

Reimagining English Language Teaching through Generative Artificial Intelligence: The SMART-ELT Framework for Indian Higher Education

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Abstract- Artificial Intelligence (AI), particularly Generative Artificial Intelligence (GenAI), is transforming higher education by enabling personalised learning, adaptive assessment, and intelligent instructional support. In English Language Teaching (ELT), AI-powered applications such as ChatGPT, Google Gemini, Microsoft Copilot, Grammarly, and ELSA Speak provide innovative opportunities to improve language proficiency, learner engagement, and digital literacy. Despite these developments, the pedagogical integration of AI within Indian higher education remains fragmented, with limited guidance on aligning AI technologies with curriculum objectives, classroom pedagogy, ethical practices, and national educational reforms. This paper proposes the SMART-ELT Framework (Scaffolded, Multimodal, AI-driven, Reflective Teaching Framework) as a conceptual model for integrating Generative AI into undergraduate English language classrooms. The study adopts a qualitative conceptual research design supported by a systematic review of recent literature published between 2021 and 2026. The proposed framework integrates Constructivism, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Bloom's Revised Taxonomy, and the principles of the National Education Policy (NEP) 2020 to promote learner-centred, competency-based, and technology-enabled instruction. The framework demonstrates how AI can support listening, speaking, reading, writing, grammar, vocabulary, formative assessment, and reflective learning while preserving the central role of teachers as facilitators and ethical mentors. The paper further discusses implementation strategies, pedagogical implications, ethical considerations, and institutional readiness for responsible AI adoption. The study concludes that AI should be viewed not as a substitute for teachers but as an intelligent pedagogical partner that enriches language learning and prepares students with the linguistic, digital, and critical thinking competencies required for the twenty-first century.

Index Terms - Artificial Intelligence, Bloom's Revised Taxonomy, English Language Teaching, Generative AI, Higher Education, NEP 2020, SMART-ELT Framework.

I. INTRODUCTION

The emergence of Artificial Intelligence (AI) has significantly influenced teaching and learning across all levels of education. Recent advancements in Generative Artificial Intelligence (GenAI), driven by large language models (LLMs), have expanded the educational capabilities of AI from simple automation to intelligent content generation, adaptive tutoring, personalised feedback, and interactive learning. In higher education, AI is increasingly recognised as a transformative technology capable of enhancing student engagement, improving instructional effectiveness, and supporting data-informed teaching practices.

English Language Teaching (ELT) is one of the disciplines most profoundly affected by these developments. Traditional language instruction has gradually evolved from grammar-centred pedagogy to communicative, learner-centred, and technology-enhanced approaches. The availability of AI-powered platforms such as ChatGPT, Google Gemini, Microsoft Copilot, Grammarly, QuillBot, ELSA Speak, and Notebook LM has created new opportunities for developing listening, speaking, reading, writing, grammar, vocabulary, pronunciation, and academic communication skills through personalised and interactive learning experiences. Unlike earlier Computer-Assisted Language Learning (CALL) systems, Generative AI supports natural language interaction, contextual understanding, instant feedback, and multimodal

content creation, enabling learners to practise language skills beyond the physical classroom.

The integration of AI into ELT aligns closely with the objectives of India's National Education Policy (NEP) 2020, which advocates learner-centred education, competency-based curricula, digital literacy, multidisciplinary learning, and technology-enabled pedagogy. These policy directions encourage educators to adopt innovative instructional strategies that prepare graduates with both linguistic competence and twenty-first-century skills, including critical thinking, creativity, collaboration, communication, and digital fluency. AI-supported learning environments provide an effective means of achieving these educational goals by promoting personalised instruction, authentic language use, continuous assessment, and learner autonomy.

