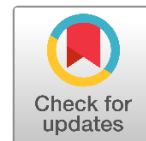


Original Article

RETHINKING ENGLISH LANGUAGE EDUCATION IN THE AGE OF ARTIFICIAL INTELLIGENCE: FROM LANGUAGE PROFICIENCY TO HUMAN COMPETENCIES

Saranyaraja Muthumaniraja ^{1*}

¹ Ferris University, Japan



ABSTRACT

The rapid advancement of artificial intelligence (AI) is transforming English language education by reshaping how learners' access, produce, and interact with language. Generative AI tools can now perform many tasks that have traditionally been central to language learning, including translation, grammar correction, writing assistance, vocabulary support, and pronunciation feedback. While these technologies offer significant opportunities to enhance learning, they also challenge the long-standing emphasis on language proficiency as the primary goal of English language education. This conceptual paper argues that English language education must evolve beyond the development of linguistic competence to prioritize cultivating uniquely human competencies that AI can support but cannot replace. Drawing upon literature in English language education, human-centered learning, 21st-century competencies, and AI in higher education, the paper proposes a Human Competency Framework for English Language Education that repositions language proficiency as a foundation for developing higher-order competencies, including communication, critical thinking, intercultural competence, creativity, collaboration, ethical AI literacy, and lifelong learning. The framework highlights the complementary roles of educators and AI in fostering meaningful learning experiences while maintaining the human dimensions of education. The paper concludes by discussing implications for curriculum design, teaching practice, assessment, and future research, arguing that the future of English language education lies not in competing with AI but in preparing learners with the human competencies necessary to communicate, collaborate, and thrive in an AI-driven world.

Keywords: Artificial Intelligence, English Language Education, Human Competencies, Higher Education, AI Literacy, Communication, Conceptual Framework

INTRODUCTION

The rapid advancement of artificial intelligence (AI), particularly generative AI and large language models (LLMs), is fundamentally transforming higher education and reshaping English language education worldwide. AI-powered tools such as ChatGPT, Gemini, Claude, and Microsoft Copilot now enable learners to translate texts, generate essays, summarize academic materials, receive immediate grammar and vocabulary feedback, practice pronunciation, and engage in simulated conversations with unprecedented ease. These developments have expanded opportunities for personalized learning, learner autonomy, and continuous language support beyond the traditional classroom Huang and Yan (2025), Idapalapati (2024), Lee et al. (2025), Susanto et al. (2024). Consequently, AI has evolved from a supplementary educational technology into a transformative force that is redefining how English is taught, learned, and assessed.

*Corresponding Author:

Email address: Saranyaraja Muthumaniraja (Saranyaraja.Muthumaniraja@outlook.com)

Received: 18 June 2026; Accepted: 20 July 2026; Published 06 August 2026

DOI: [10.29121/ShodhAI.v3.i2.2026.97](https://doi.org/10.29121/ShodhAI.v3.i2.2026.97)

Page Number: 15-29

Journal Title: ShodhAI: Journal of Artificial Intelligence

Journal Abbreviation: ShodhAI J. Artif. Intell.

Online ISSN: 3048-9245, Print ISSN: 3108-1940

Publisher: Granthaalayah Publications and Printers, India

Conflict of Interests: The authors declare that they have no competing interests.

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Authors' Contributions: Each author made an equal contribution to the conception and design of the study. All authors have reviewed and approved the final version of the manuscript for publication.

Transparency: The authors affirm that this manuscript presents an honest, accurate, and transparent account of the study. All essential aspects have been included, and any deviations from the original study plan have been clearly explained. The writing process strictly adhered to established ethical standards.

Copyright: © 2026 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.

The growing integration of AI into English language education has generated considerable scholarly interest. Recent research demonstrates that AI can enhance writing instruction, facilitate individualized feedback, support assessment design, and assist teachers in creating instructional materials and learning activities [Huang \(2023\)](#), [Mahrishi et al. \(2024\)](#), [Salimi and Hajinia \(2024\)](#), [Werdiningsih et al. \(2024\)](#), [Yan \(2025\)](#). Studies have also reported improvements in learner engagement, autonomous learning, and personalized instruction through AI-supported educational environments (Lo, 2025; Sawangwan, 2024). Nevertheless, researchers have simultaneously highlighted concerns regarding academic integrity, overreliance on AI-generated content, misinformation, privacy, algorithmic bias, and the changing role of teachers, indicating that AI integration requires careful pedagogical and ethical consideration [Parviz and Arthur \(2025\)](#), [UNESCO. \(2021\)](#).

While AI is transforming language learning, it also challenges one of the fundamental assumptions underlying English language education: that the primary objective of learning English is acquiring language proficiency. Historically, English language education has evolved from grammar-focused instruction toward communicative approaches that emphasize meaningful interaction and authentic language use. Hymes (1972) first introduced the concept of communicative competence, arguing that effective language use requires not only grammatical knowledge but also the ability to communicate appropriately in different social and cultural contexts. Building upon this foundation, [Canale and Swain \(1980\)](#) and [Canale \(1983\)](#) proposed a multidimensional model of communicative competence encompassing grammatical, sociolinguistic, discourse, and strategic competencies. These theoretical developments subsequently informed Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Common European Framework of Reference for Languages (CEFR), all of which position meaningful communication rather than grammatical accuracy as the principal goal of English language education [Richards \(2006\)](#), [Ellis \(2003\)](#), [Council of Europe. \(2020\)](#).

