistic research, social needs, and technology. In earlier classrooms, language learning was mainly concerned with grammar rules, translation, reading, and memorization. Gradually, greater attention was given to speaking, listening, interaction, and the practical use of language. The development of technology brought another important change. Audio recordings, language laboratories, computers, the internet, mobile phones, and digital learning platforms gradually

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became part of language education. More recently, artificial intelligence has introduced new possibilities for personalized learning, language practice, writing assistance, and feedback. This chapter traces the major stages in the development of English language teaching, from traditional approaches to the emerging role of artificial intelligence. Understanding this development helps explain why tools such as ChatGPT are becoming increasingly relevant to English language education.

3.2 Traditional Approaches to English Language Teaching

Traditional English language teaching was generally teacher-centred. The teacher was considered the main source of knowledge, while students were expected to listen, memorize information, complete exercises, and reproduce what they had learned. Grammar played a central role in many traditional classrooms. Students were taught rules, vocabulary lists, sentence structures, and written exercises. Reading and writing were often given greater importance than spontaneous speaking and listening. These approaches were useful in developing knowledge of grammatical structures and written language, particularly in academic contexts. However, they did not always provide sufficient opportunities for learners to communicate naturally. As educational thinking developed, teachers and researchers began to recognize that knowing grammar was not the same as being able to communicate effectively. This encouraged the development of approaches that placed greater emphasis on practical language use.

3.3 Grammar-Translation Method

The Grammar-Translation Method is one of the oldest approaches associated with formal language teaching. It developed from methods traditionally used for teaching classical languages such as Latin and Greek and was later applied to modern languages. The method focuses heavily on grammar rules, vocabulary memorization, reading, writing, and translation between the learner's first language and the target language. Students may be asked to translate sentences or passages and identify grammatical structures. One strength of this approach is that it can give learners a clear understanding of grammatical rules and written language. It may also help students develop reading and translation skills. However, its major weakness is that learners may have limited opportunities to practise spontaneous communication. Speaking and listening are generally less prominent than reading and writing. The British Council notes that translation was historically central to language teaching but later became less prominent as communicative approaches gained influence. Although the Grammar-Translation Method is often described as an outdated approach, some of its practices, such as explicit grammar explanation and translation activities, can still be useful when applied appropriately.

3.4 Direct and Audio-Lingual Approaches

The Direct Method emerged partly as a reaction against the limitations of Grammar-Translation. Instead of relying heavily on the learner's first language, the Direct Method encourages the use of the target language in the classroom. Teachers may introduce vocabulary through objects, pictures, demonstrations, and real-life situations. Grammar is often introduced through examples rather than lengthy explanations. Speaking and listening receive greater attention. The British Council describes the Direct Method as emphasizing target-language use, inductive grammar teaching, and speaking and listening. Later, the Audio-Lingual Method became influential, particularly in the mid-twentieth century. It emphasized listening and speaking practice through repetition, drills, dialogues, and pattern practice. Learners repeatedly practised particular sentence structures until they became familiar. Both approaches represented important steps away from purely translation-based teaching. However, repetition and drills alone could not fully prepare learners for the unpredictable nature of real communication. This limitation encouraged further movement towards approaches that emphasized meaningful interaction.

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3.5 Communicative Language Teaching

Communicative Language Teaching (CLT) represented a major shift in the understanding of language learning. Instead of viewing language primarily as a collection of grammar rules, CLT emphasizes the ability to use language effectively for communication. In a communicative classroom, students are encouraged to participate in discussions, role-plays, pair work, group activities, problem-solving tasks, and other situations where language has a meaningful purpose. The teacher's role also changes. Rather than being the only source of knowledge, the teacher becomes a facilitator who creates opportunities for learners to use language. CLT does not mean that grammar is unimportant. Rather, grammar is connected to communication and meaningful use. A learner needs both knowledge of language structures and the ability to use those structures appropriately in different situations. This change was particularly important for English language teaching because English increasingly became a means of international communication. The focus therefore moved from simply knowing English to using English.

3.6 Technology-Enhanced Language Learning

Technology gradually became an important part of English language teaching. Radio, television, audio recordings, projectors, language laboratories, and later multimedia resources provided teachers with new ways of presenting language. Audio and video materials allowed learners to hear different accents and experience language in more realistic contexts. Multimedia could combine text, sound, images, and video, making lessons more varied and interactive. The British Council's historical work on media in English language teaching illustrates the long-standing use of radio, television, and multimedia resources in ELT. The arrival of the internet created even greater possibilities. Learners could access online dictionaries, videos, educational websites, electronic books, discussion forums, and language-learning platforms from outside the classroom. Technology therefore gradually changed the idea of where and when language learning could take place. Learning was no longer restricted to the classroom or printed textbook.

3.7 Computer-Assisted Language Learning

Computer-Assisted Language Learning (CALL) refers broadly to the use of computers and computer-based technologies to support language learning. Early CALL programs often focused on vocabulary, grammar exercises, reading practice, and drills. As technology became more advanced, CALL environments became increasingly interactive and multimedia-based. Computers provided learners with opportunities for independent practice and immediate responses to certain exercises. They also allowed teachers to introduce digital texts, audio, video, presentations, and interactive activities. An important advantage of CALL is that it can support learners at different levels. Students can sometimes repeat an activity, practise difficult areas, and work at a pace that suits their needs. However, technology itself does not guarantee effective learning. The educational value of a digital tool depends on how it is designed and how teachers and learners use it. Good language teaching still requires clear objectives, meaningful interaction, appropriate feedback, and human guidance.

3.8 Mobile-Assisted Language Learning

The widespread use of smartphones and tablets introduced another stage in the development of language education known as Mobile-Assisted Language Learning (MALL). Unlike traditional computer-based learning, mobile learning allows students to access educational material almost anywhere. Learners can use mobile applications for vocabulary development, pronunciation practice, listening activities, reading, grammar, and communication. Mobile technology also supports learning outside formal classroom settings. A student can listen to an English podcast while travelling, practise vocabulary through an application, or watch an English-language lesson at home. This flexibility has made language

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learning more continuous and accessible. However, mobile learning also requires self-discipline. Notifications, entertainment applications, and other distractions can reduce students' concentration. Therefore, mobile technology is most effective when its use is connected to clear learning goals.

3.9 AI and the New Era of English Language Teaching

Artificial intelligence represents the latest major stage in the technological development of English language teaching. Unlike many earlier technologies that mainly delivered prepared learning materials, AI systems can interact with learners and generate responses based on their input. Generative AI tools such as ChatGPT can support activities including brainstorming, vocabulary practice, writing assistance, grammar explanation, conversation practice, summarization, and feedback. Large language models have also created new possibilities for AI-supported language teaching and assessment, although researchers emphasize that their outputs require careful evaluation. For English learners, one of the most interesting possibilities is personalized interaction. A learner can ask for an explanation at a simpler level, request additional examples, practise a particular grammar structure, or receive suggestions for improving a piece of writing.

AI can also support teachers. It may help generate lesson ideas, discussion questions, exercises, and differentiated learning materials. However, teachers remain essential because they understand their learners, classroom context, curriculum requirements, and emotional and social needs. The emergence of AI therefore should not be viewed simply as a replacement of traditional teaching. Instead, it represents another stage in the long development of educational technology. UNESCO emphasizes that AI in education should follow a human-centred approach that protects inclusion, equity, privacy, and human agency. The most meaningful future may therefore be one in which teachers, learners, and AI work together. AI can provide additional support, but human teachers continue to provide judgement, encouragement, creativity, and meaningful social interaction.