Despite the growing popularity of AI applications, their pedagogical implementation remains inconsistent across higher education institutions. Existing research primarily examines individual AI tools or isolated language skills rather than proposing comprehensive instructional models suitable for undergraduate English language classrooms. Furthermore, concerns regarding academic integrity, ethical AI use, teacher preparedness, digital infrastructure, and equitable access continue to influence AI adoption. Consequently, many educators remain uncertain about integrating AI meaningfully while preserving the pedagogical principles of language education.

Another important concern relates to the misconception that Artificial Intelligence may replace teachers. Language learning, however, extends beyond linguistic accuracy to include human interaction, intercultural communication, empathy, creativity, and reflective thinking. These dimensions require continuous guidance from experienced educators. Therefore, AI should be viewed as an instructional partner that enhances teaching by automating routine tasks, generating learning resources, supporting formative assessment, and facilitating personalised learning, while teachers continue to provide pedagogical direction, motivation, feedback, and ethical guidance.

Recognising these challenges, the present study proposes the SMART-ELT Framework (Scaffolded, Multimodal, AI-driven, Reflective Teaching Framework), an original pedagogical model designed to support the systematic integration of Generative AI into undergraduate English language classrooms. The framework combines established theories of language education with emerging AI technologies to create a structured, learner-centred, and ethically grounded approach to English language teaching. Specifically, it integrates Constructivist learning principles, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Bloom's Revised Taxonomy, and the competency-based philosophy of NEP 2020.

The objectives of this study are threefold: (i) to examine the evolving role of Generative AI in English Language Teaching, (ii) to propose a practical pedagogical framework for AI-supported language instruction, and (iii) to discuss the educational, ethical, and institutional implications of implementing AI in Indian higher education. By synthesising recent scholarly literature and educational theory, the paper contributes a practical conceptual framework that may assist educators, curriculum designers, and policymakers in adopting Artificial Intelligence responsibly while enhancing language learning outcomes.

II. LITERATURE REVIEW, RESEARCH GAP, AND METHODOLOGY

A. Artificial Intelligence in English Language Teaching

Artificial Intelligence (AI) has transformed English Language Teaching (ELT) by enabling intelligent tutoring, adaptive learning, automated assessment, and personalised language instruction. The emergence of Generative Artificial Intelligence (GenAI) has further expanded these possibilities through natural language interaction, multimodal content generation, and contextual feedback. Unlike traditional Computer-Assisted Language Learning (CALL) systems, GenAI tools simulate authentic communication, allowing learners to engage in meaningful language practice while receiving immediate and personalised support.

Recent AI applications such as ChatGPT, Google Gemini, Microsoft Copilot, Grammarly, QuillBot, ELSA Speak, and NotebookLM have been increasingly adopted in higher education to enhance the development of listening, speaking, reading, writing, grammar, vocabulary, and pronunciation. These tools support brainstorming, essay drafting, conversational practice, summarisation, grammar correction, pronunciation analysis, and reflective learning, thereby encouraging learner autonomy and self-regulated learning. Their ability to provide instant feedback also enables students to revise and improve their performance continuously.

Research consistently indicates that AI-supported instruction enhances learner engagement, motivation, and language proficiency. Studies have reported improvements in writing quality through AI-assisted drafting and editing, increased speaking confidence through conversational agents, better vocabulary acquisition through contextual learning, and enhanced reading comprehension through adaptive questioning. AI has also reduced teachers' administrative workload by assisting with quiz generation, rubric development, formative assessment, and personalised feedback.

Nevertheless, scholars emphasise that AI should function as an instructional aid rather than a substitute for teachers. Effective language learning requires meaningful interaction, intercultural awareness, creativity, emotional intelligence, and critical reflection—areas where human facilitation remains indispensable. Accordingly, the emerging consensus advocates a human-centred approach in which AI augments rather than replaces pedagogical expertise.

B. Research Gap

Despite the growing body of literature on AI-supported language learning, several important gaps remain.

