



Reading list: AI and Language Education

- Anderson, J. and Rainie, L. (2025) *Expert views on the impact of AI on the essence of being human*. Elon University's Imagining the Digital Future Center.
<https://imaginingthedigitalfuture.org/wp-content/uploads/2025/03/Being-Human-in-2035-ITDF-report.pdf>
- Banihashem, S., Bond, M., Bergdahl, N., Khorsavi, H., Noroozi, O. (2025) 'A systematic mapping review at the intersection of artificial intelligence and self-regulated learning.' In *International Journal of Educational Technology in Higher Education* 22:50. <https://doi.org/10.1186/s41239-025-00548-8>
- Barnes, M. and Tour, E. (2025) 'Teachers' use of generative AI: a 'dirty little secret'? In *Language and Education*. <https://doi.org/10.1080/09500782.2025.2485935>
- Barrios-Beltran, D. (2025) 'Exploring the efficacy of ChatGPT-4 feedback in secondary language Spanish writing.' In *System* 133, 103771.
<https://doi.org/10.1016/j.system.2025.103771>
- Bastani, H., Bastani, O., Sungu, A., Ge, H., Kabakci, Ö. And Mariman, R. (2024) 'Generative AI can harm learning.' In *SSRN*. <https://dx.doi.org/10.2139/ssrn.4895486>
[see also Tan, S. and Rajaratnam, V. (2024) 'Critique of generative AI can harm learning study design.' In *SSRN*. <https://dx.doi.org/10.2139/ssrn.4898213>]
- Bekirsky, L. (2025) 'AI in education influencers: problematising, reproducing, or mediating the technological solutionism discourse in UK schools?' In *British Journal of Sociology of Education*. <https://doi.org/10.1080/01425692.2025.2534588>
- Broadfoot, P. and Rockey, J. (2025) 'Generative AI and the social functions of educational assessment.' In *Oxford Review of Education* 51(2), pp. 282-300.
<https://doi.org/10.1080/03054985.2025.2455549>
- Cao, J. and Jamaludin, K. (2025) 'Role priming of AI conversational agents: effects on language learners' emotions and engagement.' In *E-learning and Digital Media*.
<https://doi.org/10.1177/20427530251399883>

- Chapelle, C. (2025) 'Generative AI as game changer: implications for language education.' In *System* 132, 103672. <https://doi.org/10.1016/j.system.2025.103672>
- Chen, Q., Tawilapakul, U. and Lin, An. (2025) 'Teacherness in the age of GenAI: an ethnographic exploration of pedagogical decision-making and AI integration in English language teaching.' In *System* 136. 103877. <https://doi.org/10.1016/j.system.2025.103077>
- Chen, Z. Wei, W. and Zou, D. (2025) 'Generative AI technology and language learning: global language learners' responses to ChatGPT videos in social media.' In *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2025.2511248>
- Cheng, B., Liao, K., Xiang, Y., Zou, Y. Zhang, X. and Zhang, Y. (2025) 'Development and validation of an AI-enhanced multimodal training program: evidence from non-native Mandarin tone Learning.' In *Computer Assisted Language Learning*. <https://doi.org/10.10080/09588221.2025.2571696>
- Clemente, M. and Goodman, D. (2025) 'Educating attention flourishing in the age of generative AI.' In *British Journal of Educational Studies*. <https://doi.org/10.1080/00071005.2025.254682>
- Cong-Lem, N. (2025) 'Rethinking evidence-informed policy and practice in the age of generative artificial intelligence'. In *London Review of Education* 23 (1), 16. <https://doi.org/10.14324/LRE.23.1.16>
- Corbin, T., Bearman, M., Boud, D. and Dawson, P. (2025) 'The wicked problem of AI and assessment.' In *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2025.2553340>
- Corbin, T., Dawson, P. and Liu, D. (2025) 'Talk is cheap: why structural assessment changes are needed for a time of GenAI.' In *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2025.2503964>
- Costa, C. and Murphy, M. (2025) 'Generative artificial intelligence in education: (what) are we thinking?' In *Learning, Media and Technology*. <https://doi.org/10.1080/17439884.2025.2518258>
- Cui, W. and Zhang, J. (2025) 'AI applications in language learning: improving speaking fluency and pronunciation using chatbots and speech feedback.' In *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2025.2546634>
- Cukurova, M. (2024) 'The interplay of learning, analytics and artificial intelligence in education: a vision for hybrid intelligence.' In *British Journal of Educational Technology* 56(2), pp. 469-488. <https://doi.org/10.1111/bjet.13514>

