STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

Generative Artificial Intelligence in English Language Teaching: Pedagogical Innovations, Ethical Concerns, and Future Prospects

[1]Dr. V. V. Malinee*, [2]Dr P Suganya, [3]Mr B.Manojkumar

[1]Assistant Professor of English, Saveetha Engineering College
[1]E-Mail: malineevv25@gmail.com
[2]Assistant Professor (Sl.Gr), Department of English, Sri Ramakrishna Engineering College, Coimbatore-641022.
[2]E-Mail:suganya.palanisamy@srec.ac.in
[3]Assistant Professor of English, Sri Ramakrishna college of Arts and science, Coimbatore.
[3]E-Mail: manojkumar@srcas.ac.in

Abstract

Generative Artificial Intelligence has become one of the most influential technological developments in contemporary education, especially in English Language Teaching. Tools such as ChatGPT, Gemini, Claude, and other large language model-based applications are reshaping how teachers design lessons, provide feedback, assess learners, and support language practice beyond the classroom. In English Language Teaching, Generative Artificial Intelligence offers opportunities for personalized learning, automated feedback, interactive conversation practice, writing support, content creation, and learner autonomy. At the same time, it raises serious ethical concerns related to academic integrity, plagiarism, data privacy, algorithmic bias, overdependence, unequal access, and the possible weakening of human-centered pedagogy. This paper examines the role of Generative Artificial Intelligence in English Language Teaching by focusing on three major areas: pedagogical innovations, ethical concerns, and prospects. The study argues that Generative Artificial Intelligence should not be viewed as a replacement for teachers but as a supportive pedagogical tool that can enhance English language learning when used critically, ethically, and creatively. The paper concludes that the future of Generative Artificial Intelligence in English Language Teaching depends on teacher training, clear institutional policies, responsible learner use, and a balanced integration of technology with human judgment.

Keywords: Generative Artificial Intelligence, English Language Teaching, Pedagogy, Ethics, Language Learning, Assessment, Learner Autonomy.

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

1. Introduction

English Language Teaching has always responded to changes in technology, society, and communication. From language laboratories and computer-assisted language learning to mobile applications and online learning platforms, technological tools have continuously influenced how English is taught and learned [1], [19]. In recent years, Generative Artificial Intelligence has introduced a new phase in this development. Unlike earlier digital tools that mainly provided fixed exercises or programmed responses, Generative Artificial Intelligence can produce human-like text, answer questions, generate examples, correct grammar, simulate conversations, create lesson plans, and offer explanations in real time [2], [6]. This makes it especially relevant to English Language Teaching, where communication, feedback, expression, and language production are central [1], [7].

Generative Artificial Intelligence refers to artificial intelligence systems capable of generating new content such as text, images, audio, code, and multimodal responses based on user prompts [4], [18]. In language education, its most visible form is the large language model chatbot, which can interact with learners through natural language. The global attention given to ChatGPT after its public release in November 2022 accelerated debates on the role of Generative Artificial Intelligence in education and language learning [2], [12]. Recent reviews show that Generative Artificial Intelligence is increasingly being studied in relation to language teaching, learner support, assessment, academic writing, and teacher education [2], [5], [6].

In English Language Teaching, Generative Artificial Intelligence creates both hope and concern. On one side, it can assist teachers in preparing materials, designing activities, generating reading passages, creating grammar exercises, and providing differentiated support for learners [1], [7]. It can also support English writing, digital communication, and learner engagement by helping students practise language in interactive and flexible ways [3], [5], [15]. On the other side, it creates challenges regarding originality, authorship, cheating, misinformation, privacy, and the reliability of AI-generated content [4], [11], [13]. UNESCO's guidance on Generative Artificial Intelligence in education emphasizes the need for human-centered, ethical, age-appropriate, and regulated use of AI in teaching and research [4]. Therefore, the central question is not whether Generative Artificial Intelligence should be used in English Language Teaching, but how it should be used responsibly.