First, most studies focus on evaluating individual AI tools or specific language skills instead of presenting a comprehensive pedagogical framework for integrating AI across the entire ELT curriculum. Second, relatively few studies examine AI implementation within the context of Indian higher

education, where multilingual classrooms, diverse learner backgrounds, and institutional constraints influence technology adoption. Third, limited research explicitly aligns AI-supported instruction with Bloom's Revised Taxonomy and the competency-based principles of NEP 2020. Finally, although ethical issues such as plagiarism, algorithmic bias, and data privacy are frequently discussed, practical classroom strategies for promoting responsible AI use are comparatively underexplored.

To address these gaps, this study proposes the SMART-ELT Framework (Scaffolded, Multimodal, AI-driven, Reflective Teaching Framework), which integrates AI technologies with established language teaching methodologies and contemporary educational policy. The framework positions AI as a pedagogical partner that supports learner-centred instruction while preserving the essential role of teachers.

C. Research Objectives

The study is guided by the following objectives:

1. To examine the role of Generative Artificial Intelligence in English Language Teaching.
2. To identify the pedagogical opportunities and challenges associated with AI integration in undergraduate English classrooms.
3. To propose the SMART-ELT Framework for AI-supported English language instruction.
4. To align AI-enhanced pedagogy with Bloom's Revised Taxonomy and the National Education Policy (NEP) 2020.
5. To recommend ethical and sustainable strategies for AI implementation in higher education.

D. Methodology

This study adopts a qualitative conceptual research design supported by a systematic review of recent literature. Peer-reviewed journal articles, conference papers, policy documents, and scholarly publications published primarily between 2021 and 2026 were reviewed to examine current developments in AI-supported language education. Sources were identified through major academic databases, including Scopus, Web of Science, ERIC,

SpringerLink, ScienceDirect, Taylor & Francis Online, Wiley Online Library, and Google Scholar.

The selected literature was analysed using thematic content analysis, enabling the identification of recurring themes related to AI applications, language pedagogy, learner engagement, assessment, ethics, and institutional readiness. These themes informed the development of the proposed SMART-ELT Framework, which synthesises Constructivism, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Bloom's Revised Taxonomy, and the principles of NEP 2020 into a unified pedagogical model.

Table I. Representative AI Tools and Their Applications in ELT

AI Tool	Primary Educational Function	Language Skills Supported
ChatGPT	Dialogue, brainstorming, writing support	Reading, Writing, Speaking
Google Gemini	Multimodal explanations, inquiry learning	Reading, Listening
Microsoft Copilot	Academic research and content generation	Reading, Writing
Grammarly	Grammar, style, and writing feedback	Writing
QuillBot	Paraphrasing and summarisation	Writing, Vocabulary
ELSA Speak	Pronunciation and fluency practice	Speaking, Listening
NotebookLM	Research synthesis and note organisation	Reading, Writing

THE SMART-ELT FRAMEWORK: AN AI-INTEGRATED PEDAGOGICAL MODEL

Artificial Intelligence (AI) has become an indispensable educational technology capable of transforming language learning from content-centred instruction to learner-centred knowledge construction. However, the effectiveness of AI depends on pedagogically meaningful integration

rather than the indiscriminate use of digital tools. To address this need, the present study proposes the SMART-ELT Framework (Scaffolded, Multimodal, AI-driven, Reflective Teaching Framework), a conceptual model designed specifically for undergraduate English Language Teaching (ELT) in higher education.

The SMART-ELT Framework integrates principles from Constructivism, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Bloom's Revised Taxonomy, and the learner-centred philosophy of NEP 2020. It positions Artificial Intelligence as an instructional partner that supports personalised learning, formative assessment, collaborative engagement, and reflective practice while preserving the teacher's central role as facilitator, mentor, and evaluator.

Unlike technology-driven models that emphasise individual AI applications, the SMART-ELT Framework adopts a pedagogy-first approach. Learning outcomes determine the selection of AI tools, instructional strategies, and assessment methods, ensuring that technology serves educational objectives rather than dictating them.

