



Using AI-driven Large Language Models (LLMs) in English as a Foreign Language Education

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Abstract:

Using Artificial Intelligence (AI) models in English language education shaped the theoretical and practical directions in Teaching English as a Foreign Language (TEFL) and its pertinent literature. The paper reviews the role of Artificial Intelligence-driven Large Language Models (LLMs) in English as a Foreign Language (EFL) education by analyzing current research on their applications, advantages, and obstacles. It follows a descriptive analytical approach to answer its questions. It discusses the development from early Computer-Assisted Language Learning tools to advanced transformer-based models such as GPT that have changed AI-driven language education features. The paper discusses the key applications such as text writing, reading comprehension, and vocabulary development applications. The key findings highlight LLMs' ability to deliver detailed feedback and real-like learning experiences, with studies reporting improvements in grammatical accuracy, lexical variety, speaking fluency, and reading comprehension for EFL learners. Nonetheless, some limitations arise, such as linguistic biases, reliability, as well as cultural concerns. The findings also suggest that LLMs present unparalleled prospects for personalized language learning assistance, cultural contexts, and ethical considerations in language instruction.

Keywords : Models – English - LLM – EFL

Introduction

The emergence and growing integration of Artificial Intelligence AI-driven technologies in English language education has evolved significantly over the past decade. Large Language Models (LLMs) has been a growing area in English as a Foreign Language (EFL) instruction. These Artificial Intelligence oriented models have genuinely affected the prevailing practices in foreign language education. This review examines the current state of research on LLM applications in EFL contexts, exploring both the pedagogical opportunities and limitations that they provide to English language educators and EFL classrooms.

The emergence of Artificial Intelligence models, especially Large Language Models (LLMs), has brought different changes to English as a Foreign Language (EFL) classroom. These changes affected both student learning strategies and their learning environment in general. In their study, Han & Li (2024) expressed the view that the development of transformer-based models such as ChatGPT and Claude, has introduced new ubiquitous learning environments that advanced the practices of Computer Assisted Learning CALL. These models provide practical, interactive, and personalized learning experiences for EFL learners (Devlin et al., 2019, Radford et al., 2019). The great impact of these models extended from mere drilling to effective performance-based practices.

According to Warschauer & Healey (1998), Large Language Models (LLMs) shaped the English language classroom practices that result grammatically precise, contextually relevant, and vocabulary coherent text. These advancements offer unique opportunities for the students to drill the different language skills. Another study by Woo, et al., (2024) showed that neural models adapt to individual learners, provide effective feedback, create authentic resources, and produce meaningful conversational texts. However, these models also suggest some challenges such as reducing the access to native speakers, few personalized attentions, and the need for consistent practice outside traditional classroom environments. These models have both merits and limitations to consider when applied in EFL classrooms.

Literature discussed the various complexities of LLMs integration in English language classrooms ((Jaashan & Alashabi, 2025, Yan Tao et al., 2024, Wardat & Akour, 2024). Though the merits of LLMs integration to the student and the teacher, some challenges emerge. These challenges relate to overreliance, linguistic competence, ethical issues, bias, cultural issues, and academic integrity. These limitations require effective teacher education programs that enhance the use of these models in English classes and result effective and meaningful language proficiency. Training the teachers to using these models shall result the meaningful use of these models by the students through the drilling of the models by their teachers. These challenges also reinforce the need for future research examining both the advantages and constraints of LLM integration in EFL education.

Although LLMs provide significant technological advancements to English language classrooms, Hua (2024) stated that while LLMs offer significant assistance in developing communication skills, they cannot substitute key aspects such as cultural awareness, non-verbal communication, and meaningful intercultural experiences that contribute to the development of students' communicative competence.

Research shows that integrating Large Language Models (LLMs) in English as a Foreign Language (EFL) education is a heated issue (Xiao et al., 2023, Zhu & Wu, 2024). While research highlights the merits in areas such as writing support, vocabulary development, and reading comprehension, key limitations remain regarding learner autonomy and authentic communication abilities (Marzuki, et al., 2023). Furthermore, a study by Wang & Zhi (2024) discussed students' acceptance and efficacy across varying cultural settings, age, and proficiency levels that entail complexity to the implementation process. Applying LLMs in language education classes requires identifying the aspects of acceptance, vias, culture, and proficiency.