3.10 Conclusion

The history of English language teaching demonstrates a gradual movement from teacher-centred instruction towards learner-centred, communicative, and technology-supported learning. The Grammar-Translation Method emphasized grammar, translation, reading, and writing. The Direct and Audio-Lingual approaches increased attention to speaking, listening, and oral practice. Communicative Language Teaching then placed meaningful communication at the centre of language learning. Technology further expanded the possibilities of English language education. Computer-Assisted Language Learning provided digital practice, while Mobile-Assisted Language Learning made learning more flexible and accessible. Today, artificial intelligence is creating another significant shift by allowing learners to interact with systems capable of generating and responding to language. This development does not mean that earlier methods have completely disappeared. Elements of grammar teaching, translation, repetition, communication, digital learning, and mobile learning can still be useful. The future of English language teaching is more likely to involve a combination of approaches, selected according to learners' needs and educational objectives. AI, particularly generative AI, is therefore best understood as the latest development in a much longer history of innovation in English language teaching.

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Chapter 4: ChatGPT in English Language Teaching

4.1 Introduction

The integration of artificial intelligence into education has created new opportunities for English language teaching. Among the different AI-based tools available today, ChatGPT has received considerable attention because it can communicate with learners through natural language and generate responses according to their questions and instructions. English language teaching involves several interconnected skills, including grammar, vocabulary, reading, writing, speaking, listening, and pronunciation. Traditionally, learners have depended mainly on teachers, textbooks, classroom activities, and language laboratories to develop these skills. ChatGPT adds another possible source of support by providing learners with immediate, interactive language practice. For teachers, ChatGPT can assist with lesson planning, classroom activities, examples, exercises, and differentiated materials. For students, it can function as a practice partner, writing assistant, explanation tool, and source of additional exercises. Research on generative AI in language education suggests that such systems may provide useful opportunities for language practice and personalized learning, while also requiring careful attention to accuracy and responsible use (Kohnke, Moorhouse, & Zou, 2023). The value of ChatGPT in English language teaching therefore depends not simply on what the technology can do, but on how teachers and learners use it.

4.2 AI-Assisted Lesson Planning

Lesson planning is an important part of effective English language teaching. Teachers need to decide what students should learn, which activities will support the learning objectives, and how understanding will be assessed. Preparing these materials can require considerable time. ChatGPT can assist teachers during the planning process. A teacher can provide the grade level, topic, learning objectives, approximate lesson duration, and students' proficiency level and ask the system to suggest a lesson structure.

For example, a teacher preparing a lesson on reported speech might ask ChatGPT to provide:

- learning objectives;
- a short introduction;
- examples;
- classroom activities;
- pair-work tasks;
- practice exercises; and
- assessment questions.

The teacher can then review and modify the suggestions according to the needs of the class. ChatGPT can also help teachers create different versions of the same activity. A task can be simplified for learners who need additional support or made more challenging for advanced students. This can save preparation time while allowing teachers to focus more on classroom interaction. However, AI-generated lesson plans should not be used without review. Teachers need to check the accuracy, appropriateness, difficulty level, cultural context, and alignment with the curriculum. ChatGPT should therefore be viewed as a planning assistant rather than an automatic lesson planner.

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4.3 Teaching Grammar through ChatGPT

Grammar is an important component of English language learning, but students often find grammatical rules difficult when they are presented only through traditional explanations. ChatGPT can provide grammar explanations in different ways. A learner can ask for a simple explanation, examples, practice questions, or clarification of a particular mistake. This makes grammar learning more interactive. For example, a student who is confused about the difference between the present perfect and simple past can ask ChatGPT to explain the distinction using everyday examples. The learner can then ask follow-up questions if the first explanation is unclear. ChatGPT can also generate grammar exercises. Teachers may ask it to create fill-in-the-blank questions, sentence transformation exercises, error-correction tasks, or short quizzes. Another useful possibility is error analysis. Students can submit their own sentences and ask ChatGPT to identify grammatical problems and explain them. This can encourage learners to understand their mistakes rather than simply receiving the correct answer. Nevertheless, grammar explanations generated by AI should be checked. Language has exceptions, variations, and contextual differences, and an AI system may occasionally provide an oversimplified or inaccurate explanation. Human teacher supervision remains important.

4.4 Vocabulary Development

Vocabulary is essential for effective communication. A learner may understand English grammar but still struggle to communicate because of limited vocabulary. ChatGPT can support vocabulary development in several ways. It can introduce new words according to a learner's level and provide definitions, example sentences, synonyms, antonyms, and contextual uses. For example, instead of simply memorizing the word "significant," a learner can ask ChatGPT to explain its meaning, provide examples, identify similar words, and create a short practice activity.

ChatGPT can also create vocabulary exercises such as:

- matching words with meanings;
- completing sentences;
- identifying synonyms;
- creating short dialogues;
- vocabulary quizzes; and
- using new words in context.

Context is particularly important. Learning a word through meaningful sentences can help students understand how it functions in real communication rather than memorizing an isolated definition. Teachers can also use ChatGPT to prepare vocabulary lists related to particular topics such as education, technology, environment, travel, or literature. However, students should be encouraged to confirm unfamiliar meanings using reliable dictionaries and other language resources.

4.5 Reading Comprehension

Reading involves more than recognizing individual words. Learners need to understand main ideas, supporting details, vocabulary, and relationships between ideas, tone, and sometimes the writer's purpose. ChatGPT can support reading comprehension by generating questions based on a text. Students can practise identifying the main idea, answering factual questions, making inferences, and explaining unfamiliar vocabulary. For example, after reading a short passage about climate change, a teacher could use ChatGPT to prepare different levels of questions. Basic questions could test factual understanding, while more advanced questions could ask students to interpret the author's argument or make connections between ideas. ChatGPT can also simplify difficult passages for learners who are struggling with reading. However, simplification should be used carefully. If students always depend on simplified

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texts, they may have fewer opportunities to develop strategies for dealing with challenging authentic material. Another useful approach is to ask students to compare their own interpretation with an AI-generated explanation. This can turn ChatGPT into a tool for critical thinking rather than simply an answer provider. Teachers should also ensure that students read the original text and do not rely entirely on AI summaries.

4.6 Writing Instruction

Writing is one of the areas in which ChatGPT has attracted considerable attention. Students can use it to brainstorm ideas, organize arguments, improve sentence construction, identify possible grammatical problems, and receive feedback on drafts. For example, a student preparing an argumentative essay might first ask ChatGPT for possible arguments. The student can then develop their own position and use AI feedback to identify areas that need improvement. ChatGPT can also help students understand the structure of different types of writing. A teacher may ask it to demonstrate the basic organization of an essay, formal letter, report, or descriptive paragraph. Students can then analyse the structure and produce their own writing. However, there is an important difference between using AI to support writing and allowing AI to write an assignment completely. If students simply copy AI-generated text, they may miss the learning process involved in planning, drafting, revising, and developing their own voice. Therefore, teachers can encourage students to use ChatGPT primarily during the stages of brainstorming, feedback, revision, and reflection. The student's final work should demonstrate their own understanding and ability. UNESCO's guidance on generative AI in education highlights the importance of maintaining human agency and ensuring that AI supports rather than replaces meaningful learning. (UNESCO, 2023).

4.7 Speaking and Conversation Practice

Speaking practice can be difficult to provide in large English language classes because every student may not have enough opportunity to speak individually. Conversational AI can provide an additional opportunity for language practice. Students can interact with ChatGPT through written conversation and, where voice features are available, spoken interaction. They can practise everyday situations such as introducing themselves, asking for information, discussing hobbies, preparing for an interview, or participating in an academic discussion. One advantage of AI conversation is that learners can practise repeatedly without worrying about making mistakes in front of classmates. They can ask for corrections and try the same expression again. ChatGPT can also act as a simulated conversation partner. For example, a learner could practise a job interview while the AI takes the role of an interviewer. However, AI conversation cannot completely replace communication with real people. Human conversation includes facial expressions, gestures, emotions, cultural expectations, interruptions, and unexpected responses. Therefore, AI should be used as an additional practice opportunity, while real classroom communication remains essential.