A. Components of the SMART-ELT Framework

The proposed framework consists of five interconnected stages that create a continuous learning cycle.

Stage 1: Scaffolded Learning

The instructional process begins with clearly defined learning outcomes aligned with Bloom's Revised Taxonomy. Teachers identify the language competencies to be developed and design activities that progressively guide learners from basic understanding to independent language production. AI supports this stage by generating customised learning resources, vocabulary lists, grammar explanations, and differentiated practice materials suitable for varying proficiency levels.

Stage 2: Multimodal Learning

Language acquisition becomes more meaningful when learners engage with multiple forms of communication. AI facilitates multimodal learning

through text, audio, video, images, and interactive conversations. Students may analyse AI-generated podcasts, visual prompts, digital stories, or authentic communication scenarios, thereby strengthening listening, speaking, reading, and writing skills simultaneously.

Stage 3: AI-Driven Practice

During guided practice, learners interact with AI applications such as ChatGPT, Gemini, Grammarly, QuillBot, or ELSA Speak to perform communicative tasks including dialogue creation, essay drafting, pronunciation practice, summarisation, vocabulary development, and grammar correction. Teachers monitor these activities and encourage students to evaluate AI-generated responses critically rather than accepting them unquestioningly.

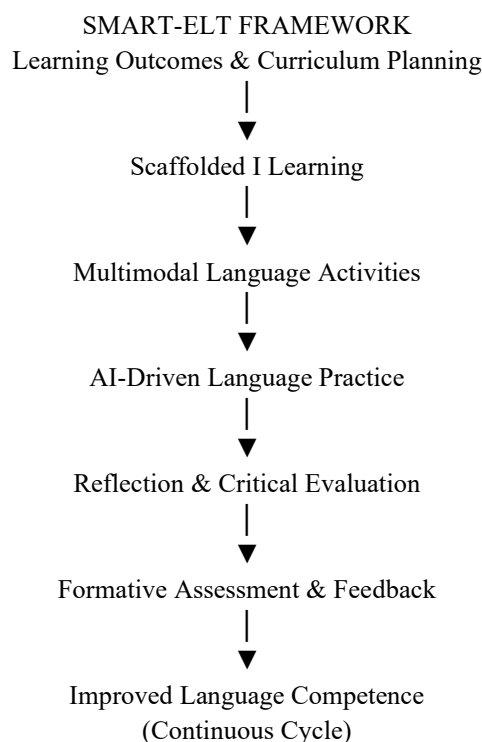
Stage 4: Reflective Learning

Reflection represents the distinguishing feature of the SMART-ELT Framework. Students compare AI-generated responses with their own work, identify strengths and limitations, verify information using scholarly sources, and maintain reflective journals documenting their learning experiences. This stage promotes metacognition, critical thinking, and responsible AI use while reducing overdependence on technology.

Stage 5: Transformative Assessment

The final stage integrates continuous formative assessment supported by AI-generated feedback and teacher evaluation. AI assists in generating quizzes, analysing learner performance, identifying recurring language errors, and recommending personalised learning pathways. However, teachers remain responsible for evaluating originality, creativity, critical thinking, and authentic language use, ensuring that assessment maintains academic integrity and educational validity.

Figure 1. SMART-ELT Framework



B. Integration of AI Across Bloom's Revised Taxonomy

The SMART-ELT Framework aligns AI-supported learning activities with Bloom's cognitive domains, enabling students to progress from foundational knowledge acquisition to higher-order thinking.

Table II. AI Integration Across Bloom's Revised Taxonomy

Bloom's Level	AI-Supported Learning Activity	Example AI Tool
Remember	Vocabulary revision, flashcards	ChatGPT
Understand	Summarising passages	NotebookLM, Gemini
Apply	Grammar and sentence construction	Grammarly
Analyse	Comparing AI and student responses	ChatGPT, Copilot
Evaluate	Critiquing AI-generated essays	Gemini
Create	Story writing, presentations, podcasts	ChatGPT, Canva AI

This alignment ensures that AI is not confined to lower-order tasks but actively supports analytical thinking, evaluation, creativity, and authentic language production.

