



The Responsible Use of Artificial Intelligence in EFL Learning

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ABSTRACT

The rapid development of Artificial Intelligence (AI), particularly generative technologies such as ChatGPT, has transformed English as a Foreign Language (EFL) learning by providing accessible and interactive learning support. Despite its benefits, the responsible use of AI in educational settings remains a significant concern. This study examines the integration of AI in EFL learning with a focus on academic integrity and effective language learning practices. Using a qualitative library research approach, relevant literature on AI-assisted language learning, digital literacy, and educational ethics was reviewed and synthesized. The findings reveal that AI supports EFL learning through personalized instruction, immediate feedback, and increased learner autonomy. However, challenges such as overreliance on AI, reduced

critical thinking, and risks of academic misuse, including plagiarism, were also identified. Ethical principles, including transparency, accountability, and appropriate pedagogical guidance, are essential for responsible implementation. The study concludes that AI can enhance EFL learning when integrated in a balanced and ethical manner that supports, rather than replaces, human learning processes.

ARTICLE INFO

Article History:

Received 26 June 2026

Revised 28 June 2026

Accepted 30 June 2026

Keywords

Responsible Use of AI, EFL Learning, Artificial Intelligence

Sapitri, E., Amellia, S., Wahyuni, S. (2026). The responsible use of Artificial Intelligence in EFL learning. *TRANSFORM: Journal of English Language Teaching and Learning*. 15(2), 104-118s. <https://doi.org/10.24114/tj.v15i2.75405>

INTRODUCTION

English has gradually developed into a global lingua franca, shaping communication across a wide range of domains, including education, technology, employment, and intercultural interaction. Its prominence on the international stage has attracted considerable attention from scholars in applied linguistics. Crystal (2003) notes that English achieved its global status largely because of its widespread use in international communication and institutional settings. Along similar lines, Graddol (2006) suggests that

the continued expansion of English cannot be separated from the forces of globalization and rapid technological progress. Jenkins (2015) further emphasizes that English serves as a common medium through which people from diverse linguistic and cultural backgrounds can communicate effectively. Within the context of English as a Foreign Language (EFL), these developments imply that learners must do more than acquire linguistic knowledge alone. They are also expected to adapt to changing learning practices that are increasingly influenced by technological innovation. As digital technologies continue to transform educational environments, the ways languages are taught and learned have undergone noticeable changes.

Among the many technological advances that have entered the educational landscape, Artificial Intelligence (AI) stands out as one of the most influential in recent years. Its growing presence has opened opportunities for more personalized learning experiences through adaptive instruction, customized learning materials, and automated feedback mechanisms that can strengthen learner engagement and comprehension (Luckin et al., 2016; Chen et al., 2020). For EFL learners in particular, these features offer a level of flexibility that was previously difficult to achieve. Access to learning support is no longer confined to classroom interactions, allowing students to seek assistance whenever it is needed. As a result, learning can occur in a more continuous manner while accommodating differences in proficiency levels and learning pace among individual learners.

The rise of generative AI, especially through platforms such as ChatGPT and related systems, has further broadened the potential applications of technology in language education. Students can now obtain immediate support when brainstorming ideas, revising grammatical errors, or refining the quality of their written work. Existing research has indicated that AI-powered tools may contribute positively to the development of writing skills while encouraging greater participation in language learning activities (Kohnke et al., 2023). Beyond improving performance, AI also appears to foster learner autonomy. By providing instant access to explanations, feedback, and supplementary learning resources, it enables students to take greater control of their learning without relying exclusively on teacher assistance (Ouyang & Jiao, 2021). In many cases, this creates opportunities for

learners to engage in self-directed and ongoing language development.

Despite these advantages, the integration of AI into educational contexts is not without challenges. One issue that continues to generate discussion concerns the possibility of excessive dependence on AI technologies. When learners rely too heavily on automated assistance, opportunities to develop independent thinking and critical engagement in language production may become limited (Kasneci et al., 2023). Concerns have also emerged regarding academic integrity. Because AI-generated content can be produced quickly and with minimal effort, questions surrounding originality and the risk of plagiarism in academic assignments have become increasingly relevant. Equally important is the issue of information accuracy. AI systems are not infallible and may occasionally generate responses that are inaccurate, misleading, or inappropriate for a particular context. Without careful evaluation from users, such limitations could negatively affect learning outcomes (Zawacki-Richter et al., 2019).