4.8 Listening and Pronunciation Support

Listening and pronunciation are fundamental to successful communication in English. Learners need exposure to spoken language and opportunities to practise producing sounds, stress, rhythm, and intonation. AI-based language tools can support listening activities by providing dialogues, questions, explanations, and language practice. Where voice-based interaction is available, learners can also engage in spoken conversations and practise responding in English. ChatGPT can help students identify difficult words and explain pronunciation-related concepts. Teachers can use AI to create short dialogues or listening scripts at different levels of difficulty. Pronunciation, however, requires particular care. Written AI responses alone cannot provide complete pronunciation instruction. Learners benefit from hearing accurate models and receiving appropriate feedback on their speech. AI can therefore

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complement pronunciation resources, audio materials, teachers, and speaking activities rather than replacing them.

4.9 Personalized and Differentiated Instruction

One of the most promising aspects of ChatGPT in education is its potential to support personalized learning. Students in the same classroom often have different levels of English proficiency. Some may need additional explanation, while others may require more challenging activities. A single textbook activity may therefore not meet everyone's needs equally.

ChatGPT can help teachers create different versions of an activity. For example:

- For a beginner learner:
- A simple vocabulary exercise with short sentences can be provided.
- For an intermediate learner:
- The same vocabulary can be practised through a short paragraph or dialogue.
- For an advanced learner:
- Students can be asked to use the vocabulary in an argumentative or analytical piece of writing.

Students can also ask ChatGPT to adjust an explanation. They might request simpler language, more examples, additional practice, or a more advanced explanation. This flexibility can make learning more responsive to individual needs. Research on generative AI in language education has highlighted personalization and individualized support as important areas of potential, while also noting the need for teacher oversight (Kohnke et al., 2023). Personalization should not, however, mean that students learn in isolation from teachers and classmates. Effective language learning also depends on interaction, collaboration, feedback, and social communication.

4.10 Conclusion

ChatGPT has introduced a new set of possibilities for English language teaching. It can support teachers in lesson planning and material development while providing students with opportunities to practise grammar, vocabulary, reading, writing, speaking, and other language skills. Its greatest potential may lie in its interactive and flexible nature. Learners can ask questions, request explanations, receive examples, and practise language according to their individual needs. Teachers can also use it to create differentiated activities and additional learning resources. At the same time, ChatGPT should not be considered a replacement for English teachers. It can make mistakes, provide unsuitable explanations, and sometimes encourage students to depend too heavily on technology. The teacher remains responsible for guiding learning, checking information, developing communication skills, and creating meaningful human interaction. The most effective use of ChatGPT is therefore likely to be a balanced one: AI provides support, while teachers provide direction and human judgement. When used responsibly, ChatGPT can become a useful addition to the English language classroom rather than a substitute for it.

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Chapter 5: ChatGPT and English Language Learning

5.1 Introduction

The development of ChatGPT has created new possibilities for English language learners. Unlike traditional learning resources, ChatGPT allows learners to interact with an AI

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system, ask questions, practise language, and receive immediate responses. This can make learning more flexible and accessible. For English learners, ChatGPT can provide support in areas such as grammar, vocabulary, writing, reading, and conversation. However, its educational value depends on how responsibly learners use it. It should support learning rather than replace independent thinking and effort.

5.2 Personalized Learning

Every learner has different strengths, weaknesses, interests, and learning needs. ChatGPT can provide a degree of **personalized learning** because learners can ask for explanations and activities according to their individual level. For example, a beginner can request a simple explanation of a grammar rule, while an advanced learner can ask for more complex examples. Learners can also request additional exercises when they find a particular topic difficult. This flexibility can make learning more learner-centred. Research has identified personalization as one of the potential benefits of generative AI in language education (Kohnke, Moorhouse, & Zou, 2023).

5.3 Self-Directed Learning

ChatGPT can support **self-directed learning**, in which learners take greater responsibility for their own progress. Instead of waiting for a teacher to explain every difficulty, students can independently ask questions and explore topics that interest them. For example, a student preparing for an English examination can ask ChatGPT to create practice questions, explain mistakes, or suggest areas for revision. However, self-directed learning requires discipline. Learners need to decide what they want to learn, evaluate the quality of information, and monitor their own progress.

5.4 Learner Autonomy

Learner autonomy refers to the ability of students to take responsibility for aspects of their own learning. ChatGPT can contribute to this by giving learners more control over the pace and direction of their practice. Students can choose whether they want to work on vocabulary, grammar, writing, or conversation. They can also repeat activities as many times as needed. Nevertheless, autonomy does not mean learning without guidance. Teachers remain important in helping students develop appropriate learning strategies and make responsible decisions about technology.

5.5 Interactive Language Practice

One of ChatGPT's most useful features is its ability to interact with learners. Traditional textbooks provide information, but they cannot respond to individual questions in real time. A learner can use ChatGPT to practice conversations, ask follow-up questions, create dialogues, or complete language exercises. For example, a student learning English for travel could practice conversations involving hotels, transportation, or asking for directions. This type of interaction can provide additional practice, particularly for students who have limited opportunities to use English outside the classroom.

5.6 Academic Writing Support

Academic writing can be challenging for English language learners. Students need to develop appropriate vocabulary, sentence structure, organization, coherence, and academic style. ChatGPT can support the writing process by helping students brainstorm ideas, organize arguments, identify unclear sentences, and suggest areas for revision. It can also explain grammatical problems and provide examples of more appropriate academic language. However, students should not simply submit AI-generated writing as their own. The purpose of using ChatGPT should be to **develop writing ability**, not to avoid the writing process. UNESCO (2023) emphasizes the importance of human agency and responsible use of generative AI in education.

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5.7 Feedback and Error Correction

Feedback is an essential part of language learning because it helps students recognize and improve their mistakes. Learners can provide a sentence or paragraph to ChatGPT and ask it to identify grammatical, vocabulary, or structural problems. The system can explain possible corrections and provide alternative ways of expressing an idea. This immediate feedback can encourage students to revise their work more frequently. However, AI feedback should not always be accepted automatically because ChatGPT can occasionally misunderstand the learner's intended meaning or provide an inappropriate correction. The best approach is to combine AI feedback with teacher guidance and reliable language resources.

5.8 Creativity and Critical Thinking

ChatGPT can also be used to encourage **creativity and critical thinking**. Students can ask it to generate different ideas, arguments, questions, or perspectives and then evaluate those responses. For example, a teacher might ask students to examine an AI-generated argument and identify its strengths and weaknesses. Students could then correct unsupported claims or develop their own alternative position. In this way, AI becomes a starting point for thinking rather than a source of ready-made answers. This is particularly important because excessive dependence on AI may reduce opportunities for independent reasoning.

5.9 AI Literacy

As artificial intelligence becomes increasingly common, students need to develop **AI literacy**. This means understanding what AI systems can do, recognizing their limitations, using them responsibly, and evaluating their outputs critically. An AI-literate English learner should understand that a fluent response is not necessarily an accurate response. Students should learn to verify important information, recognize possible bias, protect personal information, and use AI ethically. UNESCO's AI competency framework emphasizes developing the knowledge and skills required for responsible and meaningful interaction with AI technologies. (UNESCO, 2024). AI literacy should therefore become part of modern language education rather than treated as a separate technological skill

5.10 Conclusion

ChatGPT can provide English language learners with new opportunities for personalized practice, independent learning, writing support, feedback, and interaction. Its conversational nature allows students to explore language according to their individual needs and learning pace. At the same time, ChatGPT should be used thoughtfully. Learners need to maintain their own creativity, critical thinking, and responsibility rather than depending completely on AI-generated answers. Ultimately, the greatest educational value of ChatGPT lies in using it as a **learning companion rather than a replacement for learning**. When combined with teacher guidance, independent effort, and critical evaluation, it can contribute positively to English language development.