- Cukurova, M. (2025) *Promoting and protecting teacher agency in the age of artificial intelligence. Position Paper*. International Task Force on Teachers for Education 2030. https://www.researchgate.net/publication/395261486_Promoting_and_protecting_teacher_agency_in_the_age_of_artificial_intelligence
- Dai, D. W., Zhu Hua, Chen, G. (2025) 'How does interaction with LLM powered chatbots shape human understanding of culture? The need for Critical Interaction Competence (CritIC).' In *Annual Review of Applied Linguistics*. <https://doi.org/10.1017/S0267190525000054>
- Debets, T., Banihashem, S., Brinke, D., Vos, T., Wenninger, G. and Camp, G. (2025) 'Chatbots in education: a systematic review of objectives, underlying technology and theory, evaluation criteria and impacts.' In *Computers & Education* 234. 105323. <https://doi.org/10.1016/j.compedu.2025/105323>
- Deng, R., Jiang, M., Yu, X., Lu, Y. and Liu, S. (2025) in *Computers & Education* 227. 105224. <https://doi.org/10.1016/j.compedu.2024.105224>
- Dizon, G. (2024) 'ChatGPT as a tool for self-directed foreign language learning.' In *Innovation in Language Learning and Teaching*. <https://doi.org/10.1080/17501229.2024.2413406>
- Durgungoz, A. and Kharrufa, A. (2025) 'ChatGPT is like a study buddy, a teacher and sometimes just a friend': a longitudinal exploration of students' interactions, perceptions and acceptance.' In *Interactive Learning Environments*. <https://10.1080/10494820.2025.2509276>
- Fan, Y., Tang, L., Le, H., Shen, K., Tan, S., Zhao, Y., Shen, Y., Li, X. and Gašević, D. (2025) 'Beware of metacognitive laziness: effects of generative artificial intelligence on learning motivation, processes, and performance. In *British Journal of Educational Technology* 56(2), pp. 489-530. <https://doi.org/10.1111/bjet.13544>
- Fang, S. and Han, Z. (2025) 'On the nascency of ChatGPT in foreign language teaching and learning.' In *Annual Review of Applied Linguistics*. <https://doi.org/10.1017/S026719052510010X>
- Fassbender, W. (2025) 'Of teachers and centaurs: exploring the interactions and intractions of educators on AI education platforms.' In *Learning, Media and Technology* 50(3), pp. 352-364. <https://doi.org/10.1080/17439884.2024.2447946>
- Feng, S. (2025) 'Group interaction patterns in generative AI-supported collaborative problem solving: network analysis of the interactions among students and a GAI chatbot.' In *British Journal of Educational Technology* 56(5), pp. 2125-2145. <https://doi.org/10.1111/bjet.13611>

- Flenady, G. and Sparrow, R. (2025) 'Cut the bullshit: why GenAI systems are neither collaborators nor tutors.' In *Teaching in Higher Education*.
<https://doi.org/10.1080/13562517.2025.2497263>
- Gardner, J., O'Leary, M. and Yuan, L. (2021) 'Artificial intelligence in educational assessment: 'Breakthrough? Or buncombe and ballyhoo?' In *Journal of Computer Assisted Learning* 37(5), pp. 1207-1216. <https://doi.org/10.1111/jcal.12577>
- Godwin-Jones, R. (2024) 'Distributed agency in second language learning and teaching through generative AI.' In *Language Learning & Technology* 28(2), pp. 5-31.
<https://doi.org/10.64152/10125/73570>
- Godwin-Jones, R. (2025) 'Technology integration for less commonly taught languages: AI and pedagogical translanguaging.' In *Language Learning & Technology* 29(2), pp. 11-34. <https://doi.org/10.64152/10125/73609>
- Goh, C. and Aryadoust, V. (2025) 'Developing and assessing second language listening and speaking: Does AI make it better? In *Annual Review of Applied Linguistics*.
<https://doi.org/10.1017/S0267190525100111>
- Handley, Z. (2024) 'Has artificial intelligence rendered language teaching obsolete?' In *The Modern Language Journal* 108(2), pp. 548-555.
<https://doi.org/10.1111/modl.12929>
- He, L., Guan, X., Yi, X., Cukurova, M., Saito, K. and Mavrikis, M. (2025) 'Supporting L@ learners' English oral proficiency development with a GenAI Voice chatbot: the case of KELLY. Cristea, A.I., Walker, E., Lu, Y., Santos, O.C., Isotani, S. (eds) *Artificial Intelligence in Education*. AIED 2025. Lecture Notes in Computer Science, vol. 15879, pp. 333-346. https://doi.org/10.1007/978-3-031-98420-4_24
- Henderson, M., Bearman, M., Chung, J., Fawns, T., Shum, S., Matthews, K. and Heredia, J. (2025) 'Comparing generative AI and teacher feedback: student perceptions of usefulness and trustworthiness.' In *Assessment & Evaluation in Higher Education*.
<https://doi.org/10.1080/02602938.2025.2502582>
- Hou, I., Man, O., Hamilton, K., Muthusekaran, S., Johnykutty, J., Zadeh, L. and MacNeil, S. (2025) "All roads lead to ChatGPT" how generative AI is eroding social interactions and student learning communities.' In *Proceedings of the 2025 Innovation and Technology in Computer Science Education (ITiCSE 2025)*.
<https://doi.org/10.48550/arXiv.2504.09779>
- Huang, W., Jiang, J., King, R. and Fryer, L. (2025) 'Chatbots and student motivation: a scoping review.' In *International Journal of Educational Technology in Higher Education* 22.26. <https://doi.org/10.1186/s41239-025-00524-2>