Alongside these pedagogical concerns, ethical considerations have become a central topic in discussions about AI in education. The responsible use of AI requires transparency regarding how the technology is employed, clear accountability throughout the learning process, and a realistic understanding of its limitations (Holmes et al., 2022). Both educators and learners share responsibility for ensuring that AI functions as a supportive educational resource rather than a replacement for human intellectual effort. Put differently, AI should enhance cognitive and linguistic development while preserving the essential human capacities for critical thinking, analysis, and meaningful learning.

Although a growing body of research has explored the benefits and challenges associated with AI in education, comparatively little attention has been directed toward understanding how learners develop critical awareness and responsible practices when using AI, particularly in EFL settings. This gap in the literature suggests the need for further investigation. Gaining deeper insight into how learners can engage with AI thoughtfully and responsibly may help inform the development of language learning strategies that are both effective and sustainable in an increasingly digital world.

Against this backdrop, the present study seeks to examine the opportunities,

challenges, and ethical implications of AI use in EFL learning through a synthesis of relevant literature. By bringing together findings from previous studies, this review aims to provide a more comprehensive understanding of how AI can be integrated responsibly into language learning environments. Ultimately, the goal is not only to enhance learning effectiveness but also to ensure that academic integrity and ethical educational practices remain firmly upheld.

METHOD

This study employed a qualitative library research approach to examine the responsible use of Artificial Intelligence (AI) in English as a Foreign Language (EFL) learning. The study focused on identifying and synthesizing relevant literature concerning the benefits, challenges, ethical considerations, and pedagogical implications of AI integration in EFL education.

The data were obtained from relevant academic literature, including journal articles, books, and other scholarly publications related to artificial intelligence in education, AI-assisted language learning, digital literacy, academic integrity, and educational ethics. The selected literature was reviewed based on its relevance to the main focus of the study. Particular attention was given to studies discussing the use of AI for personalized learning, feedback, learner autonomy, academic integrity, critical thinking, and responsible technology use.

The data analysis was conducted through a process of identifying, reviewing, comparing, and synthesizing information from the selected sources. The findings from the literature were organized into several themes, including the benefits of AI in EFL learning, challenges and risks, ethical considerations, and implications for teaching and learning. The synthesized findings were then interpreted to develop an understanding of how AI can be integrated into EFL learning in a responsible, balanced, and ethical manner.

RESULTS

Benefits of Artificial Intelligence in EFL Learning

Artificial intelligence has become an increasingly influential element in English language learning, offering new possibilities for more personalized educational experiences. One of its most valuable contributions is its capacity to tailor learning materials and instructional support to the unique needs of individual learners. Through adaptive learning systems, students can access content and guidance that correspond more closely to their current proficiency levels, creating learning experiences that are both targeted and efficient (Luckin et al., 2016; Chen et al., 2020). Rather than following a one-size-fits-all approach, AI enables a learning environment in which support can be adjusted according to learners' strengths, weaknesses, and progress over time.

A further advantage of AI in EFL contexts lies in its ability to provide immediate and ongoing feedback. During writing activities, AI-powered tools can help learners detect grammatical inaccuracies, improve word choice, and reorganize sentence structures to communicate ideas more effectively. Because feedback is delivered almost instantly, students are able to revise and refine their work while the learning process is still taking place, making improvement more dynamic and continuous (Kohnke et al., 2023). Evidence from studies on automated writing evaluation systems suggests that AI-generated feedback can contribute meaningfully to improvements in grammatical accuracy as well as overall writing quality (Stevenson & Phakiti, 2014). Godwin-Jones (2022) further argues that repeated cycles of feedback and revision can strengthen coherence, fluency, and clarity in learners' written production.

Viewed through the lens of the present study, these findings suggest that AI should not be regarded solely as a tool for correcting mistakes. Its role appears to extend beyond simple error detection, functioning instead as a form of cognitive support that assists learners throughout the writing process. Even so, the benefits of AI are not automatic. Much depends on how effectively learners engage with, interpret, and apply the feedback they receive. For this reason, AI is best understood as a facilitative resource that supports writing development while still requiring active participation, critical reflection, and sustained effort

from learners themselves.

Challenges and Risks of AI Use in EFL Learning

Despite its advantages, the use of AI in EFL learning also presents several important challenges. One of the primary concerns is the potential for overreliance on AI tools. When learners depend too heavily on AI-generated assistance, they may gradually lose opportunities to develop independent thinking and problem-solving skills in language use (Kasneci et al., 2023).