This paper examines Generative Artificial Intelligence in English Language Teaching under three major dimensions: pedagogical innovations, ethical concerns, and future prospects. It argues that Generative Artificial Intelligence can enrich English language pedagogy when teachers remain central to the teaching-learning process and when ethical guidelines are clearly established [4], [6], [13]. The study

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

further argues that AI should be understood as a supportive pedagogical tool rather than a replacement for human teachers, because effective language education depends not only on information generation but also on human interaction, cultural awareness, emotional support, and ethical judgment [6], [18], [20].

2. Generative Artificial Intelligence and English Language Teaching

The use of Artificial Intelligence in English Language Teaching is not entirely new. Language learning applications, automated grammar checkers, speech recognition tools, machine translation systems, and adaptive learning platforms have already been used by learners and teachers for many years [1], [19]. However, Generative Artificial Intelligence differs from earlier tools because it can generate flexible, context-based, and interactive language output. It can respond to learners' needs, reformulate explanations, create examples at different proficiency levels, and provide immediate support [2], [7]. This flexibility makes Generative Artificial Intelligence especially useful in English Language Teaching, where learners require repeated practice, feedback, correction, and exposure to meaningful language use [1], [8].

In ELT classrooms, Generative AI can be used to support writing practice, speaking activities, grammar learning, vocabulary development, reading comprehension, and classroom assessment [1], [2]. For example, learners may use AI tools to receive grammar feedback, practise conversational English, generate sample dialogues, simplify difficult texts, or improve academic writing under teacher supervision [3], [5]. Teachers may also use Generative AI to prepare lesson plans, create worksheets, design rubrics, generate classroom activities, and adapt learning materials for different proficiency levels [1], [6]. These functions show that AI can reduce routine workload and create more opportunities for personalized learning.

At the same time, Generative Artificial Intelligence should not be treated as an independent authority in English Language Teaching. AI-generated content may be inaccurate, biased, incomplete, or unsuitable for specific classroom contexts [4], [12], [18]. Therefore, the teacher's role remains essential in selecting, reviewing, correcting, and contextualizing AI-generated materials. Responsible AI integration in ELT requires a balanced model in which AI supports language learning while teachers provide pedagogical direction, ethical guidance, cultural sensitivity, and human judgment [6], [13], [16].

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

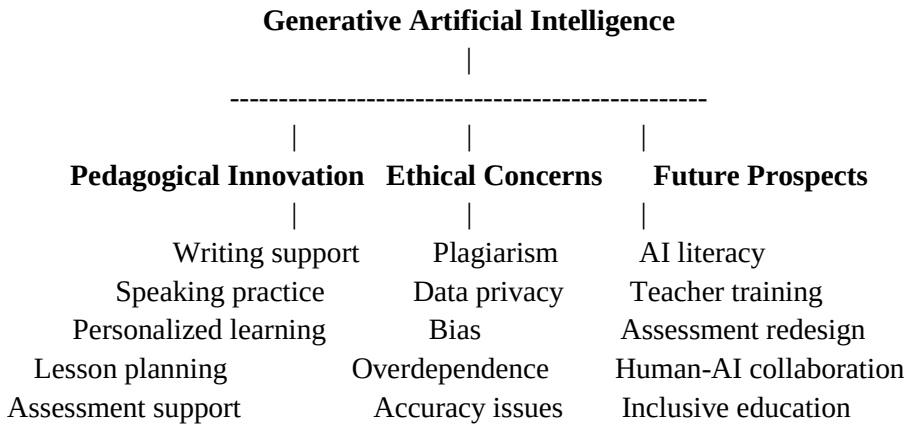

Figure 1. Conceptual framework showing the role of Generative AI in ELT through pedagogical innovation, ethical concerns, and future prospects.

The British Council's report *Artificial Intelligence and English Language Teaching: Preparing for the Future* shows that AI tools are already being used globally in English language education [1]. The report notes that AI tools support speaking, writing, reading, goal setting, and learner independence, although listening appears to be less strongly supported [1]. It also reports that 1,348 English language teachers from 118 countries and territories were surveyed, and many teachers identified both benefits and concerns regarding AI use in ELT [1]. The same report indicates that language learning apps, language generation AI, and chatbots are among the most commonly used AI-powered tools by teachers, with many teachers using AI to create lesson materials and help learners practise English [1].