However, many language-related tasks that were once central to English learning, including grammar correction, translation, vocabulary support, essay generation, and conversational practice, can now be performed effectively by generative AI. This does not diminish the importance of language proficiency; rather, it changes its educational role. Language proficiency should no longer be regarded as the ultimate objective of English language education but as the foundation upon which broader human competencies are developed. As AI increasingly assumes responsibility for routine linguistic tasks, learners must cultivate competencies that remain uniquely human, including critical thinking, creativity, intercultural communication, collaboration, ethical reasoning, and lifelong learning.

This perspective is consistent with international educational frameworks that emphasize the importance of twenty-first-century competencies for future graduates. The OECD Learning Compass 2030 identifies communication, collaboration, creativity, critical thinking, and lifelong learning as essential competencies for navigating increasingly complex societies [OECD. \(2020\)](#). Similarly, [Trilling and Fadel \(2009\)](#) and [Binkley et al. \(2012\)](#) argue that education should prepare learners not only with disciplinary knowledge but also with transferable competencies that enable them to solve problems, innovate, and collaborate in rapidly changing environments. Within English language education, intercultural communicative competence has become equally important, highlighting learners' ability to communicate appropriately across linguistic and cultural boundaries while demonstrating openness, empathy, and critical cultural awareness [Byram \(1997\)](#), [Deardorff \(2006\)](#).

At the same time, AI has introduced an additional educational priority: AI literacy. Beyond learning to use AI tools effectively, students must develop the ability to understand AI systems, critically evaluate AI-generated content, recognize their limitations, and apply AI responsibly in academic and professional contexts [Long and Magerko \(2020\)](#), [Ng et al. \(2021\)](#), [Erdem Coşgun et al. \(2025\)](#), [Tacelosky et al. \(2025\)](#). Recent studies further demonstrate that AI can foster higher-order thinking when learners actively question, compare, evaluate, and reflect upon AI-generated responses rather than accepting them uncritically [Liang and Li \(2026\)](#). These findings suggest that the future of English language education should not be measured solely by improvements in grammar, vocabulary, or writing accuracy, but by its capacity to cultivate learners who can integrate linguistic competence with human judgment, ethical reasoning, intercultural understanding, and responsible collaboration with artificial intelligence.

Despite the rapid expansion of research on AI in English language education, most existing studies focus on evaluating AI tools or examining improvements in specific language skills. Comparatively less attention has been devoted to the broader conceptual question of how the goals of English language education should evolve in response to AI. In particular, there remains a need for a comprehensive framework that repositions language proficiency as the foundation for developing the human competencies that AI can support but cannot replace.

Therefore, this conceptual paper argues that English language education should move beyond a proficiency-oriented paradigm toward a human-centered model that prepares learners for academic, professional, and global communication in an AI-driven society. Drawing upon literature in English language education, communicative competence, AI literacy, intercultural communication, and twenty-first-century skills, this paper proposes the Human Competency Framework for English Language Education (HCF-ELE). The framework identifies seven interconnected competencies: communication, critical thinking, intercultural competence, human-AI collaboration, creativity, ethical AI literacy, and lifelong learning as the essential outcomes of future English language education. By repositioning language proficiency as the foundation rather than the final objective, this paper offers a conceptual framework for rethinking the purpose of English language education in the age of artificial intelligence.

THE CHANGING LANDSCAPE OF ENGLISH LANGUAGE EDUCATION IN THE AGE OF ARTIFICIAL INTELLIGENCE

English language education has continuously evolved in response to changing educational philosophies, globalization, and technological innovation. Early approaches, particularly Grammar-Translation and Audio-Lingual methods, emphasized grammatical accuracy, vocabulary acquisition, and structural mastery. Although these approaches developed learners' linguistic knowledge, they provided limited opportunities for authentic communication. The emergence of communicative competence fundamentally reshaped language education by recognizing that successful communication requires not only grammatical knowledge but also the ability to use language appropriately in different social and cultural contexts [Hymes \(1972\)](#), [Canale and Swain \(1980\)](#), [Canale \(1983\)](#).

These theoretical developments gave rise to Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), which shifted classroom instruction toward meaningful interaction, learner-centered activities, and authentic language use [Richards \(2006\)](#), [Ellis \(2003\)](#). The Common European Framework of Reference for Languages (CEFR) further reinforced this transition by emphasizing communicative proficiency, learner autonomy, and lifelong language learning [Council of Europe. \(2020\)](#). Simultaneously, globalization expanded the role of English from a foreign language to a global lingua franca, increasing the importance of intercultural communicative competence and preparing learners to communicate across diverse linguistic and cultural contexts [Byram \(1997\)](#), [Deardorff \(2006\)](#).