This concern extends beyond immediate learning behaviors to deeper cognitive and psychological consequences. Prolonged dependence on AI systems may lead to a reduction in learners' engagement with effortful cognitive processes, including idea generation, argument construction, and linguistic decision-making. From a cognitive perspective, this tendency reflects what Risko and Gilbert (2016) describe as cognitive offloading, where individuals shift mental tasks to external technologies. While such strategies can increase efficiency, excessive reliance may contribute to the gradual weakening of internal cognitive capacities. In EFL contexts, this may manifest as critical thinking atrophy, where students become less capable of evaluating arguments, synthesizing information, and expressing ideas independently. Over time, learners may also develop diminished confidence in their own linguistic abilities, relying on AI not as a support mechanism but as a substitute for intellectual engagement.

Another critical issue involves academic integrity. The ease of generating text through AI tools may encourage inappropriate academic practices, such as submitting AI-generated work without sufficient personal contribution. This can weaken originality and reduce meaningful engagement in the learning process (Zawacki-Richter et al., 2019; Alam, 2021).

However, the distinction between acceptable assistance and academic misconduct is often difficult to define in practice. Many students use AI tools for brainstorming, paraphrasing, or language correction, which can be considered legitimate academic support. Nevertheless, when such use extends to generating substantial portions of an assignment with minimal human intervention. It raises concerns regarding implicit plagiarism.

AI-generated content challenges conventional notions of authorship, making it increasingly complex to determine what constitutes original student work (Klontzas et al., 2023). Similarly, Selwyn (2019) highlights that digital technologies are reshaping academic practices in ways that require updated frameworks for integrity and assessment. This ambiguity can lead to unintentional ethical violations, particularly in contexts where institutional guidelines on AI use remain underdeveloped.

Furthermore, AI systems are not always entirely reliable. In certain cases, they may produce inaccurate, incomplete, or contextually inappropriate responses. Without adequate critical evaluation skills, learners may accept such outputs as correct, which can negatively affect their language development and overall understanding (Chu et al., 2022).

This limitation is particularly significant in EFL learning environments, where students may lack the linguistic proficiency required to critically assess AI-generated outputs. Consequently, inaccuracies in grammar, vocabulary, or pragmatic usage may be internalized as correct forms. The pedagogical risk lies not only in the presence of errors but also in the potential reinforcement of superficial learning strategies, where students prioritize convenience over comprehension. Without structured guidance, AI may inadvertently hinder rather than support the development of deep linguistic competence.

Ethical Considerations in AI Integration

Ethical considerations play a crucial role in ensuring that the use of Artificial Intelligence (AI) in education is implemented responsibly. One of the primary principles that must be emphasized is transparency, which involves ensuring that learners understand how AI technologies are utilized within their learning processes. In addition, accountability is equally important because learning outcomes should reflect students' genuine abilities and efforts rather than merely the automated assistance provided by technological systems (Holmes et al., 2022). Without awareness of these principles, AI use may create concerns related to academic honesty and the validity of educational processes.

To ensure that transparency and accountability extend beyond theoretical concepts, these principles must be translated into clear classroom practices. One practical approach is

the implementation of AI disclosure statements in academic assignments. Through this mechanism, students openly explain how AI technologies were used during the completion of their work. For example, learners may indicate whether AI was employed to generate initial ideas, improve language accuracy, or organize the structure of a written text more systematically. Such practices not only strengthen a culture of academic honesty but also encourage students to reflect on the thinking processes involved in completing their assignments. Floridi et al. (2018) emphasize that transparency is a fundamental ethical principle in AI systems because it enables users to understand and critically evaluate the outputs generated by these technologies.

Similarly, accountability should be reinforced through institutional policies that clearly define the boundaries of AI use in academic contexts. Clear guidelines regarding acceptable and unacceptable forms of AI use are necessary to prevent learners from facing ethical uncertainty. Without explicit regulations, the risk of academic misconduct, whether intentional or unintentional, may increase. Therefore, a shared understanding between educators and learners regarding standards for AI use serves as an essential foundation for maintaining academic integrity in technology-enhanced learning environments.

In addition to clear policies and regulations, the development of critical digital literacy has become increasingly important. This competency enables learners to avoid accepting AI-generated information without evaluation. Instead, students are encouraged to assess the accuracy, relevance, and appropriateness of information in relation to the learning context. In this regard, educators play a strategic role in guiding students to develop responsible and ethical technology-use habits (Holmes et al., 2021; Baker & Smith, 2019). With adequate digital literacy, learners can engage with AI more critically, allowing the technology to function as a learning aid rather than as an unquestioned source of information.

Furthermore, the presence of AI requires adjustments in assessment strategies employed by educators. Traditional forms of evaluation, particularly take-home written assignments, have become increasingly vulnerable to excessive AI assistance. To address this challenge, educators may adopt more diverse and process-oriented assessment approaches. For instance, writing assignments can be combined with oral presentations, academic

discussions, interviews, or in-class writing activities. Such approaches allow teachers to obtain a more authentic understanding of learners' language abilities while reducing the likelihood of excessive dependence on AI technologies. Luckin et al. (2016) explain that within AI-supported learning environments, the role of educators evolves from simply delivering content to designing meaningful and relevant learning experiences for students.