C. Pedagogical Significance of the SMART-ELT Framework

The proposed framework offers several pedagogical advantages. First, it shifts AI integration from a technology-centred approach to a pedagogy-driven model that aligns instructional strategies with clearly defined learning outcomes. Second, it promotes learner autonomy by enabling students to receive immediate feedback, practise language skills independently, and engage in reflective learning. Third, the framework strengthens teachers' roles as facilitators, instructional designers, and ethical mentors rather than replacing them with automated systems. Finally, by integrating AI with Bloom's Revised Taxonomy and the objectives of NEP 2020, the framework provides a practical roadmap for implementing responsible, learner-centred, and competency-based English language education in higher education institutions.

D. Classroom Application

The SMART-ELT Framework can be implemented across core language skills through carefully designed AI-supported activities. For example, students may use AI to generate discussion prompts for speaking tasks, summarise academic texts to improve reading comprehension, draft essays with guided feedback for writing practice, or analyse pronunciation using speech-recognition tools. These activities encourage authentic communication, collaboration, and self-directed learning while maintaining teacher supervision and pedagogical control. Consequently, the framework is adaptable to General English, Communicative English, Business English, English for Academic Purposes (EAP), and English for Specific Purposes (ESP) courses.

III. DISCUSSION AND PEDAGOGICAL IMPLICATIONS

The findings from the literature review and the proposed SMART-ELT Framework indicate that Artificial Intelligence (AI) is redefining English Language Teaching (ELT) by creating more personalised, interactive, and learner-centred learning environments. Rather than functioning as a replacement for teachers, AI serves as an intelligent pedagogical assistant that supports lesson planning, language practice, formative assessment, and continuous learner feedback. This perspective is consistent with recent educational research, which advocates a human-in-the-loop approach where teachers retain responsibility for instructional design, critical evaluation, and ethical guidance while AI enhances learning efficiency.

A major strength of the SMART-ELT Framework is its alignment with established pedagogical theories. By integrating Constructivism, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Bloom's Revised Taxonomy, the framework ensures that technology adoption remains pedagogy-driven rather than technology-driven. AI applications become instructional resources that facilitate communication, collaboration, creativity, and critical thinking rather than merely automating classroom tasks. Such integration supports the transition from teacher-centred instruction to active, experiential, and competency-based learning.

The framework also demonstrates strong compatibility with the objectives of the National Education Policy (NEP) 2020, which emphasises digital literacy, multidisciplinary education, experiential learning, and learner autonomy. AI-assisted activities such as collaborative writing, reflective journals, AI-supported discussions, and project-based learning encourage students to develop linguistic competence alongside twenty-first-century skills including communication, problem-solving, digital fluency, creativity, and teamwork. Consequently, English classrooms become spaces where students learn not only language but also

responsible technology use and lifelong learning practices.

Another important implication concerns assessment. Traditional language assessment often focuses on summative examinations that measure linguistic knowledge at a single point in time. The SMART-ELT Framework promotes continuous formative assessment through AI-generated quizzes, automated feedback, vocabulary tracking, pronunciation analysis, and writing support. Immediate feedback enables learners to recognise errors, monitor progress, and improve performance independently. Nevertheless, teacher evaluation remains indispensable for assessing originality, critical thinking, creativity, and contextual appropriateness, thereby maintaining academic standards.

Despite these pedagogical advantages, several challenges must be considered. Unequal access to digital infrastructure, limited institutional resources, inadequate teacher training, and varying levels of learner digital literacy may affect successful AI implementation. Ethical concerns related to plagiarism, fabricated references, algorithmic bias, data privacy, and excessive dependence on AI-generated content further highlight the need for responsible classroom practices. Therefore, institutions should establish clear AI policies, provide continuous professional development for teachers, and educate students about academic integrity, source verification, and ethical AI usage.