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Chapter 6: ChatGPT and Language Assessment

6.1 Introduction

Assessment is an important part of English language education because it helps teachers understand what students have learned and where they need further support. Traditionally, language assessment has relied on examinations, written assignments, classroom tests, presentations, and teacher observation. The development of artificial intelligence is beginning

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to change this area. Tools such as ChatGPT can assist teachers in preparing questions, developing assessment activities, providing feedback, and creating different versions of learning tasks. At the same time, AI creates new challenges, particularly concerning academic honesty and the reliability of AI-generated evaluation. The role of ChatGPT in assessment should therefore be considered carefully. It can support teachers and learners, but human judgement remains essential when important educational decisions are being made.

6.2 Changing Approaches to Language Assessment

Language assessment has gradually moved beyond testing only grammar, vocabulary, reading, and writing through traditional examinations. Modern assessment increasingly considers whether learners can **use language effectively in realistic situations**. This has encouraged greater use of presentations, projects, portfolios, discussions, collaborative tasks, and other forms of performance-based assessment. Technology has also changed assessment practices. Online tests and digital platforms can provide faster results and make it easier to collect information about student performance. AI introduces another stage in this development by allowing assessment activities and feedback to become more interactive. However, technological development should not be confused with better assessment automatically. A good assessment still needs to be valid, reliable, fair, and connected to the intended learning outcomes.

6.3 AI-Assisted Assessment Design

ChatGPT can help teachers design language assessments by generating questions, exercises, prompts, and sample tasks. For example, a teacher preparing an intermediate English examination could ask ChatGPT to create grammar questions, vocabulary activities, reading questions, or writing prompts. The teacher can then select, modify, and improve the material before using it. AI can also help create different versions of an assessment. This may be useful when teachers want to reduce repetition or provide activities at different levels of difficulty. However, teachers should not use AI-generated assessment materials without checking them. Questions may sometimes be unclear, repetitive, culturally inappropriate, or unsuitable for the students' proficiency level. Human review is therefore necessary to maintain assessment quality.

6.4 Formative Assessment

Formative assessment takes place during learning and is mainly used to identify progress and areas that require improvement. Examples include classroom questions, short quizzes, drafts, discussions, and practice activities. ChatGPT can support formative assessment by providing learners with additional practice and immediate responses. A student can submit a sentence, paragraph, or answer and ask for suggestions for improvement. Teachers can also use ChatGPT to create short quizzes or practice questions based on a particular lesson. This can help identify common areas of difficulty before a final examination. The main advantage is that feedback can be provided quickly. However, AI feedback should be treated as supportive rather than final because the system may misunderstand context or make mistakes.

6.5 Summative Assessment

Summative assessment is generally used at the end of a course, unit, or learning period to evaluate achievement. Examples include final examinations, major assignments, projects, and formal presentations. ChatGPT can assist teachers in preparing some parts of summative assessments, such as question banks, writing prompts, and marking criteria. However, its role in high-stakes assessment requires greater caution. If students can freely use generative AI during an examination or assignment without clear guidelines, it may become difficult to determine whether the submitted work represents the student's own knowledge and skills. Therefore, assessment practices may need to change. Instead of relying entirely on take-home

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written assignments, teachers may combine written work with presentations, classroom discussions, oral questioning, drafts, and reflective activities.

6.6 Automated Feedback

Feedback helps learners understand their strengths and identify areas for improvement. Traditionally, teachers have provided most written and oral feedback, but AI can now provide additional feedback almost immediately. ChatGPT can comment on aspects of writing such as grammar, vocabulary, organization, clarity, and sentence structure. This can be particularly useful when students are revising several drafts. Immediate feedback may encourage learners to become more involved in the revision process. Instead of waiting several days for corrections, students can identify possible problems while working on their assignments. Nevertheless, AI feedback is not always reliable. It may suggest a change that is unnecessary or fail to recognize the intended meaning of a sentence. Teachers therefore remain important for providing contextual and educationally appropriate feedback.

6.7 Rubrics and Evaluation Criteria

A **rubric** provides clear criteria for evaluating student work. It may include areas such as grammar, vocabulary, organization, content, coherence, pronunciation, and communication. ChatGPT can help teachers develop an initial rubric for different English language tasks. For example, a speaking assessment could include criteria for fluency, pronunciation, vocabulary, grammatical accuracy, and interaction. AI can also help teachers describe different performance levels in simple language. This can make assessment expectations clearer to students. However, rubrics should reflect the teacher's learning objectives and institutional requirements. An AI-generated rubric should therefore be reviewed and adapted rather than accepted without modification. Clear assessment criteria can also help students become more aware of their own learning goals and understand how their work will be evaluated.

6.8 Authentic Assessment in the Age of AI

The availability of generative AI has increased interest in **authentic assessment**. Authentic assessment asks students to demonstrate their abilities through meaningful tasks that resemble real-world situations. In English language education, this could include giving a presentation, participating in an interview, writing for a specific audience, conducting a discussion, preparing a portfolio, or completing a collaborative project. Such tasks can make it more difficult for students to rely entirely on AI-generated answers because they require personal involvement, explanation, decision-making, and interaction. For example, instead of asking students only to write an essay about a topic, a teacher might ask them to research the issue, prepare an argument, present it to the class, and reflect on the process. AI can still be used during such activities, but students can be asked to explain **how they used it and why they accepted or rejected its suggestions**. This turns AI use into an opportunity for reflection and critical thinking.

6.9 Academic Integrity and Assessment Security

One of the biggest concerns surrounding ChatGPT and assessment is **academic integrity**. Students may be tempted to submit AI-generated work as if they had written it themselves. This creates a challenge because traditional written assignments may no longer provide a complete picture of a student's independent abilities. At the same time, simply banning AI may be difficult because the technology is becoming part of everyday academic and professional life. A more productive approach is to establish clear rules about acceptable and unacceptable AI use. Teachers can explain whether students may use AI for brainstorming, language correction, research support, or other purposes. Students should also be encouraged to acknowledge AI assistance when required by their institution. More importantly, assessment should include opportunities for students to demonstrate their understanding through discussion, oral presentations, drafts, reflections, and classroom activities. UNESCO (2023)

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emphasizes the need for educational institutions to consider ethical, privacy, and human-centred issues when introducing generative AI into education. Assessment security therefore requires more than technological detection. It requires thoughtful assessment design, clear expectations, teacher observation, and a culture of academic honesty.

6.10 Conclusion

ChatGPT is beginning to influence the way English language assessment is designed, delivered, and evaluated. It can assist teachers in preparing assessment materials, developing rubrics, generating practice tasks, and providing additional feedback. Its greatest potential may be in **formative assessment**, where immediate feedback can help students identify and improve weaknesses during the learning process. Its use in summative and high-stakes assessment, however, requires greater caution because of concerns surrounding reliability and academic integrity. The development of generative AI also encourages educators to rethink what they assess. Instead of focusing only on the final written product, teachers may increasingly assess communication, reasoning, creativity, reflection, and the ability to apply knowledge in authentic situations. Ultimately, ChatGPT should support assessment rather than replace professional judgement. A balanced approach—combining AI assistance with teacher evaluation, authentic tasks, clear rubrics, and academic integrity—can help ensure that language assessment remains meaningful in the age of artificial intelligence.

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Chapter 7: The English Language Teacher in the Age of AI

7.1 Introduction

The development of artificial intelligence is changing many aspects of education, including the role of the English language teacher. In the traditional classroom, teachers were often viewed as the main source of knowledge. Students depended on them for explanations, examples, learning materials, and feedback. The availability of tools such as ChatGPT has changed this situation. Students can now obtain explanations, examples, and language practice from AI systems outside the classroom. This does not mean that teachers are becoming less important. Instead, their role is becoming broader. Teachers increasingly need to guide students in using information and technology effectively, responsibly, and critically. The modern English teacher is therefore not simply a transmitter of knowledge. The teacher is also a facilitator, mentor, evaluator, designer of learning experiences, and guide for responsible technology use.