Different ethical considerations surrounding LLM usage in English language classrooms have also become a crucial focus in literature. For instance, Lem (2024) explored academic integrity in the age of generative AI. The study discussed the responses and perceptions of the students in an EFL context EFL teachers. Findings of the study showed that academic integrity and best practices entail an identification

for the models and their practical use. The study also highlighted the issues of cultural bias, fairness, and other policies and class practices issues. Identification of these issues may result in better applications for the models in the classroom.

Literature also confirms that EFL education integrates with technological advancements and that evidence-based strategies for LLM integration are becoming increasingly crucial. This study adds to ongoing academic discussions by analyzing current research, identifying knowledge gaps, and proposing future recommendations at both theoretical and practical levels. Its core aim is to provide educators, policymakers, and technology developers with insights for utilizing LLM models and keeping the human factors essential for meaningful English language practices. The research may also extend to real-world classroom practices, where instructors and EFL learners use these evolving technologies. Summing up, by providing a comprehensive analysis of current research and its implications, this paper seeks to contribute to more informed, ethical, and pedagogically sound approaches to LLM integration in English as a Foreign Language classroom setting.

Research problem:

Integrating Large Language Models in EFL research is a key research area in foreign language education. Research frameworks highlighted its value, merits, and theoretical principles, still its implication and practical frameworks are limited. Advancements of LLMs in language skills development, translation, attitudes, thinking and others are discussed but a research gap in pedagogical and cultural ethics exists. Deeper discussion in the theoretical and practical implications of Green Education is essential in EFL research. Therefore, this paper reviews the different strategies for effectively adapting LLMs to support personalized language learning while mitigating these concerns to preserve authenticity in EFL instruction. This review may provide clear insights about LLMs integration in teacher education programs and language pedagogy in general.

Research questions:

The research aims to answer the following questions that determine its methodology, discussion, findings, and implications:

1. What is the historical context of AI in Language Learning?
2. What are LLM Applications in EFL Instruction?
3. What are the pedagogical implications and theoretical frameworks of LLM?
4. What are the benefits and challenges of LLM integration in EFL classes?
5. What are the teacher perspectives of LLM?
6. What are the key future directions and implications of this review?

Research Method:

This research follows the descriptive analytical design to answer its questions due to the nature of its variables and scope. Descriptive analytical research design in education combines descriptive and analytical methods to examine educational phenomena. It identifies data patterns to address fundamental questions while also exploring relationships and underlying trends (Loeb, et al., 2017). Unlike purely descriptive research, this approach enables deeper analysis by investigating correlations and identifying influencing factors in education. It provides both documentation of current educational conditions and the analytical depth needed for evidence-based policy decisions and instructional improvements. The analysis discusses the pertinent literature related to the variables of the research and is guided by its questions. Conclusions and implications are presented in the light of the analysis.

Literature Review

The following review highlights the historical context and evolution of AI in language education, LLMs applications and use in EFL instruction, pedagogical implications, theoretical frameworks, challenges and limitations.

1. Historical Context of AI in Language Education

The early roots of Artificial Intelligence use in language education date back to the early development of Computer-Assisted Language Learning (CALL) systems in the 1960s and 1970s (Warschauer & Healey, 1998). Artificial Intelligence oriented language education has been shaped by the introduction of advanced neural language models,

especially transformer-based architecture such as Generated Pretrained Texts (Radford et al., 2019). Modern Large Language Models (LLMs) differ from traditional models as they entail exceptional proficiency in generating contextually relevant, grammatically precise, and semantically coherent text across various domains and linguistic registers.

2. LLMs in EFL Instruction

Using Large Language Models LLMs in language education has been an active research field in the recent years. The following is a model presented by Gan & Wu (2023) that represents using LLMs in the field of education.