From an institutional perspective, effective AI integration requires coordinated efforts involving curriculum redesign, faculty capacity building, technological infrastructure, and administrative support. Professional development programmes should equip teachers with competencies in prompt engineering, AI-assisted instructional design, digital assessment, and learning analytics. Simultaneously, curriculum designers should incorporate AI literacy as an essential graduate competency, ensuring that students learn to evaluate AI-generated information critically rather than accepting it unquestioningly.

The proposed SMART-ELT Framework contributes to the existing body of knowledge by presenting a

structured pedagogical model specifically designed for undergraduate English language education in the Indian context. Unlike previous studies that primarily evaluate individual AI tools, this framework offers a holistic approach integrating curriculum planning, instructional strategies, classroom implementation, assessment, and ethical considerations. Its adaptability also enables implementation across General English, English for Academic Purposes (EAP), Business English, and English for Specific Purposes (ESP) courses.

Overall, the SMART-ELT Framework demonstrates that meaningful AI integration is not determined by the sophistication of technology alone but by thoughtful pedagogical planning, reflective teaching, and responsible educational practices. When implemented within an ethical and learner-centred framework, Artificial Intelligence has the potential to enhance language proficiency, strengthen learner engagement, reduce routine instructional workload, and prepare graduates for the linguistic and digital demands of contemporary society.

Table III. Pedagogical Implications of the SMART-ELT Framework

Stakeholder	Major Implications
Students	Personalised learning, improved language proficiency, digital literacy, critical thinking, self-directed learning
Teachers	AI-assisted lesson planning, formative assessment, reduced administrative workload, enhanced instructional effectiveness
Institutions	Curriculum innovation, faculty development, digital infrastructure, AI governance policies
Curriculum Designers	Integration of AI literacy, competency-based education, authentic assessment, technology-enhanced pedagogy
Policy Makers	Ethical AI guidelines, digital education policies, institutional support, sustainable technology adoption

IV. CONCLUSION

Artificial Intelligence has emerged as a transformative force in English Language Teaching, creating opportunities for personalised instruction, adaptive assessment, collaborative learning, and enhanced learner engagement. However, the educational value of AI depends on its thoughtful integration within sound pedagogical practices rather than on technological innovation alone. This study addressed an important gap in the existing literature by proposing the SMART-ELT Framework, a conceptual model that integrates Generative AI with Constructivism, Communicative Language Teaching, Task-Based Language Teaching, Bloom's Revised Taxonomy, and the principles of India's National Education Policy (NEP) 2020.

The framework demonstrates how AI can support all major language skills while fostering learner autonomy, critical thinking, creativity, and ethical digital citizenship. It also reinforces the central role of teachers as facilitators, mentors, and evaluators who guide students in using AI responsibly and effectively. By aligning AI-supported learning with competency-based education, the framework offers a

practical roadmap for curriculum designers, educators, and institutions seeking to modernise English language instruction.

Although the study is conceptual in nature, it provides a strong theoretical foundation for future empirical investigations. Subsequent research may validate the SMART-ELT Framework through classroom-based experiments, comparative studies, and longitudinal research involving diverse educational contexts. Future work may also explore emerging technologies such as multimodal AI, immersive virtual environments, adaptive learning systems, and AI-assisted language assessment.

In conclusion, the future of English Language Teaching lies not in replacing teachers with Artificial Intelligence but in fostering collaborative partnerships where human expertise and intelligent technologies work together to create inclusive, engaging, and meaningful learning experiences. The SMART-ELT Framework offers a sustainable pathway for achieving this vision and contributes to the ongoing transformation of language education in the era of Artificial Intelligence.