7.2 The Changing Role of Teachers

AI is changing what teachers do, but it does not remove the need for teachers. When students can access information quickly through AI, the teacher's role shifts from simply providing information towards helping students **understand, evaluate, and apply information**. For example, instead of spending an entire lesson explaining a basic grammar rule, a teacher may allow students to explore examples through an AI tool and then use classroom time for discussion, practice, and correction. Teachers also need to help students recognize that AI-generated information may contain errors. A fluent answer should not automatically be considered a correct answer. Developing students' ability to question and verify AI-generated information is therefore becoming an important part of teaching. The teacher's professional judgement remains particularly important when dealing with individual learning needs, classroom relationships, assessment, and student motivation.

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7.3 Teachers as Facilitators and Mentors

The role of the teacher is increasingly moving towards **facilitation and mentorship**. A facilitator creates opportunities for students to participate actively in learning rather than simply receiving information. In an AI-supported English classroom, teachers can encourage students to use ChatGPT for brainstorming, language practice, or feedback and then discuss the results together.

Teachers can also act as mentors by helping students develop effective learning strategies. They can show learners how to ask useful questions, verify information, recognize weaknesses in AI responses, and use technology ethically. This role is particularly important because students may sometimes accept AI answers without questioning them. A teacher can encourage students to ask: *Is this information accurate? Is there evidence for it? Does it answer the question properly?* In this way, AI can become a tool for developing independent and critical learners rather than creating passive dependence.

7.4 AI-Assisted Professional Development

AI can also support teachers in their own professional development. English teachers can use ChatGPT to explore teaching strategies, generate classroom activities, develop discussion questions, and brainstorm solutions to common teaching challenges. For example, a teacher who wants to introduce a communicative activity for intermediate learners can ask ChatGPT for several possible activities and then select the one that best fits the class. Teachers can also use AI to reflect on their teaching. They may ask for alternative approaches to a lesson or suggestions for supporting students with different learning needs. However, AI should complement professional learning rather than replace it. Teachers still benefit from formal training, professional communities, research articles, workshops, and collaboration with colleagues. UNESCO's AI competency framework for teachers emphasizes the development of knowledge, skills, ethics, and human-centred approaches needed for the effective use of AI in education (UNESCO, 2024).

7.5 Creating Teaching Materials with ChatGPT

Preparing teaching materials can take a significant amount of time. ChatGPT can help teachers develop initial versions of worksheets, exercises, dialogues, vocabulary activities, reading questions, writing prompts, and lesson plans. For example, a teacher can provide a topic and student level and ask ChatGPT to create a short reading passage followed by comprehension questions. The teacher can then edit the material to make sure it is accurate and appropriate. AI can also help teachers create **different versions of the same activity**. A simpler version can be prepared for learners who require additional support, while a more challenging version can be designed for advanced students. However, AI-generated materials should always be reviewed. Teachers need to check grammar, factual accuracy, vocabulary level, cultural suitability, and alignment with curriculum objectives. The teacher remains the final editor and decision-maker.

7.6 Teacher–AI Collaboration

The future of education is unlikely to be a choice between teachers and AI. A more realistic possibility is **teacher–AI collaboration**, where each contributes different strengths. AI can process information quickly, generate examples, provide practice activities, and respond to repetitive questions. Teachers, on the other hand, understand students' personalities, classroom relationships, emotional needs, learning difficulties, and educational goals. For example, ChatGPT might generate ten vocabulary activities, but the teacher decides which two are suitable for the particular class. Similarly, AI may suggest corrections to a student's writing, while the teacher explains which changes are most appropriate and why. This relationship can be understood as **AI assisting the teacher rather than replacing the teacher**. The success of

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this collaboration depends on teachers maintaining control over important educational decisions and using AI with appropriate professional judgement.

7.7 Developing AI Competence

As AI becomes part of education, teachers need to develop **AI competence**. This involves more than knowing how to operate an AI application.

An AI-competent teacher should understand:

- what AI systems can and cannot do;
- how to write effective prompts;
- how to evaluate AI-generated information;
- how to identify possible bias and errors;
- how to protect privacy;
- how to use AI ethically;
- how to design meaningful AI-supported activities; and
- when AI should not be used.

AI competence is especially important for English teachers because language models can produce highly fluent text. Students may therefore find it difficult to recognize when an AI response is inaccurate. Teachers can help students develop similar skills by making AI evaluation part of classroom activities. UNESCO's AI competency framework highlights responsible use, human-centred thinking, and the ability to understand and work with AI as important areas of teacher development (UNESCO, 2024).

7.8 Human Interaction in AI-Supported Classrooms

Although AI can provide rapid responses and personalized practice, it cannot replace the human relationships that are central to education. Language learning is fundamentally social. Students need opportunities to communicate with teachers and classmates, express opinions, negotiate meaning, collaborate, and respond to real people. Teachers also provide encouragement and emotional support. They can recognize when a student is confused, discouraged, or becoming disengaged and can respond in ways that an AI system may not fully understand. For English language learning in particular, human interaction is essential because communication involves more than grammar and vocabulary. Tone, body language, cultural understanding, humour, empathy, and social relationships all influence communication. Therefore, an AI-supported classroom should not become an AI-dominated classroom. Technology should create **more opportunities for meaningful human interaction**, not fewer.

7.9 Conclusion

Artificial intelligence is changing the responsibilities of English language teachers, but it does not make teachers unnecessary. Instead, it encourages a shift from the traditional role of information provider towards that of facilitator, mentor, evaluator, and learning designer. ChatGPT can assist teachers with professional development, lesson planning, teaching materials, differentiated activities, and language-learning resources. However, the teacher remains responsible for evaluating AI-generated content and making decisions based on students' needs. The future English language teacher will therefore need both **traditional pedagogical knowledge and AI competence**. The most successful classrooms are likely to combine the efficiency of AI with the creativity, empathy, judgement, and interpersonal skills of human teachers. Ultimately, AI should strengthen the teacher's role rather than weaken it. The goal is not to create classrooms without teachers, but classrooms in which teachers use technology intelligently while preserving the human connection at the heart of education.

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Chapter 8: Ethics, Academic Integrity and Responsible AI Use

8.1 Introduction

The rapid growth of Generative Artificial Intelligence has created new opportunities in education, particularly in the teaching and learning of languages. Tools such as ChatGPT can help teachers prepare materials, explain concepts, generate activities, and provide learners with opportunities for language practice. At the same time, their growing presence in educational settings has raised important ethical questions. The issue is therefore not simply whether AI should be used in education, but **how it should be used responsibly and fairly**. English language education is especially connected with these questions because students frequently use digital tools to produce, edit, translate, and improve written language. While such support can be useful, students also need to develop their own ability to think, communicate, write, and make decisions. If AI becomes a substitute for these abilities rather than a support for developing them, the educational purpose of language learning may be weakened. Ethical AI use requires attention to human responsibility, privacy, fairness, transparency, academic honesty, and appropriate teacher supervision. UNESCO's guidance on Generative AI in education emphasizes a human-centred approach and highlights issues such as privacy, equity, regulation, and responsible use. This chapter examines the major ethical issues associated with ChatGPT and Generative AI in education. It discusses academic integrity, authorship, privacy, bias, responsible use, and the development of institutional policies. The central argument is that AI should be viewed as a **supporting educational resource**, while human judgement, creativity, responsibility, and meaningful teacher–student interaction should remain at the center of education.

8.2 Ethical Dimensions of Generative AI

The introduction of Generative AI into education has changed the way information and educational content can be produced. A student can now ask an AI system to explain a difficult concept, suggest ideas for an essay, generate examples, or provide feedback on written work within seconds. These possibilities are useful, but they also create ethical responsibilities for both educators and learners. One important ethical principle is **human agency**. Students should remain responsible for their learning, decisions, and submitted work. Using AI to support learning is different from allowing AI to complete the learning process on the student's behalf. A student who uses ChatGPT to understand a difficult grammar concept and then applies that knowledge independently is using technology differently from a student who simply submits an AI-generated assignment without understanding it.