The integration of digital technologies further transformed English language education. Computer-assisted language learning, mobile applications, online platforms, and intelligent tutoring systems expanded opportunities for personalized learning, autonomous practice, and immediate feedback. Rather than replacing earlier pedagogical approaches, technology enhanced existing teaching practices and improved access to language learning. As summarized in [Table 1](#) and illustrated in [Figure 1](#), the evolution of English language education reflects a gradual shift from linguistic accuracy toward communicative competence, learner autonomy, and technology-enhanced learning, establishing the foundation for the emergence of artificial intelligence in English language education.

Table 1

Era	Primary Goal	Role of Technology	Expected Graduate
 1. Traditional ELT	Linguistic accuracy	 None	 Proficient language user
 2. Communicative ELT	Communicative competence	 Limited	 Effective communicator
 3. Technology-Enhanced ELT	Digital language learning	 Supportive	 Independent learner
 4. AI-Assisted ELT	Personalized learning	 Intelligent assistant	 AI-supported learner
 5. Human-Centered AI-Integrated ELT	Human competencies	 Collaborative partner	 Human-centered global graduate

Table 1 Evolution of the Goals of English Language Education

Figure 1

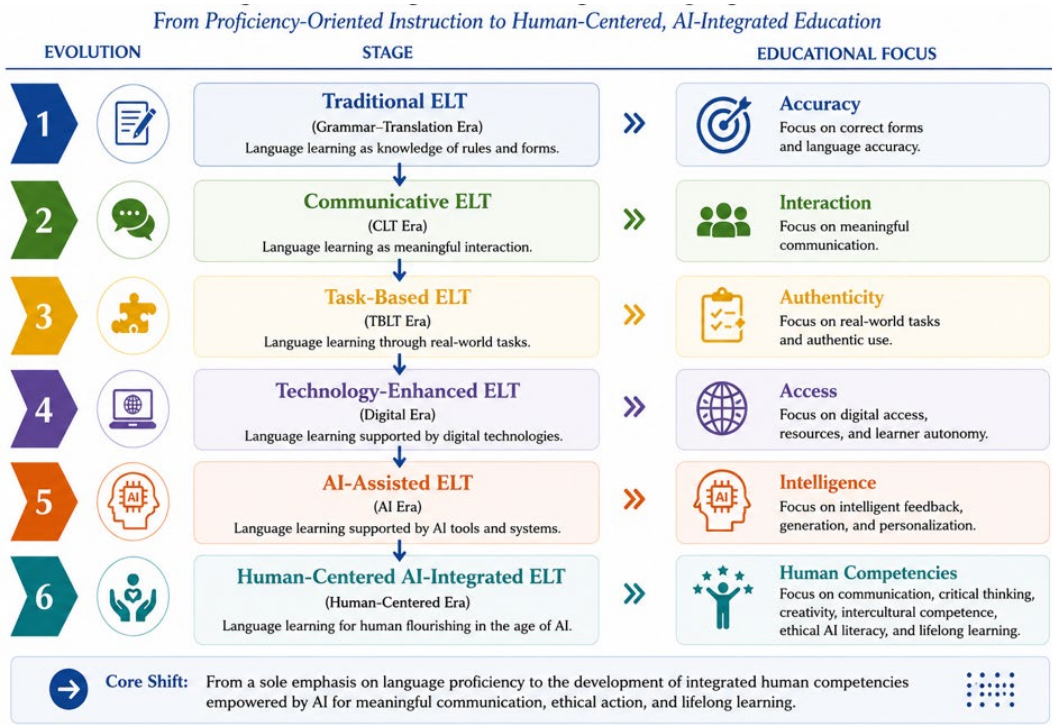


Figure 1 Paradigm Shift in English Language Education

The rapid development of generative artificial intelligence represents the latest stage in the evolution of English language education. Unlike earlier educational technologies that primarily delivered instructional materials or automated repetitive exercises, generative AI systems can produce human-like language, summarize academic texts, translate between languages, explain grammar and vocabulary, provide pronunciation feedback, and engage learners in interactive conversations [Huang and Yan \(2025\)](#). Consequently, AI is increasingly being integrated into English language classrooms as both a learning resource and a pedagogical support tool.

Recent research highlights numerous educational benefits associated with AI-supported language learning. AI-powered writing assistants provide immediate feedback on grammar, vocabulary, coherence, and organization while supporting brainstorming, drafting, and revision [Sawangwan \(2024\)](#), [Kohnke et al. \(2023\)](#), [Pham \(2024\)](#), [Werdiningsih et al. \(2024\)](#), [Yan \(2025\)](#). Conversational AI similarly enables learners to practice speaking in low-anxiety environments and receive personalized responses that encourage repeated practice [Sawangwan \(2024\)](#). AI also assists teachers by generating lesson plans, designing classroom activities, producing assessment tasks, and providing individualized feedback, thereby reducing administrative workload and supporting learner-centered instruction [Susanto et al. \(2024\)](#), [Marjanovikj-Apostolovski, M. \(2024\)](#).