This shows that Generative Artificial Intelligence is no longer a future possibility; it is already entering classrooms, institutions, and self-learning spaces. Its impact on English Language Teaching must therefore be understood carefully, not through blind acceptance or total rejection, but through critical pedagogical analysis [1], [2], [4].

3. Pedagogical Innovations in English Language Teaching

3.1 Personalized Language Learning

One of the major pedagogical innovations offered by Generative Artificial Intelligence is personalized learning. In traditional classrooms, teachers often face learners with different levels of proficiency, learning speeds, vocabulary knowledge, and confidence. Generative Artificial Intelligence can help address this diversity by producing level-specific materials, simplified explanations, personalized exercises, and instant examples [1], [2]. For example, a beginner learner may ask an AI tool to explain the difference between simple present and present continuous using easy examples, while an advanced learner may request academic vocabulary or complex sentence transformation.

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

Personalized learning is particularly useful in English Language Teaching because language development depends on repeated practice and feedback. Generative Artificial Intelligence can provide learners with additional practice outside classroom hours. It can generate dialogues, role-play situations, reading passages, grammar drills, vocabulary lists, and comprehension questions according to the learner's level [1], [7]. Studies on AI in ELT show that AI tools have affordances for supporting English language skills, especially writing and speaking development [7], [8].

However, personalization should not be misunderstood as complete individualization without teacher involvement. The teacher must guide learners on how to use AI-generated materials meaningfully. Without guidance, learners may accept incorrect explanations, depend excessively on AI, or avoid the cognitive effort required for language acquisition [4], [6]. Therefore, AI-supported personalization should be guided by teacher supervision, classroom objectives, and responsible learning practices [6], [13].

3.2 Writing Support and Feedback

Writing is one of the most important areas where Generative Artificial Intelligence can support English language learners. Many learners struggle with grammar, vocabulary, coherence, organization, and academic style. AI tools can help learners revise sentences, improve clarity, correct grammar, suggest vocabulary, and understand errors [3], [5]. Unlike traditional correction methods, AI feedback can be immediate and repeated, giving learners more opportunities to revise their writing.

Generative Artificial Intelligence can also support process-based writing pedagogy. Teachers can ask students to use AI for brainstorming, outlining, drafting, peer-review preparation, and self-editing [5], [14]. For example, students may compare their own paragraph with an AI-generated version and identify differences in structure, cohesion, and vocabulary. This can encourage metalinguistic awareness, where learners think consciously about language choices [3], [5].

Nevertheless, writing support must be carefully managed. If students simply ask AI to write full essays, the learning process is weakened. Therefore, teachers should design writing tasks that require reflection, personal input, source-based argument, oral defense, draft history, and classroom discussion [13], [14]. AI should support writing development, not replace the learner's authorship [3], [5].

3.3 Speaking Practice and Communicative Confidence

Speaking anxiety is a common challenge in English Language Teaching. Many learners hesitate to speak because they fear mistakes, peer judgment, or lack of vocabulary. AI chatbots can provide a low-pressure environment for conversation practice [8]. Learners can practise interviews, daily conversations, academic discussions, pronunciation exercises, and role-play activities with AI tools

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

before speaking in the classroom [1], [8]. A systematic review of AI-powered chatbots for English as a foreign language found that chatbots can improve speaking outcomes, confidence, engagement, pronunciation, and motivation [8]. This is significant because confidence plays an important role in language development. When learners practise repeatedly without fear, they become more willing to participate in real communication [8], [20]. Still, AI conversation is not equal to human interaction. Real communication involves emotion, culture, body language, social context, and unpredictable human responses. Therefore, AI-based speaking practice should prepare learners for human communication rather than replace classroom interaction [6], [18]. In this sense, AI chatbots can function as supportive practice tools, while teachers and peers remain essential for authentic communicative development.