- Huang, Y. and Wang, D. (2025) 'Can ChatGPT serve as a writing collaborator? Insights from Chinese EFL learners. In *System* 133, 103775.
<https://doi.org/10.1016/j.system.2025.103775>
- Jarodzka, H. (2025) 'Teaching and learning in the age of generative AI: rethinking the educational cycle.' In *AI-Enhanced Learning* 1(1), pp. 11-27.
<https://doi.org/10.70725/993596wouvvd>
- Jeon, J., Lee, S. and Coronel-Molina, S. (2024) 'Rethinking AI: bias in speech-recognition chatbots for ELT. In *ELT Journal* 78(4), pp. 435-445.
<https://doi.org/10.1093/elt/ccae035>
- Jeon, J., Li Wei, Tai, K., Lee, S. (2025) 'Generative AI and its dilemmas: exploring AI from a translanguaging perspective.' In *Applied Linguistics* 46(4), pp. 709-717.
<https://doi.org/10.1093/applin/amaf049>
- Jin, H. (2025) 'When AI meets source use: exploring ChatGPT's potential in L2 summary writing assessment.' In *System* 133, 103737.
<https://doi.org/10.1016/j.system.2025.103737>
- Ji, H., Han, I. and Park, S. (2024) 'Teaching foreign language with conversational AI: teacher-student-AI interaction. In *Language Learning & Technology* 28(2), pp. 91-108.
<https://www.lltjournal.org/item/10125-73573/>
- Jin, H. (2025) 'When AI meets source use: exploring ChatGPT's potential in L2 summary writing assessment.' In *System* 133, 103737.
<https://doi.org/10.1016/j.system.2025.103737>
- Kalantzis, M. and Cope, B. (2025) 'Literacy in the time of Artificial Intelligence.' In *Reading Research Quarterly* 60(1), e591, <https://doi.org/10.1002/rrq.591>
- Kim, E.J. (2025) 'AI-assisted English learning: a tool for all or only a select few? Exploring learner difficulties and group-specific effects in Korean EFL contexts.' In *Language Learning & Technology* 29(1), pp. 1-22. <https://doi.org/10.64152/10125/73633>
- Kwok, H. L., Shi, Y., Xu, H., Li, D. and Liu, K. (2025) 'GenAI as a translation assistant? A corpus-based study on lexical and syntactic complexity of GPT-post-edited learner translation. In *System* 130, 103618. <https://doi.org/10.1016/j.system.2025.103618>
- Lee, S., Choe, H., Zou, D. and Jeon, J. (2025) 'Generative AI (GenAI) in the language classroom: a systematic review.' In *Interactive Learning Environments*.
<https://doi.org/10.1080/10494820.2025.2498537>
- Leis, A. (2025) 'How speech-to-text technology affects pronunciation gains and self-confidence in EFL learners.' In *Computer Assisted Language Learning*.
<https://doi.org/10.1080/09588221.2025.2534498>