These developments demonstrate that AI is no longer merely supporting English-language education but is actively participating in many language-related tasks traditionally performed by learners. As AI becomes increasingly capable of generating language with remarkable speed and accuracy, English language education must reconsider how language proficiency should be understood within broader educational objectives.

Artificial intelligence offers significant opportunities to improve English language education through personalized learning, immediate feedback, learner autonomy, and expanded access to educational resources. AI enables learners to practice writing, speaking, reading, and vocabulary independently while receiving individualized guidance that would be difficult to provide consistently in traditional classrooms [Huang and Yan \(2025\)](#), [Pham \(2024\)](#), [Yan \(2025\)](#). For teachers, AI supports lesson preparation, assessment, material development, and personalized feedback while enabling hybrid feedback models that combine teacher expertise with AI-generated support [Lo et al. \(2025\)](#), [Susanto et al. \(2024\)](#). These developments reflect the broader integration of ChatGPT and other large language models into higher education, where AI is increasingly influencing teaching, assessment, and academic practice across disciplines [Mahrishi et al. \(2024\)](#).

Despite these advantages, AI also introduces important pedagogical and ethical challenges. In addition, teachers increasingly require AI-related competencies to design instructional materials, evaluate AI-generated content, and integrate intelligent

technologies effectively into classroom practice [Yaman \(2025\)](#). The increasing availability of AI-generated essays, translations, and summaries raises concerns about academic integrity, overreliance on AI, and the decline in independent learning. Questions surrounding misinformation, algorithmic bias, privacy, transparency, and copyright further highlight the need for responsible AI use within educational settings [UNESCO. \(2021\)](#). In addition, studies report growing levels of AI anxiety among teachers and learners, reflecting uncertainty about changing classroom roles and the future of language teaching [Parviz and Arthur \(2025\)](#). The rapid development of generative artificial intelligence represents the latest stage in the evolution of English language education. AI has emerged as a disruptive force that is reshaping language teaching, learning, assessment, and curriculum design across higher education [Idapalapati \(2024\)](#), [Huang and Yan \(2025\)](#).

These opportunities and challenges demonstrate that AI should not be viewed solely as a technological innovation but as a catalyst for rethinking the goals of English language education. Rather than simply improving language proficiency, AI encourages educators to consider how learning English can prepare students to communicate effectively, evaluate information critically, collaborate responsibly, and engage ethically in AI-supported environments.

The integration of artificial intelligence into English language education signals more than the adoption of another educational technology; it represents a shift in the fundamental purpose of language learning. Throughout its historical development, English language education has progressively shifted from an emphasis on grammatical accuracy to communicative competence, learner autonomy, intercultural communication, and technology-enhanced learning. Artificial intelligence continues this progression but simultaneously challenges traditional assumptions about what learners need to know and be able to do. As AI increasingly performs routine language-related tasks, educational success can no longer be defined solely by learners' ability to produce grammatically accurate language.

Rather than diminishing the importance of language proficiency, AI repositions it as the foundation for developing broader human competencies. Learners still require strong linguistic knowledge to participate in academic, professional, and intercultural communication; however, they must also learn to interpret information critically, communicate effectively across cultures, collaborate with both humans and intelligent technologies, generate creative solutions, and use AI responsibly. These competencies reflect the growing emphasis on human capabilities that complement rather than compete with artificial intelligence [OECD. \(2020\)](#), [UNESCO. \(2021\)](#).

Accordingly, this paper proposes Human-Centered AI-Integrated English Language Education, in which language proficiency serves as the foundation for developing communication, critical thinking, intercultural competence, human-AI collaboration, creativity, ethical AI literacy, and lifelong learning. As illustrated in [Figure 2](#), this perspective positions artificial intelligence as a collaborative learning partner while maintaining human development as the primary educational objective.

The literature demonstrates that artificial intelligence is rapidly transforming English language education by enhancing writing, speaking, assessment, feedback, learner autonomy, and instructional design [Huang and Yan \(2025\)](#), [Pham \(2024\)](#), [Yan \(2025\)](#). Emerging studies have also begun exploring AI literacy, ethical AI use, critical thinking, and the evolving roles of teachers and learners in AI-supported educational environments [Erdem Cogun \(2025\)](#), [Tacelosc et al. \(2025\)](#), [Liang and Li \(2026\)](#). These contributions have significantly advanced the understanding of how AI can support language teaching and learning.

However, most existing research remains technology-oriented, focusing on evaluating AI tools or measuring improvements in specific language skills. Comparatively little attention has been paid to the broader conceptual question of how the fundamental goals of English language education should evolve now that artificial intelligence can already perform many traditional language-related tasks. In particular, there remains a lack of integrative frameworks that position language proficiency as the foundation for developing the broader human competencies required in an AI-driven society.

This conceptual gap provides the rationale for the present study. Rather than asking how AI can improve conventional language instruction, this paper asks a more fundamental question: What should be the purpose of English language education in the age of artificial intelligence? Addressing this question requires moving beyond proficiency-oriented models toward a human-centered perspective that integrates language proficiency with communication, critical thinking, intercultural competence, human-AI collaboration, creativity, ethical AI literacy, and lifelong learning. The following section develops this argument by explaining why language proficiency alone is no longer sufficient as the primary goal of English language education and introduces the theoretical foundations of the proposed Human Competency Framework for English Language Education (HCF-ELE).