3.4 Lesson Planning and Material Development

Generative Artificial Intelligence can reduce teachers' workload by assisting in lesson planning and material preparation. Teachers can use AI to create worksheets, grammar explanations, discussion questions, vocabulary tasks, comprehension passages, rubrics, quizzes, and classroom activities [1], [6]. This is especially helpful for teachers who handle large classes, mixed-ability learners, or limited preparation time. The British Council report notes that many English teachers are already using AI to create lesson materials and support learners' English practice [1]. AI can also help teachers adapt existing materials for different levels. For example, a teacher can ask AI to simplify a news article for intermediate learners, create vocabulary questions from it, and design a speaking task based on the topic [1], [7].

However, teachers must review AI-generated materials before classroom use. AI may produce inaccurate facts, culturally inappropriate examples, biased content, or activities that do not match learning objectives [4], [12]. The teacher's professional judgment remains essential because effective ELT requires not only content generation but also pedagogical selection, cultural sensitivity, and classroom suitability [6], [13].

3.5 Assessment and Formative Evaluation

Generative Artificial Intelligence can support formative assessment by providing practice questions, feedback, rubrics, and diagnostic comments. It can help learners identify grammar errors, improve sentence structure, and reflect on writing quality [3], [5]. It can also assist teachers in creating multiple versions of assessment tasks to reduce repetition and encourage skill-based learning [1], [13].

Moorhouse's study on Generative Artificial Intelligence and initial language teacher education shows that teacher educators believe GenAI will significantly influence curriculum, instruction, and

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

assessment in language teacher preparation [6]. This suggests that future English teachers must be trained not only to use AI tools but also to evaluate their pedagogical and ethical implications [6], [13]. Assessment in the age of AI should therefore move beyond final-product evaluation and include drafting, reflection, oral explanation, classroom performance, and transparent AI-use declaration [13], [14].

Pedagogical Impact of Generative AI in ELT

Generative Artificial Intelligence has a strong pedagogical impact on ELT because it supports multiple areas of language learning, especially writing support, lesson planning, speaking practice, personalized learning, reading support, and formative assessment [1], [2], [7], [8]. However, its impact is strongest when it is used as a guided learning assistant rather than as an automatic replacement for teacher feedback or learner effort [4], [6], [13].

Illustrative author-created ranking of major ELT areas supported by Generative AI.

Scale: 1 = low support, 5 = very high support. Values are conceptual, not survey data.

Caption: Illustrative pedagogical impact of Generative AI across major areas of English Language Teaching. Assessment, however, is one of the most sensitive areas of AI use. If students use AI to complete assignments without disclosure, academic integrity becomes difficult to maintain. Therefore, institutions must redesign assessment methods by including oral presentations, reflective commentaries, process-based drafts, classroom writing, and AI-use declarations.

4. Ethical Concerns in Generative Artificial Intelligence

4.1 Academic Integrity and Plagiarism

The most common concern about Generative Artificial Intelligence in English Language Teaching is academic integrity. Since AI tools can produce essays, summaries, reports, and answers within seconds, students may submit AI-generated work as their own. This creates challenges for teachers who must

evaluate students' actual language ability. Traditional plagiarism detection tools may not always identify AI-generated writing because such writing may be newly generated rather than copied from existing sources. Research on Generative AI in higher education shows that many institutions are concerned about ethical use, accuracy, privacy, and academic misconduct [11], [12]. Therefore, academic honesty policies must be updated to include AI-assisted writing, AI-use declaration, and transparent assessment practices [3], [13].

Instead of only banning AI, teachers should teach responsible AI use. Students should learn when AI support is acceptable, how to acknowledge AI assistance, and why language learning requires personal effort. A transparent AI-use policy can help learners understand the difference between support and substitution. In English Language Teaching, this is particularly important because the purpose of writing tasks is not only to produce error-free text but also to develop independent thinking, linguistic competence, and academic voice [5], [14].