- Li, J., Cunningham, T., Geva, E., Snow, C., Biemiller, A. and Roihan, N. (2025) 'A corpus-based approach to developing vocabulary curriculum materials for Indigenous youth: AI-generated versus human-created content.' In *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2025.2569343>
- Liu, M. and Reinders, H. (2025) 'Do AI chatbots impact motivation? Insights from a preliminary longitudinal study.' In *System* 128, 103544. <https://doi.org/10.1016/j.system.2024.103544>
- Liu, M. and Zhang, L. J. (2025) 'Examining language learners' GenAI-assisted writing self-efficacy profiles and the relationship with their writing self-regulated learning strategies.' In *System* 134, 103826. <https://doi.org/10.1016/j.system.2025.103826>
- Ma, Y., Wang, Z. and Pang, H. (2025) 'The more the merrier? Examining the effects of a conversational agent on EFL learners' speaking in three conditions. In *Computers & Education* 239. <https://doi.org/10.1016/j.compedu.2025.105442>
- Macinska, S. and Vinkler, A. (2025) 'The role of AI in language learning: research evidence and strategies for success. *Cambridge Papers in English Language Education*. https://www.cambridge.org/sites/default/files/media/documents/The_Role_of_AI_in_Language_Learning_Research_Evidence_and_Strategies.pdf
- McGrath, C., Farazouli, A. and Cerratto-Pargman, T. (2025) 'Generative AI chatbots in higher education: a review of an emerging research area.' In *Higher Education* 89, pp. 1533-1549. <https://doi.org/10.1007/s10734-024-0128-w>
- Miao, F. and Cukurova, M. (2024) AI competency framework for teachers. *UNESCO*. <https://doi.org/10.54675/ZJTE2084>
- Moorhouse, B. (2024) 'Generative artificial intelligence and ELT.' In *ELT Journal* 78(4), pp. 378-392. <http://doi.org/10.1093/elt/ccae032>
- Moorhouse, B., Wan, Y., Ho, T. and Lin, A. (2024) 'Generative AI-assisted, evidence-informed use of L1 in L2 classrooms.' In *ELT Journal* 78(4), pp. 453-465. <https://doi.org/10.1093/elt/ccae033>
- Mompean, J. (2024) 'ChatGPT for L2 pronunciation teaching and learning.' In *ELT Journal* 78(4), pp. 423-434. <https://doi.org/10.1093/elt/ccae050>
- Nañola, E., Arroyo, RG L., Hermosura N., Ragil, M., Sabanal, J. and Mendoza, H. (2025) 'Recognizing the artificial: a comparative voice analysis of AI-Generated and L2 undergraduate student-authored academic essays.' In *System* 130, 103611. <https://doi.org/10.1016/j.system.2025.103611>

- Pachler, N. (2025) 'About the insufficiency of a focus on curricular 'core knowledge' in an age of AI.' In Sippl, C., Capatu, I. and Krebs, R. (eds) '*Es wird einmal ...*' *Wissen schaffen – Zukünfte erzählen*. Innsbruck: Studienverlag
- Pegrum, M. (2025) 'From revolution to evolution: what generative AI really means for language learning.' In *Language Teaching*.
<https://doi.org/10.1017/S0261444825000151>
- Selwyn, N., Ljungqvist, M. and Sonesson, A. (2025) 'When the prompting stops" exploring teachers' work around the educational frailties of generative AI tools.' In *Learning, Media and Technology* 50(3), pp. 310-323
- Shang, J., Huang, Y., Xu, M., Huang, Y., Shen, X., Wang, G., Wang, Y. and Zhang, L. (2025) 'Competition between human learners and ChatGPT: enhancing university EFL students' reading comprehension and critical thinking through competitive questioning.' In *Computer Assisted Language Learning*.
<https://doi.org/10.1080/09588221.2025.2577356>
- Sim, J. (2025) 'The GALL of it all: Grading and teaching in an age of GENAI-assisted language learning.' In *Language Teaching* 58(4), pp. 435-42
- Sok, S. and Shin, H. (2025) 'Do interactions with ChatGPT influence L@ learners' oral speaking ability, summarization ability, and perceptions of generative AI tasks?' In *TESOL Quarterly*. <https://doi.org/10.1002/tesq.70001>
- Tai, T.-Y. and Chen, H. (2025) 'Impact of generative AI chatbots and interaction modes on the speaking proficiency of adolescent EFL learners.' In *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2025.2572999>
- Turner, J., Porter, A., Graham, S., Ralph-Donaldson, Krüsemann, H., Zhang, P. and Borthwick, K. (2025) 'Evaluating the scoring system of an AI-integrated app to assess foreign language phonological decoding.' In *Research Methods in Applied Linguistics* 4(3). <https://doi.org/10.1016/j.rmal.2025.100257>
- Turvey, K. and Pachler, N. (2025) 'A topological exploration of convergence/divergence of human-mediated and algorithmically mediated pedagogy. In *British Journal of Educational Technology*. <https://bera-journals.onlinelibrary.wiley.com/doi/epdf/10.1111/bjet.70007>
- Tutton, M. and Cohen, D. (2025) 'Reconceptualizing the role of the university language teacher in light of generative AI.' In *Education Sciences* 15(1), 56.
<https://doi.org/10.3390/educsci15010056>
- Wang, D. (2025) 'Mind the gap in AI integration: a comparative study of language teachers' responses in a national survey.' In *Language, Culture and Curriculum*.
<https://doi.org/10/1080/07908318.2025.2574633>