WHY IS LANGUAGE PROFICIENCY NO LONGER ENOUGH?

For decades, English language education has primarily focused on developing learners' linguistic proficiency. Educational success has traditionally been measured through grammatical accuracy, vocabulary knowledge, pronunciation, and competence in listening, speaking, reading, and writing [Bachman \(1990\)](#). International frameworks such as the Common European Framework of Reference for Languages (CEFR) similarly define language learning as the progressive development of communicative language proficiency across academic, professional, and social contexts [Council of Europe. \(2020\)](#). Although these frameworks emphasize meaningful language use, language proficiency has remained the principal educational outcome.

The introduction of communicative competence broadened this perspective by recognizing that successful communication requires more than grammatical knowledge. Hymes (1972) argued that learners must be able to use language appropriately within different social and cultural contexts. Building upon this foundation, Canale and Swain (1980) and Canale (1983) proposed a multidimensional model consisting of grammatical, sociolinguistic, discourse, and strategic competence. These theoretical developments subsequently influenced Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), which shifted classroom instruction toward authentic interaction while maintaining language proficiency as the primary educational objective Richards (2006), Ellis (2003).

Consequently, curriculum design, assessment, and classroom practice have traditionally evaluated learners according to their ability to communicate accurately and effectively in English. Although technology has enhanced language learning through digital resources and intelligent tutoring systems, its primary purpose remained supporting the development of language proficiency rather than redefining the goals of English language education Zawacki-Richter et al. (2019).

The rapid emergence of generative artificial intelligence has fundamentally changed how English is learned and used. Large language models such as ChatGPT, Gemini, Claude, and Microsoft Copilot can generate essays, summarize academic texts, translate languages, explain grammar, provide vocabulary support, and engage learners in extended conversations with remarkable speed and accuracy Huang and Yan (2025), Kasneci et al. (2023). AI-powered tools also provide immediate feedback, support writing revision, facilitate speaking practice, and assist teachers in lesson planning and assessment Kohnke et al. (2023), Pham (2024), Werdiningsih et al. (2024), Yan (2025), Susanto et al. (2024).

While these developments significantly enhance language learning, they also challenge the traditional assumption that language proficiency alone represents educational success. If AI can effectively perform many routine language-related tasks, learners must develop competencies that extend beyond linguistic accuracy. Increasingly, educational value lies in the ability to communicate authentically, evaluate AI-generated information critically, collaborate across cultures, generate original ideas, and use AI responsibly.

Recent research therefore emphasizes AI literacy as an essential component of future education. Learners must understand AI capabilities, recognize its limitations, critically evaluate AI-generated information, and apply AI ethically in academic and professional contexts Long and Magerko (2020), Ng et al. (2021), Erdem Coşgun (2025). Similarly, studies demonstrate that meaningful learning occurs when learners question, compare, and refine AI-generated responses rather than relying on them uncritically Liang and Li (2026), Tcelosky et al. (2025). These developments indicate that AI is transforming not only how English is taught but also what English language education should ultimately achieve.

The growing capabilities of artificial intelligence do not reduce the importance of learning English; rather, they redefine its educational purpose. Language proficiency remains essential because it enables learners to communicate ideas, participate in academic discourse, collaborate internationally, and access global knowledge. However, in an AI-driven world, proficiency should no longer be viewed as the final outcome of English language education but as the foundation upon which broader human competencies are developed.

These competencies include effective communication, critical thinking, intercultural competence, human-AI collaboration, creativity, ethical AI literacy, and lifelong learning. Unlike routine language production, these capabilities require human judgment, empathy, ethical reasoning, cultural awareness, and creative problem-solving that artificial intelligence cannot fully replicate Byram (1997), Deardorff (2006), UNESCO. (2021). Contemporary educational frameworks similarly emphasize communication, collaboration, creativity, critical thinking, and lifelong learning as essential graduate attributes for the twenty-first century OECD. (2020), Trilling and Fadel (2009), Binkley et al. (2012).

Accordingly, English language education should move beyond a proficiency-oriented model toward a Human-Centered AI-Integrated approach in which language serves as the medium for developing broader human capabilities. Rather than competing with artificial intelligence, learners should be prepared to work alongside it while maintaining responsibility for critical judgment, ethical decision-making, intercultural understanding, and meaningful communication. This conceptual shift provides the theoretical foundation for the Human Competency Framework for English Language Education (HCF-ELE) proposed in the following section, where language proficiency is positioned as the foundation for cultivating the human competencies required to thrive in an AI-driven society.

A HUMAN COMPETENCY FRAMEWORK FOR ENGLISH LANGUAGE EDUCATION IN THE AGE OF ARTIFICIAL INTELLIGENCE

The preceding discussion demonstrates that English language education is undergoing a significant conceptual transformation. Although language proficiency remains an indispensable component of English learning, it is no longer sufficient as the primary educational outcome in an era where artificial intelligence can generate language, provide feedback, translate texts, summarize information, and perform many routine language-related tasks. Consequently, the value of English language education can no longer be measured solely by learners' ability to produce grammatically accurate language. Instead, educational success increasingly depends on learners' ability to use English to communicate, think critically, collaborate across cultures, solve problems, and make responsible decisions within AI-supported environments.