4.2 Accuracy, Hallucination, and Misinformation

Generative Artificial Intelligence can produce fluent but inaccurate information. This is often called hallucination. In English Language Teaching, this may affect grammar explanations, literary summaries, cultural information, vocabulary usage, and academic references. Learners may believe AI-generated answers because they appear confident and well-written. Studies on ChatGPT and education warn that AI tools may generate false or inaccurate data and therefore require careful human supervision [12], [18]. For English teachers, this means AI output should be treated as a draft or suggestion, not as unquestionable truth. Teachers and learners must verify grammar rules, references, quotations, and factual content using reliable sources. When used critically, Generative AI can support language learning; however, when used without verification, it may spread misinformation and weaken learners' ability to evaluate academic content [1], [2]. Therefore, critical digital literacy should become an essential part of AI-supported English Language Teaching [10], [13].

4.3 Bias and Cultural Representation

Language is deeply connected with culture, identity, and power. Generative Artificial Intelligence systems are trained on large datasets that may contain social, cultural, gender, racial, and linguistic biases. As a result, AI-generated examples may reproduce stereotypes, privilege certain varieties of English, or marginalize non-native speakers and local contexts [4], [16].

In English Language Teaching, this is especially important because learners come from diverse linguistic and cultural backgrounds. If AI tools present only native-speaker norms or Western cultural examples, they may limit learners' understanding of English as a global language. Teachers should

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

therefore critically evaluate AI-generated content and include local, multilingual, and intercultural perspectives. This is necessary because English today functions as an international language used across different cultural, academic, and professional contexts [15], [19]. A responsible ELT classroom should encourage learners to see English not only as a grammatical system but also as a medium of intercultural communication.

4.4 Data Privacy and Learner Safety

AI tools often require users to enter prompts, personal information, assignments, or classroom data. This creates concerns about privacy and data protection. Students may unknowingly share sensitive information with AI platforms. Teachers may also upload student writing without understanding how the data will be stored or used. UNESCO emphasizes the importance of regulation, privacy protection, and age-appropriate use of Generative Artificial Intelligence in education [4].

Institutions must therefore create clear rules about what data can be entered into AI tools. Teachers should avoid uploading personal student details, marks, private records, or unpublished research materials into public AI systems. Responsible AI use should protect learners from data misuse while still allowing them to benefit from digital learning support [13], [16]. In ELT contexts, privacy awareness is especially important because learners may share personal reflections, essays, language difficulties, and classroom performance records while using AI-based tools.

4.5 Overdependence and Loss of Learner Autonomy

Although Generative Artificial Intelligence can promote learner autonomy, excessive dependence can weaken independent thinking. Students may stop struggling with vocabulary, grammar, and composition if AI always provides instant answers. Language learning requires effort, memory, practice, correction, and active use. If AI removes all difficulty, it may also reduce deep learning [1], [5].

Therefore, the aim should be guided autonomy. Learners should use AI to support thinking, not to avoid thinking. Teachers can encourage students to question AI responses, compare outputs, revise answers, and explain why they accepted or rejected AI suggestions. Such reflective use can transform AI from a shortcut into a learning partner [6], [20]. In this way, Generative AI can support learner independence without replacing the discipline, creativity, and effort required for meaningful language acquisition.

5. Future Prospects of Generative Artificial Intelligence in ELT

The future of Generative Artificial Intelligence in English Language Teaching will depend on responsible integration. First, teacher training will become essential. Many teachers are interested in AI

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

but lack confidence and training. The British Council report shows that many teachers feel they have not received enough training on AI in ELT [1]. Professional development programmes should therefore include prompt writing, AI-based lesson design, ethical use, assessment redesign, and critical evaluation of AI output [1], [6].

Second, AI literacy must become part of English language education. Students should learn not only English grammar and communication but also how to use AI responsibly in reading, writing, speaking, research, and academic work. AI literacy includes understanding limitations, checking accuracy, avoiding plagiarism, protecting privacy, and maintaining one's own voice [4], [13]. In this sense, AI literacy is not separate from language learning; rather, it becomes part of modern communicative competence.