Table I. Comparative Analysis of Recent AI Applications in English Language Teaching (2023–2025)

Authors	Year	Study Focus	Major Findings	Research Gap Addressed in Present Study
Ahn, Lee & Son	2024	ChatGPT in ELT	ChatGPT supports reading, writing, listening, and speaking through content generation and personalized practice, while requiring teacher guidance for effective implementation.	Does not propose a comprehensive pedagogical framework aligned with curriculum and assessment.
Crompton	2024	Systematic review of AI in ELT	AI improves language learning, motivation, and feedback but presents ethical and pedagogical challenges requiring teacher mediation.	Limited integration with Bloom's Taxonomy and NEP 2020.
Kohnke et al.	2024	Teachers' perceptions of ChatGPT	Teachers value ChatGPT for personalised learning but emphasise curriculum redesign and professional development.	Focuses on teacher perceptions rather than a classroom implementation model.
Lo et al.	2024	Systematic review of ChatGPT in ESL/EFL	Reports positive effects on writing, engagement, and learner autonomy while highlighting concerns regarding overreliance and ethics.	Does not provide an integrated pedagogical framework.
Wu & Li	2024	Systematic	Reviews 44 studies and identifies writing,	Calls for stronger

		review of ChatGPT for L2 learning	learner perceptions, and feedback as dominant themes.	pedagogical models and longitudinal research.
Present Study	2026	SMART-ELT Framework	Proposes an AI-integrated pedagogical framework combining Constructivism, CLT, TBLT, Bloom's Revised Taxonomy, ethical AI, and NEP 2020 for undergraduate ELT.	Original conceptual contribution.

Figure 1. SMART-ELT 2026 Framework

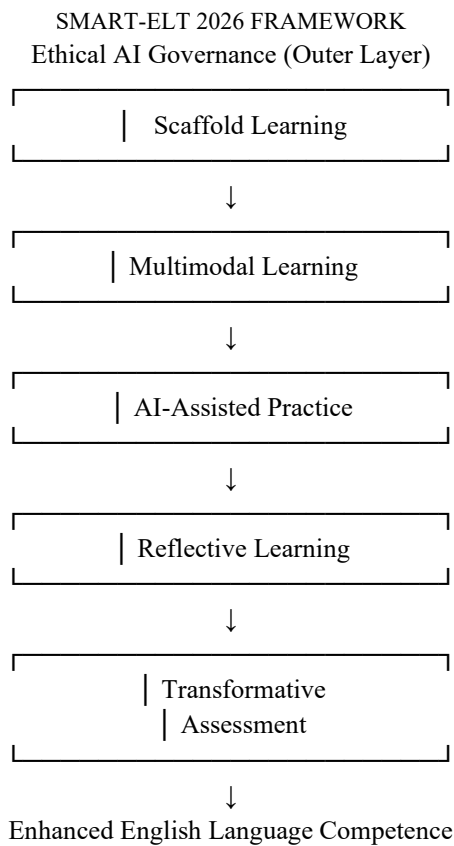


Figure 1. The SMART-ELT 2026 Framework illustrates a pedagogy-first approach to integrating Generative AI into English Language Teaching. Ethical AI governance surrounds all stages, ensuring responsible use while supporting scaffolded learning, multimodal engagement, AI-assisted practice, reflective learning, and continuous assessment.

Table II. AI Tools Mapped to English Language Skills and Bloom's Revised Taxonomy

AI Tool	ELT Application	Language Skill	Bloom's Level
ChatGPT	Dialogue generation, brainstorming	Speaking, Writing	Create
Google Gemini	Multimodal explanation	Reading, Listening	Understand
Microsoft Copilot	Academic research support	Reading, Writing	Analyse
Grammarly	Grammar correction	Writing	Apply
QuillBot	Paraphrasing	Writing	Evaluate
NotebookLM	Literature summarisation	Reading	Analyse
ELSA Speak	Pronunciation feedback	Speaking	Apply
Canva AI	Presentation development	Speaking	Create

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