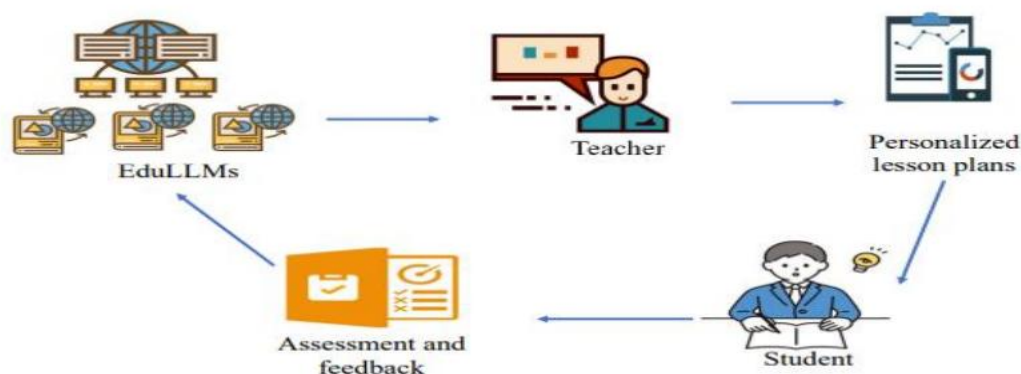


Figure (1): Gan & Wu (2023) Model

The figure shows that Large Language Models in education were used in five main areas: the first is educational learning models, the second is teacher education, practices, and teacher competencies, the third is for personalized lesson plans, the fourth is for feedback and assessment, and the fifth is for student learning.

2.1. Writing Skills Development

EFL writing literature shows key shifts from traditional writing classes settings to interactive AI mediated classes. In this view, Chen and Zhang (2023) conducted a comparative study assessing the effectiveness of LLM-generated feedback versus traditional teacher feedback on argumentative essays by intermediate EFL learners. Their findings revealed that students who received AI-generated feedback demonstrated notable improvements in grammatical accuracy and lexical diversity, while human feedback remained more effective for complex aspects such as argumentation structure and critical thinking development. Another study by Woo et al. (2024) examined using ChatGPT in a study that aimed to investigate

teaching EFL students to write with ChatGPT. The study explored the motivation to learn, cognition, and satisfaction with the learning process. Findings of the study showed that ChatGPT supports EFL writing. This type of studies support using LLMs in foreign language learning and language skills development.

2.2. Speaking Skills Drilling

Using speaking models in EFL classes provided both in-class and home drilling with spontaneous feedback. In their study, Kim and Park (2023) examined the use of ChatGPT as a conversational tool for Korean university students studying English. The study utilized this model and found out that regular interactions with the LLM helped students enhance their speaking fluency and confidence. It also showed that fear of making mistakes could enhance their language development and proficiency.

2.3. Reading Skills Training

Integrating Large Language Models programs in EFL context could also develop reading skills and readability. A recent study by Xiao et al. (2023) that aimed to evaluate reading comprehension exercises generated by LLMs, highlighted the use of LLMs in reading comprehension use and text analysis. Literature also confirmed that reading comprehension can be developed through a successful integration of these models in EFL curriculum.

2.4. Vocabulary Development

Vocabulary contextualization and drilling have been a subject of study in LLMs literature. In their study, Zhu & Wu (2024) investigated the impact of internal-generated contextual clues on EFL vocabulary learning: insights from EEG. Their research indicated enhanced retention rates and deeper understanding of word usage patterns among EFL learners exposed to LLM-generated materials. Similarly, Balde et al. (2025) conducted a study that investigated the evaluation of LLMs in medical text summarization and vocabulary adaptation in a foreign language learning context. Similarly, Murugavel et al. (2024) discussed the development of AI base vocabulary learning system with findings of advancement over the traditional and other modern methods in Python. The study examined leveraging AI-Based Large Language Models to strengthen English vocabulary skills in EFL Students. Findings of the study supported the claim that an AI-based system could improve the

results of the study of English vocabulary with the benefits of this system compared with traditional ones. These studies confirm the valid use of LLMs in vocabulary development.

3. Pedagogical and Theoretical Frameworks

The history of integrating LLMs in EFL instruction dates to the seventies and the early principles of constructivism. Social constructivist theories of language learning emphasize the importance of meaningful interaction and collaborative knowledge construction (Vygotsky, 1978). While LLMs can provide interactive experiences, scholars debate whether human-AI interaction can fulfill the social and cultural dimensions of language learning that sociocultural theory prioritizes.

According to Ye et al. (2025), LLMs “can play three roles: (1) as data enhancers, improving the creation of learning materials or serving as student simulations; (2) as task predictors, serving as learner assessment or optimizing learning pathway; and (3) as agents, enabling personalized and inclusive education” (p.1). These roles are guided by different frames such the evaluative frameworks such as the one by Xiao et al (2023) that utilized an evaluative framework for LLM use in language development. This literature perspective confirms that LLMs have great impact on foreign language pedagogy.