This shift reflects broader developments in competency-based education, which emphasize the integration of knowledge, skills, attitudes, and values required to address increasingly complex global challenges [OECD. \(2020\)](#), [UNESCO. \(2021\)](#). Contemporary English language education has likewise evolved beyond the teaching of linguistic forms toward communicative competence, intercultural communication, learner autonomy, and authentic interaction [Byram \(1997\)](#), [Richards \(2006\)](#). Artificial intelligence extends this evolution by requiring learners not only to communicate effectively but also to evaluate AI-generated information, collaborate responsibly with intelligent technologies, and exercise human judgment in situations where AI cannot replace empathy, ethics, creativity, or cultural understanding.

Building upon these developments, this paper proposes the Human Competency Framework for English Language Education (HCF-ELE). The framework was developed through a conceptual synthesis of four complementary bodies of literature: communicative language education, intercultural communicative competence, twenty-first-century competency frameworks, and emerging scholarship on AI literacy and human-centered education. Rather than introducing entirely new competencies, HCF-ELE integrates constructs consistently identified across these traditions and reorganizes them into a coherent framework specifically designed for English language education in the age of artificial intelligence.

Figure 2

A Framework for Repositioning English Language Education in the Age of Artificial Intelligence

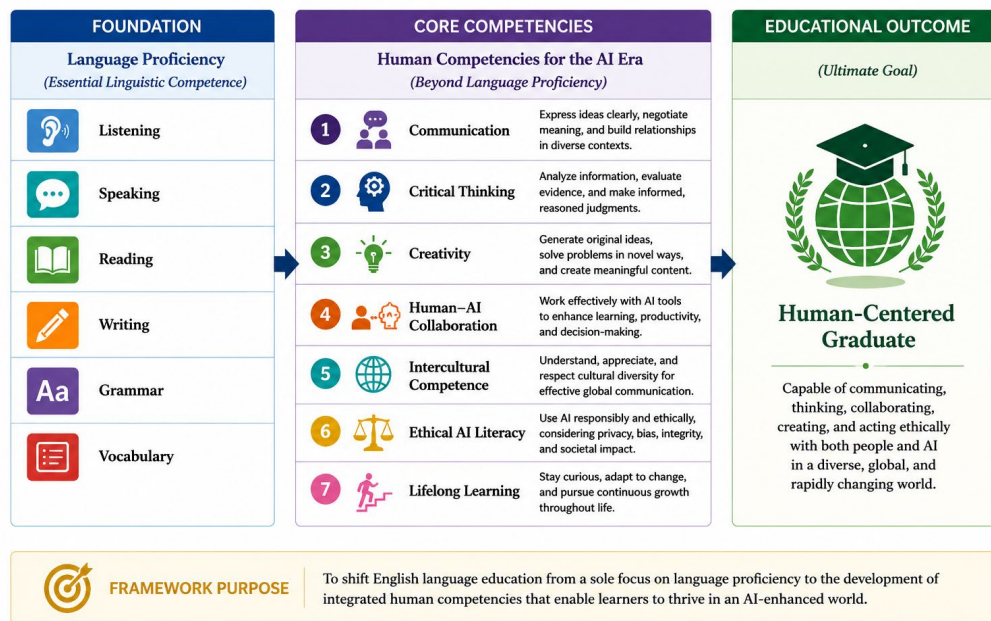


Figure 2 The Human Competency Framework for English Language Education (HCF-ELE)

Figure 2 illustrates the proposed Human Competency Framework for English Language Education (HCF-ELE) and demonstrates how the various competencies are conceptually interconnected rather than functioning as isolated educational outcomes. At the foundation of the framework is language proficiency, reflecting the argument that linguistic competence remains an indispensable prerequisite for effective English language education. Learners require sufficient proficiency in listening, speaking, reading, and writing to access knowledge, participate in academic discourse, collaborate with others, and engage in intercultural communication. However, unlike traditional proficiency-oriented models, the framework positions language proficiency as the starting point rather than the ultimate goal of English language education. It provides the linguistic resources upon which broader human competencies can be developed.

At the center of the framework is communication, emphasizing its role as the primary mechanism through which all other competencies are expressed and applied. Critical thinking, creativity, intercultural competence, ethical reasoning, and collaboration only become meaningful when learners are able to communicate ideas effectively with others. Communication therefore serves as the connecting competency that integrates language knowledge with authentic human interaction across academic, professional, and intercultural contexts. In this framework, English is viewed not simply as a subject to be mastered but as the medium through which learners develop higher-order human capabilities.