Beyond the technical aspects of instruction, ethical AI integration also requires educators to act as facilitators of students' ethical awareness. This responsibility includes helping learners understand the consequences associated with technology use in academic activities. Discussions concerning authorship, originality, intellectual property rights, and the responsible use of digital tools should become integral components of the learning process. Through such an approach, students not only acquire technological skills but also develop the ability to consider the moral and academic implications of their decisions. Ultimately, a learning culture that values integrity, critical thinking, and responsible innovation can be fostered more effectively.

With appropriate ethical guidance, AI can be integrated into EFL learning in a more effective and sustainable manner. The technology has significant potential to enhance learning quality, expand access to educational resources, and support the development of learners' language abilities. However, these benefits can only be fully realized when AI use is accompanied by ethical awareness, adequate pedagogical supervision, and a commitment to maintaining academic integrity. By balancing technological innovation with educational responsibility, AI can become a valuable instrument that contributes positively to language learning in the digital era.

Implications for EFL Teaching and Learning

The growing integration of Artificial Intelligence (AI) into EFL education carries significant implications for classroom practice. Rather than being viewed as a replacement for conventional teaching approaches, AI is more appropriately positioned as a complementary resource that enhances the overall learning experience. Its capabilities allow educators to diversify learning activities, create additional opportunities for language

practice, and implement instructional approaches that better accommodate learners' individual needs and preferences (Godwin-Jones, 2022). At the same time, students benefit from wider access to learning materials and timely feedback that may not always be available within the limitations of classroom schedules and instructional time.

As AI becomes increasingly embedded in educational settings, the role of teachers is also undergoing a noticeable transformation. Traditionally, teachers have been regarded as the primary source of knowledge in the classroom. Today, however, their responsibilities extend far beyond information delivery. In technology-rich learning environments, learners can obtain linguistic input and information from a variety of intelligent systems, reducing their reliance on a single source of instruction. Yet this shift does not make teachers less important. If anything, their role becomes even more critical. Educators are expected to guide students in interpreting information, understanding contextual nuances, and evaluating the reliability of AI-generated responses. Such responsibilities require the cultivation of higher-order thinking skills, including critical analysis, synthesis of information, and reflective evaluation. As noted by Warschauer and Kern (2000), technological integration has gradually encouraged more interactive and learner-centered forms of language instruction. The emergence of AI has accelerated this trend, positioning teachers as essential mediators between technological possibilities and learners' educational needs.

From a pedagogical standpoint, AI can be understood as a form of cognitive support rather than merely a mechanism for obtaining instant answers. When incorporated thoughtfully into language learning, it can assist students in generating ideas, refining linguistic accuracy, and exploring alternative ways of expressing meaning in different communicative situations. These advantages, however, are not guaranteed. Their educational value depends largely on how AI is used within instructional contexts. One productive approach involves designing activities that encourage learners to critically engage with AI-generated content. Students, for example, may compare AI-produced responses with their own writing, identify inconsistencies or weaknesses, and revise the material to enhance its effectiveness. Through such processes, learners not only strengthen

their language skills but also develop the habit of questioning and evaluating information rather than accepting it uncritically.

The effectiveness of AI integration in EFL education is also closely linked to the development of AI-related digital literacy among both teachers and students. This form of literacy extends beyond technical competence. It involves understanding how AI systems operate, recognizing their limitations, and appreciating the ethical responsibilities associated with their use in academic environments. According to Godwin-Jones (2022), digital literacy in language education must continuously evolve to accommodate emerging technologies, including AI-driven applications. Without adequate preparation and training, users may struggle to employ these tools effectively or may utilize them in ways that conflict with educational goals. Under such circumstances, much of AI's pedagogical potential is likely to remain unrealized.

From the learners' perspective, developing a balanced perspective on AI is equally important. While the technology can support idea generation, improve linguistic accuracy, and provide rapid access to information, meaningful learning still requires active intellectual involvement. Genuine language development emerges through engagement with content, reflection on learning experiences, and the gradual cultivation of independent thinking. Although AI can assist learners throughout various stages of the learning process, it cannot substitute for the cognitive effort necessary to build lasting knowledge and skills. For this reason, students should approach AI as a supportive resource rather than a shortcut to learning outcomes. Ultimately, academic growth remains closely tied to personal effort, persistence, and active participation.