4. Challenges and Limitations

4.1. Reliability Issues

Despite their impressive virtues, LLMs are not neatly consistent. In their study, Belgas, et al. (2023) investigated LLMs in e-learning contexts (the advantages and the limitations. For limitations, ChatGPT for instance, sometimes responds with plausible sounding but incorrect information. A second limitation is the consistent input of the prompt is not clear. Besides, models can be extremely verbose, and certain phrases are excessively used. Due to the biases in the training data and over-optimization.

In their study, Fortino & Yang (2024) explored assessing the accuracy and reliability of LLMs in classroom analytics exercises: insights from three case studies. The findings revealed that narrowing problem scopes minimized deviations, while domain-specific exposure during pretraining enhanced model performance. Additionally, LLMs proved to be reliable teaching assistants. Unlike broader benchmarks, they

exhibited strong accuracy in academic contexts, mitigating concerns about hallucinations.

4.2. *Culture and Language Bias*

Literature (see Yan Tao et al. 2024) has confirmed that providing models that are culturally adaptable is a key requirement in language education. Cultural bias may negatively affect the result of models' integration. For instance, Lio (2024) explored cultural bias in Large Language Models through a comprehensive analysis. The study resulted in the use of ethical guidelines, feedback and transparency that guarantee effective language proficiency. Findings also emphasized that cultural bias in LLMs was not merely a challenge but also an opportunity to develop the students' awareness and objectivity.

4.3. *Human Interaction Issues*

Apart from its merits, LLMs may result in overdependence and overreliance on their models by both the teachers and the students. This may limit the true interactivity between the learners / teachers and result in negative outcomes in various language skills and areas. For instance, Duenas & Ruiz (2024) explored the risks of overreliance on LLMs for critical thinking. The study resulted that overreliance affects negatively on the participants' critical thinking skills. Similarly, Lin and Chang (2023) expressed the view that this overreliance affects negatively human thought as individuals over rely on AI systems for information processing and problem-solving. Literature discussed various ethical issues related to the overreliance on LLMs in language education such as privacy, data amount, operation, and achievement. It also recommended the need to establish ethical guidelines for using LLMs in the classroom and in education in general.

4.4. *Ethics Considerations*

There have been different ethical considerations regarding academic integrity in foreign language education. Lem (2024) provided insights derived that contributed to offering valuable input for the development of policies and practices aimed at promoting academic integrity in the AI era. The following figure (2) summarizes LLMs challenges and opportunities in EFL education.