Third, assessment practices will need transformation. Future assessment may focus less on product-only writing and more on process, reflection, oral explanation, classroom performance, and authentic communication. Teachers may ask students to submit drafts, explain revisions, cite AI assistance, and defend their arguments orally [13], [14]. This will help teachers evaluate students' actual language ability rather than only the final written product.

Fourth, Generative Artificial Intelligence may support inclusive education. Learners with different needs may benefit from simplified texts, translation support, pronunciation guidance, vocabulary scaffolding, and individualized practice [2], [8]. However, unequal access to digital tools may widen educational gaps. Therefore, institutions must ensure that AI-supported learning does not become available only to privileged learners [4], [19]. Inclusive AI integration requires access, training, institutional support, and sensitivity to learners' social and linguistic backgrounds.

Finally, the teacher's role will become more important, not less. Teachers will act as designers, facilitators, ethical guides, language mentors, and critical evaluators. Human teachers provide emotional support, cultural sensitivity, moral judgment, encouragement, and social interaction, qualities that AI cannot fully replace [6], [18]. Therefore, the future of ELT should be based on human-AI collaboration rather than teacher replacement.

6. Discussion

Generative Artificial Intelligence has the potential to transform English Language Teaching by making language learning more interactive, personalized, and accessible. It can support writing development, speaking practice, lesson planning, assessment preparation, and learner independence [1], [2], [8]. At the same time, it can create ethical risks if used without guidance. The major challenge is to balance

innovation with responsibility [4], [13]. A useful approach is to view Generative Artificial Intelligence as a pedagogical assistant rather than an educational authority. It can generate language, but it cannot fully understand learners' emotions, classroom realities, cultural backgrounds, or long-term educational needs. It can support feedback, but it cannot replace the teacher's interpretive judgment. It can create examples, but it cannot guarantee truth, fairness, or appropriateness [12], [18].

Therefore, English Language Teaching must adopt a human-centered AI framework. In this framework, teachers remain central, students remain active learners, and AI functions as a supportive tool. Ethical guidelines, institutional policies, teacher training, and learner awareness must work together to ensure meaningful use [4], [13], [16]. Such a framework will allow ELT to benefit from technological innovation while preserving the human values of education.

7. Conclusion

Generative Artificial Intelligence represents a major turning point in English Language Teaching. It offers powerful pedagogical possibilities such as personalized learning, immediate feedback, speaking practice, writing support, material development, and formative assessment [1], [2], [6]. These innovations can enrich language learning when integrated with clear objectives and teacher supervision. However, Generative Artificial Intelligence also raises serious ethical concerns related to plagiarism, accuracy, bias, privacy, overdependence, and unequal access [3], [4], [13], [16].

The future of Generative Artificial Intelligence in English Language Teaching should not be shaped by fear or blind enthusiasm. Instead, it should be guided by critical awareness, ethical responsibility, and pedagogical wisdom. AI cannot replace the human teacher, but it can strengthen English language teaching when used as a carefully controlled educational partner [6], [18], [20]. The most effective future for ELT will be one in which technology supports human creativity, communication, and critical thinking rather than replacing them.

References

[1] A. Edmett, N. Ichaporia, H. Crompton, and R. Crichton, *Artificial Intelligence and English Language Teaching: Preparing for the Future*. London: British Council, 2023.

[2] L. Law, "Application of generative artificial intelligence in language teaching and learning: A scoping literature review," *Computers and Education: Artificial Intelligence*, vol. 6, 2024.

[3] M. A. Kadir K. J., R. Sona, and M. Haritha, "The Impact of Artificial Intelligence Writing Tools on English Language Learning and Academic Writing Practices," *Stanzaleaf International Journal of*

Multidisciplinary Studies, vol. 2, no. 2, pp. 30–41, 2026, doi: 10.67313/slijms.2026.25. SLIJMS page confirms the article title, page range, keywords, publication date, and DOI.

[4] F. Miao and W. Holmes, *Guidance for Generative AI in Education and Research*. Paris: UNESCO, 2023.