Another important issue is **fairness and inclusion**. Not all students have equal access to reliable digital technologies or the same level of AI literacy. Educational institutions therefore need to consider whether the introduction of AI might widen existing inequalities. UNESCO's recent AI competency frameworks emphasize human-centred approaches, ethical awareness, and responsible AI use for both teachers and students.

Ethical use also requires teachers and students to understand that AI-generated information may not always be correct. A fluent and convincing response should not automatically be treated as a reliable one. Human judgement and verification remain necessary.

8.3 Plagiarism, Academic Integrity, and Authorship

Academic integrity is one of the most discussed issues surrounding ChatGPT in education. Traditionally, plagiarism has referred to presenting another person's ideas or words as one's own without appropriate acknowledgement. Generative AI introduces a new dimension because students can receive substantial assistance from an AI system without directly copying

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from a conventional source. The central question is therefore not simply whether AI has been used, but **how it has been used**. Using ChatGPT to brainstorm possible topics, clarify a concept, or identify areas that require further research may be considered different from asking the system to produce an entire assignment and submitting it as original student work. Authorship also becomes more complicated when AI contributes to the production of a text. An academic work should represent the author's understanding, reasoning, and responsibility. AI can assist with language and ideas, but it should not remove the student's intellectual involvement in the work. For English language learners, this distinction is particularly important. If students use AI to rewrite every piece of writing they produce, they may receive a polished final text without developing their own writing abilities. Teachers therefore need to design tasks that allow students to demonstrate their actual knowledge and language development. Academic institutions should establish clear expectations about acceptable and unacceptable AI assistance. Rather than relying only on punishment, educational policies should also teach students **why academic honesty matters** and how AI can be used without compromising their own learning.

8.4 Privacy, Data Protection, and Student Safety

Privacy is another major concern when AI tools are introduced into educational environments. Students and teachers may enter personal information, classroom materials, academic work, or other sensitive information into digital systems without fully considering what happens to that information. Educational institutions therefore have a responsibility to develop clear rules about the type of information that may be entered into AI platforms. Students should be encouraged not to share unnecessary personal details, confidential information, passwords, private records, or identifying information through AI tools. Privacy is closely connected with student safety. Younger learners may not always understand the consequences of sharing information online. UNESCO's guidance on Generative AI stresses the importance of protecting personal data and developing appropriate safeguards for educational use. Teachers can help by developing simple classroom rules. For example, students can be taught to remove personal information from documents before using AI for feedback and to ask a teacher when they are uncertain whether particular information is appropriate to share. Privacy should not be treated as a technical issue alone. It is also an educational responsibility because students need to develop good digital habits that will remain useful beyond the classroom.

8.5 Bias, Fairness, and Transparency

AI systems learn from large amounts of data produced by people and institutions. As a result, their responses can sometimes reflect limitations, assumptions, or biases present in the information on which they were developed. This can be particularly important in language education because language is closely connected with culture, identity, history, and social experience. An AI-generated response may provide an explanation that appears neutral while overlooking cultural or linguistic perspectives. English language learners may also encounter examples that do not reflect their own cultural backgrounds or varieties of English. For this reason, students should learn to question AI-generated information rather than accepting it automatically. Teachers can encourage learners to compare AI responses with textbooks, scholarly sources, classroom discussions, and their own knowledge.**Transparency** is equally important. When AI has made a significant contribution to an academic task, students should follow the relevant institutional rules regarding disclosure. Teachers should also be open about how AI is being used in lesson planning and assessment. UNESCO's approach to AI ethics places importance on transparency, fairness, human oversight, and the protection of human rights.

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8.6 Responsible Use of ChatGPT in Education

Responsible use of ChatGPT begins with understanding its role. It should support learning rather than replace learning. In an English classroom, students can use ChatGPT to practise vocabulary, explore alternative ways of expressing an idea, receive feedback on a draft, or generate questions for discussion. However, they should still evaluate the information and make their own decisions about the final work. Teachers can encourage responsible use by establishing clear classroom expectations. Students should understand when AI assistance is permitted, when independent work is required, and when AI use needs to be acknowledged.

A useful approach is to teach students to follow a simple process:

Ask → Check → Think → Improve → Create

First, students ask the AI tool for assistance. They then check the response, think about whether it is accurate and useful, improve the information using their own judgement, and finally produce their own work. This approach places the learner, rather than the technology, at the centre of the learning process. UNESCO's AI competency framework for teachers similarly emphasizes human-centred thinking, ethics, AI pedagogy, and professional learning as important areas of teacher competence. Responsible AI use therefore requires **AI literacy**. Students need to know not only how to use AI tools but also how to question, evaluate, and use their outputs appropriately.

8.7 Institutional Policies and Guidelines for AI Use

The growing use of ChatGPT has made it increasingly important for schools, colleges, and universities to establish clear institutional policies. Without clear guidance, teachers and students may have very different understandings of what constitutes acceptable AI use.

An effective institutional policy should explain:

- When students may use AI tools.
- When AI use is restricted or prohibited.
- How AI assistance should be acknowledged.
- How academic integrity will be maintained.
- What information should not be entered into AI systems.
- How teachers should use AI in assessment and feedback.
- How students will be taught responsible AI use.
- How policies will be reviewed as AI technologies develop.

Policies should also be flexible. Artificial Intelligence is developing rapidly, so rules written for one particular tool or one particular stage of technological development may become outdated. UNESCO has emphasized the need for educational institutions and governments to develop appropriate frameworks and safeguards for Generative AI.

Importantly, institutional policies should not focus only on restricting AI. They should also help teachers and students understand its educational possibilities. A balanced policy can encourage innovation while protecting academic standards and student interests. Teachers are particularly important in implementing such policies. They need sufficient AI knowledge to guide students, evaluate AI-supported work, and design assessments that encourage genuine learning. UNESCO's 2024 teacher competency framework identifies AI ethics, AI pedagogy, AI foundations, and professional learning among the competencies teachers increasingly need.

8.8 Conclusion

The integration of ChatGPT and Generative AI into English language education presents both opportunities and responsibilities. These technologies can support teaching, encourage language practice, provide feedback, and make learning resources more accessible. However, their benefits cannot be separated from the ethical questions surrounding their use. Academic integrity, authorship, privacy, bias, transparency, and responsible use are not separate

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concerns. They are interconnected parts of creating an educational environment in which technology supports rather than undermines learning. Students need opportunities to develop their own knowledge, language skills, creativity, and critical judgement, while teachers need the knowledge and confidence to guide them. The future of AI in education should therefore not be based on choosing between **teachers and technology**. A more productive approach is to develop a responsible partnership in which technology provides assistance while human beings retain meaningful control over educational decisions. As AI continues to develop, educational institutions will need to adapt their policies, teachers will need to develop new competencies, and students will need to become critical and responsible users of AI. Ultimately, the success of ChatGPT in English language education will depend less on the technology itself and more on **the purposes for which it is used and the values that guide its use**. A human-centred approach can allow educators to benefit from AI while preserving the essential human qualities that make education meaningful.

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Chapter 9: Challenges and Limitations of ChatGPT

9.1 Introduction

ChatGPT has created new possibilities for English language teaching and learning, but its use also brings several challenges. Although it can generate useful explanations, activities, and written responses, it does not always provide accurate or appropriate information. Students may also become overly dependent on AI instead of developing their own language and thinking skills. Other concerns include unequal access to technology, privacy, and the need for teachers and institutions to understand how AI should be used. Therefore, the purpose of this chapter is to examine the major limitations of ChatGPT and to consider how teachers and learners can use it in a balanced and responsible way.

9.2 Accuracy and Misinformation

ChatGPT can produce responses that sound convincing but may contain inaccurate or incomplete information. In English language learning, this could include incorrect grammar explanations, unsuitable vocabulary examples, or misleading interpretations of texts. Students should therefore avoid accepting every AI-generated response without checking it. Teachers can encourage learners to compare AI responses with textbooks, dictionaries, academic sources, and other reliable materials. Developing this habit also strengthens students' critical thinking.