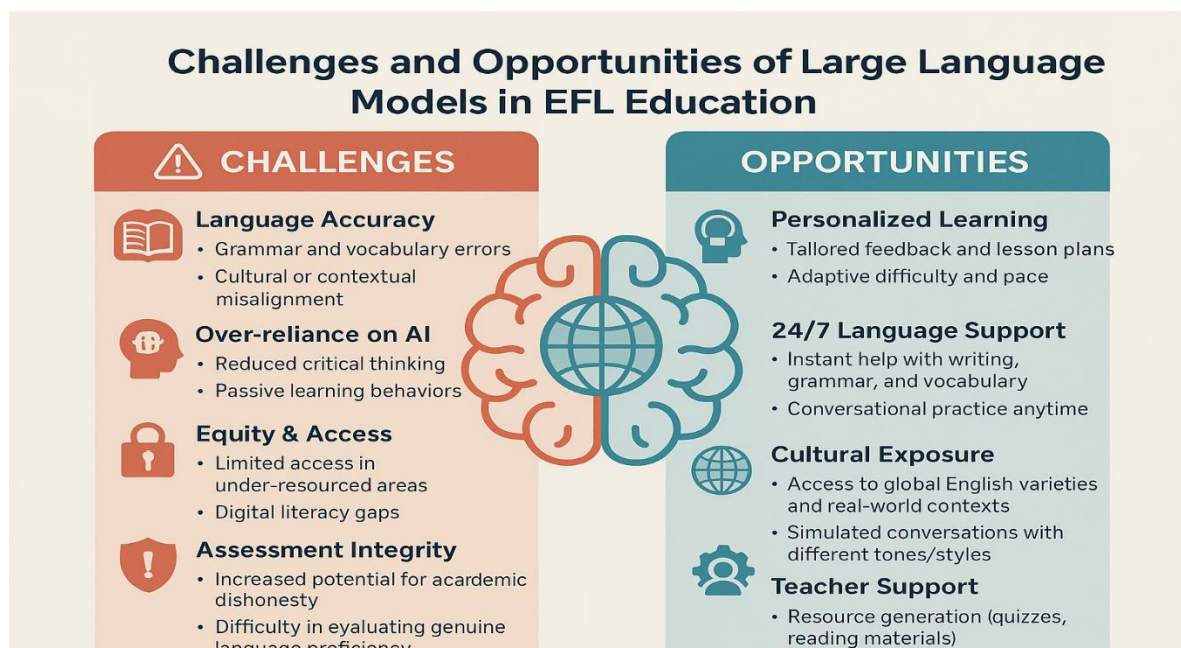


Figure (2) LLMs Challenges and Opportunities

As the above figure shows, challenges include language accuracy, over-reliance on AI, equity and access, and assessment integrity. As to the opportunities, they include personalized learning, full language support, cultural exposure, and teacher support.

5. Perspectives on LLMs integration in Literature

The following review sums up the key directions of integrating LLMs in teacher education and student-oriented practices.

5.1. Teacher Professional Perspectives

Teacher professional development and training is a core area in foreign language education that has been connected to technology since the early use of CALL until using LLMs. The meaningful and correct integration of LLMs in EFL instruction largely depends on teacher preparation and attitudes. Wardat & Akour (2024) explored the integration of digital technologies and tools in English as a Foreign Language (EFL) learning in Jordanian Higher Education through a qualitative open-ended online survey. While many recognized the potential benefits, they also expressed concerns about their own technological competence and the need for comprehensive professional development programs. This type of layout and workshop design can be effectively used in teacher training settings.

5.2. Student Perspectives

The cultural and educational contexts shape the different student perspectives of LLMs used in EFL classes. Different research directions discussed how the students use and view LLMs in learning English (Liang, Mahana & Hu, 2025, Wang & Zhi, 2024). Thus, students' acceptance, use, and performance shape the positive learning outcomes generated by LLMs. Selecting a language model depends on various factors such as student enthusiasm, feedback, and interaction.

Research Findings:

Analyzing literature reveals significant findings regarding LLM integration in EFL instruction, highlighting both transformative potential and critical challenges. The following figure summarizes the growing use of Generative Pretrained Texts models in the field of Foreign Language Learning in the last ten years.

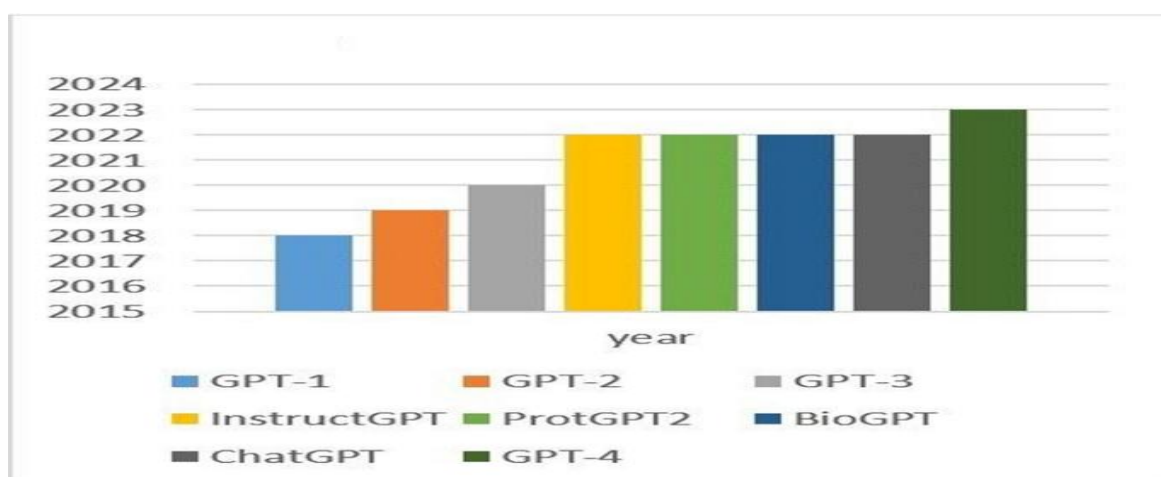


Figure (3) Evaluation of LLMs (Shahzad et al . 2025)

The figure shows the growing use of Generative Pretrained Models GPTs as they represent the fast-growing large models in the field of language education. The development of these models as the figure shows from 2015 till 2024 is enormous and as new versions were introduced.

The following figure (4) is a description of Large Language Models (Patil, & Gudivada. 2024) in the field of language education. It

shows three main purposes for these models (pretrained – transfer learning – In context learning).