[5] N. Moulieswaran and S. Samuel A., "The Future of Academic English Writing in the Age of Generative Artificial Intelligence," *Stanzaleaf International Journal of Multidisciplinary Studies*, vol. 1, no. 3, pp. 41–54, 2026, doi: 10.67313/slijms.2026.16. SLIJMS lists this article as focused on Generative AI, academic English writing, academic integrity, digital literacy, and language learning.

[6] B. L. Moorhouse, "The Effects of Generative AI on Initial Language Teacher Education," *System*, vol. 122, 2024.

[7] H. Crompton, "AI and English Language Teaching: Affordances and Challenges," *British Journal of Educational Technology*, 2024.

[8] J. Du, "A Systematic Review of AI-Powered Chatbots for English as a Foreign Language," *Smart Learning Environments*, 2024.

[9] A. Caines et al., "On the Application of Large Language Models for Language Teaching and Assessment Technology," *arXiv preprint*, 2023.

[10] R. Godwin-Jones, "Generative AI, Pragmatics, and Authenticity in Second Language Learning," *arXiv preprint*, 2024.

[11] B. Ogunleye, K. I. Zakariyyah, O. Ajao, O. Olayinka, and H. Sharma, "A Systematic Review of Generative AI for Teaching and Learning Practice," *arXiv preprint*, 2024.

[12] S. S. Gill et al., "Transformative Effects of ChatGPT on Modern Education: Emerging Era of AI Chatbots," *Internet of Things and Cyber-Physical Systems*, 2023.

[13] C. K. Y. Chan, "A Comprehensive AI Policy Education Framework for University Teaching and Learning," *International Journal of Educational Technology in Higher Education*, vol. 20, 2023.

[14] A. Barrett and A. Pack, "Not Quite Eye to A.I.: Student and Teacher Perspectives on the Use of Generative Artificial Intelligence in the Writing Process," *International Journal of Educational Technology in Higher Education*, vol. 20, 2023.

[15] P. Kavin Kumar, "The Evolution of English Language Communication in the Digital Era: Opportunities, Challenges, and Future Perspectives," *Stanzaleaf International Journal of Multidisciplinary Studies*, vol. 1, no. 3, pp. 32–40, 2026, doi: 10.67313/slijms.2026.15. SLIJMS lists this article with keywords including English language, digital communication, technology, social media, artificial intelligence, and online learning.

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

[16] D. Samundeeswari, "Ethical AI for Sustainable Development: Building Responsible and Transparent AI Systems for Inclusive Economic Growth," *Stanzaleaf International Journal of Multidisciplinary Studies*, vol. 1, no. 3, pp. 17–26, 2026.

[17] J. Rudolph, S. Tan, and S. Tan, "ChatGPT: Bullshit Spewer or the End of Traditional Assessments in Higher Education?" *Journal of Applied Learning and Teaching*, vol. 6, no. 1, 2023.

[18] M. Kasneci et al., "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education," *Learning and Individual Differences*, vol. 103, 2023.

[19] W. Holmes, M. Bialik, and C. Fadel, *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Boston: Center for Curriculum Redesign, 2019.

[20] G. Stockwell, "ChatGPT in Language Teaching and Learning," *Technology in Language Teaching & Learning*, 2024.

[21] Sagayaselvi, G., and Mr P. Kavinkumar. "Social Media Discourse and the Changing Dynamics of English Language Expression: Page No.: 42-55." *Stanzaleaf International Journal of Multidisciplinary Studies* 2.2 (2026).

[22] Sabthami, N., and Mr P. Kavinkumar. "Corpus-Based Analysis of Emerging Vocabulary Trends in Contemporary English: Page No.: 23-34." *Stanzaleaf International Journal of Multidisciplinary Studies* 2.1 (2026).

[23] Moulieswaran, N., and P. Rini Melina. "Multimodal Communication and English Language Competence in Twenty-First Century Learning Environments: Page No.: 9-22." *Stanzaleaf International Journal of Multidisciplinary Studies* 2.1 (2026).