9.3 AI Hallucinations

AI hallucinations occur when an AI system generates information that appears credible but is actually incorrect or unsupported. For example, ChatGPT may sometimes provide an inaccurate fact or a reference that cannot be verified. This is particularly important in academic writing. Students should always check references and important information against the original source before using them in assignments or research. AI can assist with research, but it should not replace careful verification.

9.4 Overdependence on Artificial Intelligence

The convenience of ChatGPT may encourage some learners to depend on it too heavily. If students regularly ask AI to write their assignments, solve problems, or correct every sentence, they may have fewer opportunities to develop independent skills. A better approach is to allow students to attempt a task first and then use AI for suggestions, feedback, or

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clarification. In this way, ChatGPT becomes a learning assistant rather than a substitute for learning.

9.5 Impact on Critical Thinking

Critical thinking requires students to question information, compare ideas, recognize weaknesses, and form their own conclusions. Simply accepting AI-generated answers can reduce these opportunities. Teachers can address this problem by asking students to evaluate AI responses. For example, students can identify errors in an AI-generated paragraph, compare it with a reliable source, and explain how it could be improved. Such activities encourage students to use AI critically rather than passively.

9.6 Digital Inequality and Accessibility

Not every learner has equal access to reliable internet, suitable devices, or AI tools. Differences in technology access can therefore create new educational inequalities. Schools and universities should consider these differences before making AI an essential part of learning. Students should also have alternative learning opportunities when access to technology is limited. AI should help reduce educational barriers rather than create additional ones.

9.7 Technological and Institutional Barriers

Teachers may face difficulties using ChatGPT because of limited training, unclear institutional policies, or uncertainty about assessment. Educational institutions need to provide teachers with appropriate training and clear guidance. Teachers should understand both the benefits and limitations of AI so that they can guide students effectively. Institutional support is important for ensuring that AI is introduced in a planned and responsible manner.

9.8 Balancing AI and Human Intelligence

AI can provide information and assistance quickly, but education involves much more than information. Teachers provide encouragement, personal guidance, classroom interaction, and professional judgement. Students also need opportunities to develop creativity, communication, independence, and personal expression. For this reason, the goal should not be to replace human intelligence with AI. Instead, AI should be used alongside human knowledge and judgement. A balanced approach can allow technology to support education while preserving the human qualities that make learning meaningful.

9.9 Conclusion

ChatGPT offers valuable opportunities, but it also has clear limitations. Problems related to accuracy, hallucinations, overdependence, critical thinking, accessibility, and institutional readiness need to be considered carefully. The most effective approach is to use ChatGPT as a **supporting educational tool rather than a replacement for teachers or learners' own thinking**. Responsible use, verification, and human judgement should remain central to AI-supported English language education.

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Chapter 10: Practical Applications of ChatGPT in the English Classroom

10.1 Introduction

ChatGPT can be used in many practical ways in English language classrooms. Teachers can use it to prepare activities and learning materials, while students can use it for guided language practice, brainstorming, feedback, and revision. However, AI should always be connected to a clear learning objective. The purpose should not be to use technology simply

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because it is available. Instead, teachers should consider whether ChatGPT genuinely improves the learning experience.

10.2 Designing Effective Prompts

The quality of a ChatGPT response often depends on the quality of the instruction given to it. A clear prompt should mention the students' level, topic, learning objective, activity type, and desired difficulty.

For example, instead of writing:

"Give me grammar exercises."

a teacher could write:

"Create ten intermediate-level exercises on the present perfect tense, including sentence completion and error correction, with an answer key."

Teaching students how to write clear prompts also helps develop their AI literacy.

10.3 Grammar Activities

ChatGPT can help teachers create grammar exercises such as sentence completion, error correction, sentence transformation, and multiple-choice questions. Students can also use AI to practise a particular grammar structure and then discuss the answers with their teacher. However, teachers should check AI-generated exercises before using them because occasional errors or unsuitable examples may occur.

10.4 Vocabulary-Building Activities

Teachers can use ChatGPT to create vocabulary lists, example sentences, matching activities, quizzes, and short practice exercises. For example, students learning about environmental issues can ask for examples using words such as pollution, conservation, and sustainability. They can then create their own sentences and use the new vocabulary in classroom discussions.

10.5 Reading Activities

ChatGPT can support reading activities by helping teachers create comprehension questions, vocabulary exercises, summaries, and discussion topics. One useful activity is to ask students to compare an AI-generated summary with the original passage. Students can identify missing or incorrect information and explain how the summary could be improved. This combines reading practice with critical thinking.

10.6 Creative Writing Activities

ChatGPT can provide writing prompts, settings, characters, and ideas for creative writing. However, students should develop the final piece themselves. For example, AI can suggest three story settings, and students can choose one and write their own story. This allows technology to encourage creativity without taking responsibility for the student's work.

10.7 Academic Writing Activities

ChatGPT can support different stages of academic writing, including brainstorming, organization, language feedback, and revision. Teachers can give students an AI-generated paragraph and ask them to evaluate its grammar, organization, clarity, and evidence. Students can then rewrite it in their own words. This helps them understand that a fluent AI response is not necessarily a strong academic argument.

10.8 Speaking and Conversation Activities

ChatGPT can provide opportunities for conversation practice. Students can practise situations such as interviews, asking for directions, ordering food, or discussing everyday topics. These activities can help students practise vocabulary and sentence structures in a low-pressure environment. However, AI conversation should complement rather than replace communication with teachers and classmates.

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10.9 Project-Based Learning with ChatGPT

ChatGPT can be included in project-based learning as a supporting tool. Students may use it to brainstorm ideas, develop questions, organize information, or improve language. For example, students could prepare a project on **"The Future of Education."** They can use AI for brainstorming but should verify information, consult reliable sources, develop their own arguments, and present their own conclusions.

10.10 AI-Integrated Lesson Plans

An AI-integrated lesson should begin with the **learning objective**, not the technology. For example: **Topic:** Persuasive Writing **Objective:** Students will write a clear persuasive paragraph. **Activity 1:** Students discuss the topic. **Activity 2:** Students write their first draft. **Activity 3:** ChatGPT provides language and organization suggestions. **Activity 4:** Students evaluate the suggestions. **Activity 5:** Students revise their own paragraphs. **Activity 6:** Students reflect on how AI supported their learning. This approach keeps students actively involved while using AI as a supporting resource.

10.11 Conclusion

ChatGPT can make English language teaching more flexible and interactive. It can support grammar, vocabulary, reading, writing, speaking, lesson planning, and project work. Its effective use, however, depends on thoughtful planning. Teachers should ensure that AI supports learning objectives rather than replacing genuine student participation. Students should also learn to question, verify, and improve AI-generated information. Ultimately, ChatGPT is most useful when it works **with teachers and learners rather than instead of them**. A balanced approach can allow English classrooms to benefit from AI while preserving creativity, critical thinking, communication, and human interaction.

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Chapter 11: Research, Evidence, and Emerging Trends

11.1 Introduction

The rapid development of ChatGPT has led to growing interest among researchers in its role in English language teaching and learning. Researchers are examining how AI affects teachers, students, assessment, writing, speaking, and language development. At the same time, many questions remain unanswered. This chapter reviews the general direction of current research and identifies areas that require further investigation.

11.2 Current Research on ChatGPT and ELT

Recent research suggests that ChatGPT can support English language learning in areas such as writing, vocabulary, grammar, conversation practice, and feedback. It can also help teachers prepare learning materials and activities. However, studies also report concerns about accuracy, academic integrity, overdependence, and the need for teacher guidance. The research therefore presents ChatGPT as a potentially useful educational tool rather than a complete replacement for traditional teaching.

11.3 Research Methodologies

Researchers have used different approaches to study AI in English language education. These include qualitative interviews, questionnaires, classroom observations, experimental studies, case studies, systematic reviews, and mixed-method research. Qualitative studies can provide detailed information about teachers' and students' experiences, while quantitative studies can examine measurable changes in learning outcomes. Mixed-method research can combine both perspectives and provide a broader understanding of AI-supported education.