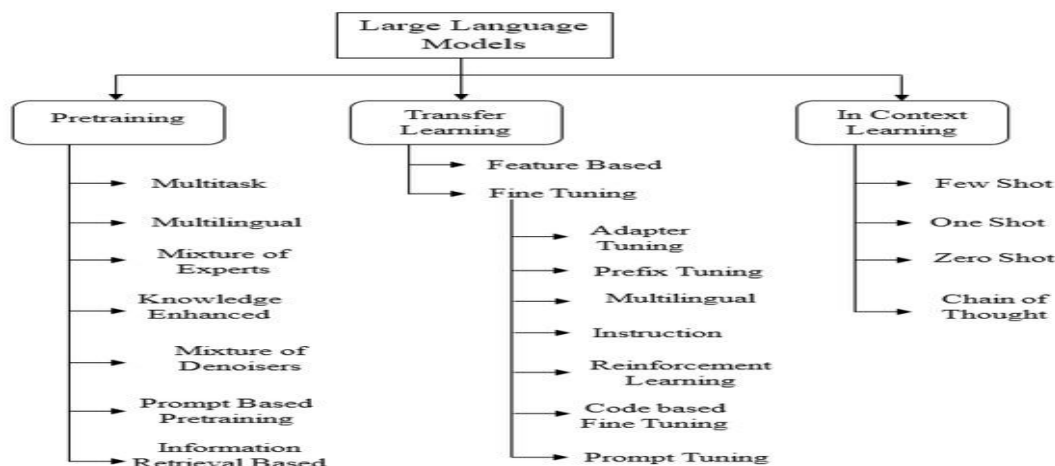


Figure (4) Large Language Models (Patil, & Gudivada. 2024)

The figure summarizes the key pertinent results and literature in the field of LLMs use in language education. As to the first part (pretraining), it shows the key characteristics of models that use multitasks, multilingual, experts, Denoisers, prompts, and information retrieval. The second type is directed to transferring learning; they are either feature based or fine based models. The third type is in-context learning models. These are varied in terms of being zero, few, single of chain-based thoughts and shots. Thus, there are various model types with different features and uses in Foreign Language Learning literature. The following are key research findings in LLMs use in foreign language learning.

1. *Developing Language skills and Sub-skills*

Literature highlights the effectiveness of LLMs in various language skill domains, including their sub-skills. For instance, Han & Li (2024) expressed the view that students receiving LLM-generated feedback demonstrated notable gains in language use accuracy and lexical diversity, though human feedback remained more effective for advanced skills like argumentation structure.

Likewise, Kim and Park (2023) reported increased fluency and confidence among Korean students using ChatGPT for conversational practice, while Xiao et al. (2023) found that LLM-driven adaptive systems (ChatGPT) improved reading and comprehension accuracy.

Thus, it can be concluded that integrating LLMs in language education has positive impacts on developing the skills and their sub-skills.

2. Cultural and Contextual Limitations:

Using Large Language Models in Foreign Language contexts relates to cultural considerations. These cultural considerations shape the selection and use of these models in drilling the language. Literature highlighted the importance of cultural settings in LLMs use. For instance, Yan Tao et al. (2024) discussed cultural alignment and biases in LLMs. The study suggested using cultural prompting and ongoing evaluation to reduce cultural bias in the output of generative AI. Similarly, Hua (2024) highlighted LLMs' drawbacks of cultural sensitivity that are essential for authentic intercultural competence. Setting the cultural framework and considerations beforehand may ensure effective use of these models by both the teacher and the student.

3. Mixed Stakeholder Perspectives:

In their study, Wardat & Akour (2024) expressed the view that while EFL instructors recognized LLM benefits, they expressed concerns about technological competence and need for professional development. Student acceptance varies by age and proficiency, with younger and intermediate learners showing greater enthusiasm. Literature also stresses the mixed profiles of LLMs users and thus their learning aims. Consequently, this entails viewing LLMs as a wide range of possibilities.

4. Reliability and Dependency Issues:

Literature highlighted the issues of reliability and dependency in using LMs. In their study, Marzuki et al. (2023) found decreased student performance when AI support was removed, indicating problematic over-reliance. In their study, Aremu et al. (2025) discussed the issues of LLMs reliability and stated that “However, the qualitative insights, gathered from domain experts, shows that there are still concerns regarding privacy, ethical implications, and the necessity for chatbots to direct users to professional services” (p. 2). Reliability considerations should be identified in the context of using LLMs for better learning outcomes.