The remaining competencies are intentionally presented as interdependent rather than hierarchical. Critical thinking supports ethical AI literacy by enabling learners to evaluate AI-generated information, recognize bias, and make informed decisions regarding the appropriate use of artificial intelligence. Intercultural competence enriches communication by fostering empathy, cultural

awareness, and respect for diverse perspectives, while human–AI collaboration depends upon communication, creativity, and critical evaluation to ensure that AI is used responsibly and productively. Creativity further strengthens the framework by enabling learners to generate original ideas, solve novel problems, and contribute to authentic human perspectives that extend beyond AI-generated outputs. Together, these competencies reinforce one another through authentic language learning experiences and cannot be developed independently.

Surrounding the framework is lifelong learning, representing the continuous process through which learners refine and expand all competencies throughout their academic, professional, and personal lives. Because artificial intelligence, communication technologies, and workplace expectations continue to evolve rapidly, learners must remain adaptable, reflective, and committed to continuous learning. Lifelong learning, therefore, acts as the dynamic force that sustains the development of every competency within the framework rather than functioning as a separate educational outcome. Although several influential educational frameworks have shaped English language education and competency-based learning, none were specifically developed to address the educational challenges created by generative artificial intelligence. Figure 3 compares HCF-ELE with three widely adopted frameworks to illustrate its distinctive contribution.

As illustrated in Figure 3, the CEFR provides a comprehensive framework for language proficiency but gives limited attention to AI-supported learning. The OECD Learning Compass emphasizes future-ready competencies but is not specific to English language education. UNESCO's AI Ethics Recommendation focuses on responsible AI use but does not address language learning. HCF-ELE integrates insights from these frameworks by positioning language proficiency as the foundation for developing communication, critical thinking, intercultural competence, creativity, ethical AI literacy, human–AI collaboration, and lifelong learning within English language education. Rather than replacing existing frameworks, HCF-ELE synthesizes and extends them to provide a conceptual model specifically designed for English language education in the age of artificial intelligence.

Figure 3

Framework	Primary Focus	Limitation	HCF-ELE Contribution
 CEFR (Common European Framework of Reference for Languages)	 Language proficiency	 Limited emphasis on AI and emerging technologies	 Repositions language proficiency as the foundation for human competencies
 OECD Learning Compass 2030 (OECD, 2020)	 Graduate competencies for future societies	 Not specific to English language education	 Adapts and contextualizes competencies for English language education
 UNESCO AI Ethics Recommendations (UNESCO, 2021)	 Responsible and ethical use of artificial intelligence	 Not designed for language education contexts	 Integrates ethical AI literacy into English language learning and communication
 HCF-ELE (Human Competency Framework for English Language Education)	 Human competencies through English education	 —	 Integrates language, AI, and communication through a holistic, AI-era conceptual model

 **Key Contribution of HCF-ELE:** A human-centered, AI-aware framework that positions English language education beyond proficiency toward the cultivation of integrated competencies for communication, collaboration, creativity, ethical decision-making, and lifelong learning in the age of artificial intelligence.

Figure 3 Comparison of Existing Frameworks and the HCF-ELE Contribution

Finally, artificial intelligence is positioned outside the core competency structure, reflecting its role as a supportive learning partner rather than the center of education. AI provides personalized feedback, language practice, information retrieval, and opportunities for collaboration; however, it does not replace the human capacities that the framework represents. Instead, AI creates learning opportunities through which learners strengthen communication, critical thinking, creativity, intercultural competence, ethical reasoning, and collaboration. By positioning AI outside the human competency core, the framework emphasizes that technology should support human development rather than define educational goals. Consequently, the Human Competency Framework for English Language Education reinforces the central argument of this paper: the future of English language education lies not in competing with artificial intelligence, but in cultivating the uniquely human competencies that enable learners to work effectively, ethically, and creatively alongside it.

COMMUNICATION

Communication occupies a central position within the Human Competency Framework because it is the primary medium through which all other competencies are expressed and applied. In English language education, communication extends beyond producing grammatically accurate language to include expressing ideas clearly, negotiating meaning, building relationships, collaborating with others, and adapting messages to different audiences and cultural contexts (Richards, 2006; Byram, 1997). Although artificial intelligence can generate fluent and contextually appropriate language, it cannot fully replicate empathy, emotional intelligence, contextual awareness, or authentic interpersonal interaction. Consequently, communication remains a uniquely human competency that connects critical thinking, creativity, intercultural competence, and human-AI collaboration. English language classrooms should therefore prioritize authentic discussions, collaborative projects, presentations, and intercultural exchanges that enable learners to communicate meaningfully, using AI as a tool to support rather than replace human interaction.

CRITICAL THINKING

Critical thinking enables learners to analyze information, evaluate evidence, question assumptions, and make informed decisions in increasingly complex learning environments. In the age of artificial intelligence, this competency has become indispensable because AI-generated responses may contain inaccuracies, bias, or incomplete information despite appearing convincing [Liang and Li \(2026\)](#). Learners must therefore critically evaluate AI outputs rather than accepting them unquestioningly. Critical thinking also supports ethical AI literacy by enabling learners to recognize misinformation, assess source credibility, and determine the appropriate use of AI in academic and professional contexts. Furthermore, it strengthens communication by encouraging learners to construct logical arguments, justify opinions with evidence, and engage in reflective dialogue. English language education should therefore integrate debates, case studies, problem-solving activities, and evidence-based discussions that develop learners' ability to think independently while using AI responsibly.