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11.4 Teachers' Perspectives

Teachers generally recognize the potential of ChatGPT for lesson planning, material development, feedback, and professional support. However, many also express concerns about inaccurate information, student dependence, plagiarism, and assessment. Teachers therefore need appropriate training to understand how AI works and how it can be incorporated into lessons responsibly. Their professional judgement remains essential.

11.5 Students' Perspectives

Students often appreciate ChatGPT because it provides quick explanations, language practice, and assistance with writing. It can also give learners greater confidence to practise English independently. However, some students may depend too heavily on AI or accept its responses without checking them. Students therefore need guidance in evaluating AI-generated information and maintaining academic honesty.

11.6 Emerging Research Trends

Research is increasingly examining personalized learning, AI-assisted writing, speaking practice, automated feedback, teacher training, AI literacy, and ethical AI use. Another growing area is the study of how AI can support learners with different language abilities. Researchers are also becoming more interested in the long-term effects of AI on learning, creativity, and critical thinking.

11.7 Research Gaps

Despite the growing number of studies, several gaps remain. Much of the existing research focuses on short-term experiences rather than long-term learning outcomes. More research is also needed across different educational levels, cultures, languages, and learner backgrounds. There is a particular need for classroom-based research that examines how teachers and students actually use AI over extended periods.

11.8 Future Research Directions

Future research should examine how AI affects students' language development, motivation, creativity, critical thinking, and learner autonomy. More attention should also be given to teacher training, ethical practices, assessment, privacy, and equitable access. Researchers should move beyond asking whether ChatGPT is useful and examine **when, why, and under what conditions it is most effective**.

11.9 Conclusion

Research on ChatGPT and English language education is developing rapidly. Existing evidence shows considerable potential, but it also highlights important limitations and unanswered questions. Future research should therefore adopt balanced approaches that examine both the educational benefits and possible risks of AI. Stronger evidence will help teachers and institutions make informed decisions about its use.

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Chapter 12: The Future of English Language Education

12.1 Introduction

Artificial Intelligence is likely to remain an important part of education in the coming years. As AI technologies become more advanced, English language teaching may become more personalized, interactive, and flexible. However, technological development alone will not determine the future of education. The way teachers, students, institutions, and policymakers respond to these changes will also shape the future of English language learning.

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12.2 The Future of AI-Assisted Language Learning

AI-assisted language learning is likely to become increasingly common. Students may use intelligent systems for language practice, feedback, vocabulary development, pronunciation, and personalized learning. Rather than replacing traditional learning, AI can provide additional opportunities for students to practise English both inside and outside the classroom.

12.3 Intelligent and Personalized Learning

One major possibility of AI is personalized learning. Different students have different abilities, learning speeds, and areas of difficulty. AI tools can provide activities and explanations according to individual needs. For example, a learner struggling with grammar may receive additional grammar practice, while another learner may focus more on vocabulary or speaking.

12.4 AI and Multilingual Education

AI also has potential for multilingual education. Learners can use translation, language comparison, and multilingual resources to understand difficult concepts. This may be particularly valuable in linguistically diverse educational environments. However, AI-supported multilingual education should respect learners' languages and cultures rather than treating one language as more valuable than another.

12.5 The Future Role of English Teachers

The development of AI does not mean that teachers will become unnecessary. Instead, their role may change. Teachers may increasingly act as facilitators, mentors, learning designers, and guides who help students use technology responsibly. Human interaction, encouragement, cultural understanding, and professional judgement will continue to be important parts of education.

12.6 AI Literacy in Language Education

AI literacy will become an important educational skill. Students need to understand how to use AI tools, but they also need to know their limitations. AI literacy includes knowing how to write effective prompts, evaluate responses, verify information, protect personal data, and use AI ethically. Teachers will also need appropriate AI knowledge to guide their learners.

12.7 Policy and Curriculum Implications

Educational policies and curricula will need to adapt to the growing use of AI. Institutions should provide clear guidance about acceptable AI use, academic integrity, privacy, assessment, and responsible technology use. Curricula should also provide opportunities for students to develop digital and AI literacy rather than simply restricting access to AI tools.

12.8 Human-Centred AI Education

The future of AI in education should remain human-centred. Technology should serve educational goals rather than determine them. A human-centred approach means giving importance to creativity, communication, empathy, critical thinking, inclusion, and personal development. AI should support these qualities rather than weaken them.

12.9 Recommendations

Several recommendations can be made for the responsible use of AI in English education:

1. Provide AI training for teachers and students.
2. Develop clear institutional AI policies.
3. Teach students to verify AI-generated information.
4. Protect personal and academic data.
5. Maintain meaningful teacher–student interaction.
6. Use AI to support rather than replace independent learning.
7. Ensure that students without equal technological access are not disadvantaged.

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12.10 Future Perspectives

The future of English language education is likely to involve closer cooperation between teachers, learners, and intelligent technologies. AI may provide more personalized learning environments and new forms of language practice. At the same time, educators will need to remain careful about issues such as accuracy, privacy, academic integrity, and human interaction. The future should therefore focus on **responsible innovation rather than technology for its own sake**.

12.11 Conclusion

ChatGPT and other AI technologies are already influencing English language education, and their influence is likely to continue. Their future value will depend on how effectively they are integrated into educational practices. The most promising future is not one in which AI replaces teachers. It is one in which teachers use AI thoughtfully to create richer learning experiences while students remain active, independent, and critical learners.

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Appendix A: Sample ChatGPT Prompts for English Teachers

Grammar
Create ten intermediate-level exercises on the present perfect tense and provide an answer key.
Vocabulary
Create a vocabulary activity about environmental issues for intermediate English learners.
Reading
Create five comprehension questions based on the following reading passage.
Writing
Give me three persuasive writing topics suitable for secondary-level English learners.
Speaking
Create a classroom conversation activity about travelling for intermediate English learners.
Lesson Planning
Create a 40-minute English lesson on persuasive writing for intermediate learners, including objectives, activities, and assessment.

Appendix B: Sample AI-Integrated Lesson Plans

Lesson 1: Persuasive Writing
Objective: Students will write a clear persuasive paragraph.
Activities:
1. Class discussion on a selected topic.
2. Students prepare their own ideas.
3. Students write a first draft.
4. ChatGPT provides language suggestions.
5. Students evaluate the suggestions.
6. Students revise their paragraphs.
7. Students share their final work.

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Assessment: Organization, language accuracy, argument, and independent thinking.

Appendix C: Classroom Activities

Activity 1: Find the Error
Students receive AI-generated sentences and identify grammatical mistakes.
Activity 2: Improve the Paragraph
Students evaluate and improve an AI-generated paragraph.
Activity 3: Vocabulary Challenge
Students ask AI for vocabulary related to a topic and then create their own sentences.
Activity 4: Debate
Students use AI to brainstorm arguments and then participate in a classroom debate.
Activity 5: Story Building
AI provides a starting situation, while students develop the characters, plot, and ending themselves.

Appendix D: Glossary of AI and ELT Terms

Artificial Intelligence (AI): Technology designed to perform tasks that normally require aspects of human intelligence.
Generative AI: AI that can create new content such as text, images, audio, or other material.
ChatGPT: A conversational AI system that can generate and respond to text-based prompts.
Prompt: An instruction or question given to an AI system.
Large Language Model (LLM): An AI model trained on large amounts of language data to process and generate text.
AI Literacy: The ability to understand, use, evaluate, and interact responsibly with AI.
AI Hallucination: An AI-generated response that presents inaccurate or unsupported information.
Academic Integrity: Principles of honesty, responsibility, and ethical conduct in academic work.
Personalized Learning: An approach in which learning experiences are adapted to individual learners' needs.
Human–AI Collaboration: A process in which humans and AI systems work together while humans retain meaningful control and responsibility.

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