Using AI Large Language Model (LLM-ChatGPT) to mitigate spelling errors of EFL learners and dependency were discussed by

Jaashan & Alashabi (2025). The study found that learners who were taught using LLM_GPT application outscored their counterparts in another group and easily remembered the spelling of words as shown in the post-test session. Moreover, the learners felt the LLM_GPT application had a positive impact on learning spelling of words.

6. Future Research Directions:

Current literature confirmed the merits of LLMs in EFL contexts, and it also showed its accuracy related issues. Although also literature showed the advantages of these models in developing language skills and opened new areas for programs and models based on LLMs, but some challenges are also reported as previously discussed. Future research also recommends that educators can maximize LLMs' advantages and develop teaching strategies suitable for multiple students. Future directions may also include continuous longitudinal studies on using LLMs in EFL. Besides, a collaboration between academia, industry, and policymakers to create effective LLMs. Torkamaan et al. (2024) summed up these future directions stating that “a comprehensive and inclusive approach in research and implementation is essential, considering ethical, societal, and cross-systemic impacts. This calls for a robust and accountable framework for the development and deployment of LLMs, ensuring that their impact is beneficial and aligned with societal values” (p.1). These future research directions are interdisciplinary and learner friendly.

Implications for EFL Education

Implication of this review can be both theoretical and practical aspects in EFL education; it mainly serves language pedagogy practices, professional development, and teacher education.

1. Language Pedagogy:

The evidence supports a complementary model where LLMs enhance rather than replace human instruction. LLMs excel in providing immediate feedback and personalized practice opportunities, while human educators remain essential for developing higher order thinking skills and intercultural competence. This requires fundamental reconceptualization of pedagogical approaches rather than simple technology adoption. Not only this but according to Haggag (2018), the

beliefs and attitudes of the participants as well. Effective integration of these models depends on the accurate setting, experimentation, and assessment.

2. Teacher Education Programs

Teacher education programs reflect the prevailing practices and models in the field of education. Thus, these programs should include LLMs practices at both the pre-service and in-service levels. Literature has discussed the need to integrate LLMs into teacher education programs due to their merits in enhancing the quality of teaching. For instance, in their study, Xing et al. (2025) analyzed different studies related to the use of LLMs in language education. Findings showed that these studies represent a growing need to integrate LLMs in English language classrooms. Further, the study showed that these models shape the practices of the students and their learning strategies. The study also confirmed that through the merits of these models, some limitations are presented such as bias and cultural considerations.

Using LLMs in English language classrooms has various positive impacts as well. These positive impacts are discussed in a study by Xiao et al. (2024) which stated that LLMs promote interaction through dynamic discussions and personalized feedback. The study also showed that LLMs use in English classrooms promotes improved engagement and learning outcomes. For all these virtues, LLMs in teacher education programs enhances better English classroom practices.

3. Professional Development:

The term professional development refers to the continuous process of gaining new skills, knowledge, and attitudes to enhance one's expertise in a specific field. Professional development of English language teachers is an essential requirement for better educational practices. Since AI and technology are growing approach in language education, professional development programs using AI has been a subject of research in the last decade. For instance, Luckin et al. (2016) examined AI in education, training and professional Development in the Age of AI. The study examined the roles of AI tools based on LLMs in education. Findings showed that educational professional development has

traditionally emphasized enhancing pedagogy and subject expertise. The study also showed that, however, with the growing integration of AI technologies in education, these programs should adapt to include AI-specific training to equip educators with relevant skills and knowledge. LLMs in ELT teachers' professional development has positive impacts; these impacts can be on a theoretical level, teacher education level, and professional development level as well.

Conclusion

The growing and emerging integration of Generative Artificial Intelligence AI models in English as a Foreign Language field is a key area literature. The review shows the value of integrating LLMs in English language classrooms. It also discussed how this integration may face key challenges related to culture, bias, and materials. Using LLMs in English classrooms has been a subject of research at both student and teacher's levels. Insights from this research may include teacher professional development, material compiling, philosophy of LLMs integration, and assessment practices. This review not only showed the different characteristics and merits of these models in English as a foreign language context but also showed some limitations and reliability challenges. The review also suggests that an integration between English language educators, policymakers, researchers, and learners is essential to entail a full potential of using LLMs in English classes.

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