Taken together, these considerations suggest that AI integration in EFL instruction should be approached with careful planning, pedagogical awareness, and ongoing reflection. Technological innovation alone is not sufficient to improve educational quality. Its implementation must be grounded in sound teaching principles that prioritize meaningful learning experiences. When used responsibly and strategically, AI has the potential to enrich language education while preserving its core objectives. In the end, EFL instruction should continue to nurture communicative competence, critical thinking, and learner autonomy, all

of which remain fundamental for success in an increasingly digital and interconnected world.

DISCUSSION

The findings indicate that Artificial Intelligence (AI) has considerable potential to support EFL learning through personalized learning, immediate feedback, and greater learner autonomy. However, the effectiveness of AI depends not only on the technology itself but also on how it is integrated into the learning process. AI should be viewed as a supportive tool that enhances language learning rather than as a substitute for learners' cognitive effort.

An important issue emerging from the findings is the balance between technological assistance and independent learning. While AI can make learning more efficient, excessive dependence may reduce opportunities for students to develop critical thinking, problem-solving, and language production skills. This finding supports the concept of cognitive offloading, which explains that transferring mental tasks to technology can influence learners' engagement in learning processes (Risko & Gilbert, 2016). Therefore, AI use should continue to encourage active participation and independent thinking.

The findings also highlight concerns related to academic integrity and the reliability of AI-generated information. The ability of AI to produce sophisticated text creates challenges in distinguishing between appropriate assistance and excessive use. In addition, inaccurate or contextually inappropriate AI responses may negatively affect learning if students accept them without evaluation. These findings emphasize the importance of critical digital literacy, enabling learners to verify and assess AI-generated information responsibly.

Another important implication concerns ethical practices and the role of teachers. Transparency, accountability, and clear guidelines regarding AI use are necessary to maintain academic integrity. Teachers remain essential as facilitators who guide students in evaluating information, understanding context, and using AI appropriately. This suggests that AI does not replace teachers but instead changes their role in supporting meaningful learning experiences.

Overall, the findings suggest that AI should be positioned as a cognitive scaffold that

supports, rather than replaces, human learning processes. Responsible AI integration requires a balance among technological innovation, ethical awareness, critical digital literacy, and pedagogical guidance. When these elements are combined effectively, AI can contribute positively to EFL learning while maintaining communicative competence, critical thinking, learner autonomy, and academic integrity.

CONCLUSION

This study examined the responsible integration of Artificial Intelligence (AI) in English as a Foreign Language (EFL) learning through a qualitative review of relevant literature. The analysis reveals that AI offers considerable pedagogical value, particularly in supporting personalized learning, enhancing writing development, and promoting greater learner autonomy. Features such as adaptive feedback, real-time language assistance, and access to a broad range of linguistic resources enable learners to engage with language learning in more flexible and individualized ways. As a result, AI has the potential to enrich instructional practices and contribute to the creation of more learner-centered EFL environments. Within this context, AI can be viewed as a meaningful complement to contemporary language education rather than merely a technological innovation.

At the same time, the findings draw attention to several challenges that cannot be overlooked. One recurring concern involves the possibility of learners becoming overly dependent on AI tools. While AI can provide valuable support, excessive reliance may reduce opportunities for students to develop independent thinking, construct arguments, and engage critically with language. Questions surrounding academic integrity add another layer of complexity. As AI-generated content becomes increasingly sophisticated, distinguishing between legitimate academic assistance and inappropriate use of AI is becoming more difficult. Concerns also arise regarding the accuracy and reliability of AI-produced information. For EFL learners, especially those with limited language proficiency, identifying misleading or inaccurate responses may prove challenging. These concerns suggest that ethical dimensions of AI use, including transparency, accountability, and critical digital literacy should be embedded within educational practices rather than treated as secondary

considerations.

Taken together, these findings suggest that the successful integration of AI in EFL education depends on far more than technological advancement alone. Effective implementation requires careful pedagogical planning, ethical awareness, and a clear understanding of how technology can support learning objectives. In this evolving educational landscape, teachers are encouraged to assume the role of facilitators and critical mediators who help learners navigate AI tools responsibly and thoughtfully. Looking ahead, AI should be positioned as a cognitive scaffold that strengthens learning processes without replacing the intellectual effort required for meaningful language development. Equally important is the cultivation of AI digital literacy among both educators and students, ensuring that these technologies are used in informed and responsible ways. Ultimately, a balanced and reflective approach will be essential for maximizing the educational benefits of AI while preserving the fundamental goals of language learning, namely communicative competence, critical thinking, learner autonomy, and academic integrity.

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