- Woo, D., Susanto, H., Yeung, C., Guo, K. and Fung, A. (2024) 'Exploring AI-generated text in student writing: how does AI help?' In *Language Learning & Technology* 28(2), pp. 183-209. <https://www.lltjournal.org/item/10125-73577/>
- Wu, R. and Yu, Z. (2024) 'Do AI chatbots improve students learning outcomes? Evidence from a meta-analysis.' In *British Journal of Educational Technology* 55(1), p. 10-33. <https://doi.org/10.1111/bjet.13334>
- Wu, T.-T., Hapsari, I. and Huang, Y.-M. (2025) 'Effects of incorporating AI chatbots into think-pair-share activities on EFL speaking anxiety, language enjoyment, and speaking performance.' In *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2025.2478271>
- Xiao, Y., Liu, X. and Yao, Y. (2025) 'Students' development of AI metacognitive awareness in an EAP course: a qualitative inspection through the Experimental Learning Theory. In *System* 133, 103790. <https://doi.org/10.1016/j.system.2025.103790>
- Yan, L., Pammer-Schindler, V., Mills, C., Nguyen, A. and Gašević, D. (2025) 'Beyond efficiency: empirical insights on generative AI's impact on cognition, metacognition and epistemic agency in learning.' In *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.70000>
- Yu, R. and Jiang, L. (2025) 'A translanguaging perspective on students' use of generative artificial intelligence in L2 writing.' In *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2025.2592677>
- Zhang, Y. and Yongcan, L. (2025) 'Designing ChatGPT-mediated feedback activities in EFL writing: a design-based study of the dialogic feedback triangle.' In *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2025.2571846>
- Zhang, Y. and Liu, Y. (2025) 'Tame the best of ChatGPT: developing design principles to strategically integrate ChatGPT into EFL writing through an activity theory perspective.' In *Computer Assisted Language Learning*. <https://www.tandfonline.com/doi/full/10.1080/09588221.2025.2539156>
- Zhang, L. and Luo, T. (2025) 'Guided or guiding: contradictions and conflicts in AI-Assisted second language writing for EFL learners from the activity theory perspective.' In *Innovation in Language Learning and Teaching*. <https://doi.org/10.1080/17501229.2025.2569481>
- Zhang, R., Zou, D. and Cheng, G. (2025) 'ChatGPT affordance for logic learning strategies and its usefulness for developing knowledge and quality of logic in English argumentative writing.' In *System* 128, 103561. <https://doi.org/10.1016/j.system.2024.103561>

Zheng, C., Chen, X., Zhang, H. and Chai, C.S. (2024) 'Automated versus peer assessment: effects on learners' English public speaking.' In *Language Learning & Technology* 28(2), pp. 210-228. <https://www.lltjournal.org/item/10125-73578/>

Zhou, C. and Hou, F. (2024) 'Can AI empower L2 education? Exploring its influence on the behavioural, cognitive and emotional engagement of EFL teachers and language learners.' In *European Journal of Education* 59(4). <https://doi.org/10.1111/ejed.12750>

Zou, D., Xie, H. and Kohnke, L. (2025) 'Navigating the future: establishing a framework for educators' pedagogic artificial intelligence competence.' In *European Journal of Education* 60(2). <https://doi.org/10/1111/ejed.70117>

Norbert Pachler
November 2025