INTERCULTURAL COMPETENCE

Intercultural competence refers to the ability to communicate effectively and appropriately with individuals from diverse linguistic and cultural backgrounds through openness, empathy, cultural awareness, and mutual respect (Byram, 1997; Deardorff, 2006). As English functions as a global lingua franca, successful communication increasingly depends on understanding cultural perspectives rather than linguistic accuracy alone. Artificial intelligence can provide translations and cultural information; however, it cannot replace the human capacity to interpret cultural nuances, negotiate meaning, or develop genuine intercultural relationships. Intercultural competence therefore strengthens communication while supporting collaboration in increasingly diverse educational and professional environments. English language education should cultivate this competency through virtual exchanges, collaborative international projects, intercultural discussions, and reflective learning experiences that encourage learners to appreciate diversity while communicating confidently across cultures.

HUMAN-AI COLLABORATION

Human-AI collaboration represents the ability to work effectively with intelligent technologies while maintaining human responsibility for judgment, creativity, and decision-making. Rather than viewing artificial intelligence as either a replacement for teachers or a substitute for learning, learners should understand how AI can complement human capabilities by supporting brainstorming, drafting, language practice, and information retrieval [OECD. \(2020\)](#). Effective collaboration with AI requires communication to formulate appropriate prompts, critical thinking to evaluate AI-generated outputs, and ethical AI literacy to ensure responsible use. Consequently, this competency integrates several other elements of the framework and reflects the growing expectation that graduates will collaborate with AI across higher education and professional workplaces. English language education should therefore prepare learners to become thoughtful users of AI who combine technological efficiency with human judgment and interpersonal communication.

CREATIVITY

Creativity refers to the ability to generate original ideas, solve novel problems, and express authentic perspectives through imagination and innovation. Although generative AI can rapidly produce text and suggest ideas by identifying patterns within existing data, genuine creativity involves human originality, curiosity, and the ability to connect diverse experiences in meaningful ways. Creativity is strengthened by communication, critical thinking, and intercultural competence, all of which provide the perspectives necessary for innovative thinking. AI can serve as a valuable partner during brainstorming and idea generation; however, learners remain responsible for developing original interpretations and authentic voices. English language classrooms

should therefore encourage project-based learning, storytelling, presentations, design thinking, and collaborative inquiry that enable learners to create meaningful work rather than simply reproducing AI-generated content.

ETHICAL AI LITERACY

Ethical AI literacy encompasses the knowledge, skills, and values required to use artificial intelligence responsibly, transparently, and critically within academic and professional contexts. Learners should understand issues relating to academic integrity, privacy, copyright, algorithmic bias, transparency, and responsible AI use while recognizing both the opportunities and limitations of intelligent technologies [UNESCO. \(2021\)](#), [Erdem Coşgun \(2025\)](#). This competency is closely connected with critical thinking because ethical decisions depend upon learners' ability to evaluate AI-generated information and determine when AI assistance is appropriate. It also supports human-AI collaboration by promoting responsible and accountable use of technology. Integrating ethical AI literacy into English language education ensures that learners become informed digital citizens who use AI to enhance learning while maintaining academic honesty, human responsibility, and ethical judgment.

LIFELONG LEARNING

Lifelong learning represents the continuous process of developing knowledge, skills, and competencies throughout one's academic, professional, and personal life. As artificial intelligence and communication technologies evolve rapidly, learners must remain adaptable, reflective, and committed to continuous improvement [OECD. \(2020\)](#). Within the Human Competency Framework, lifelong learning surrounds and connects all other competencies because communication, critical thinking, creativity, intercultural competence, ethical AI literacy, and human-AI collaboration require ongoing refinement in response to changing technological and societal demands. English language education should therefore encourage learner autonomy, reflective practice, self-directed learning, and continuous professional development. By fostering curiosity and adaptability, lifelong learning enables graduates to remain effective communicators and responsible users of AI throughout their careers rather than viewing English language learning as a skill that ends with formal education.

The proposed competencies should not be interpreted as independent educational outcomes. Instead, they operate as an integrated system in which the development of one competency strengthens the others. The spatial arrangement of the framework should not be interpreted as a linear developmental sequence. Rather, it represents a system of mutually reinforcing competencies, with communication functioning as the central integrating mechanism and lifelong learning sustaining their continuous development. Communication provides the foundation through which learners demonstrate critical thinking, intercultural competence, creativity, and ethical reasoning. Critical thinking supports ethical AI literacy by enabling learners to evaluate AI-generated information and recognize bias before making decisions. Intercultural competence enhances communication across culturally diverse contexts, while effective human-AI collaboration depends upon communication, creativity, and critical evaluation to ensure responsible AI use. Lifelong learning binds the framework together by enabling learners to continuously develop all competencies as technologies, workplaces, and communication practices evolve. Consequently, the Human Competency Framework should be understood as a dynamic model of human development rather than a checklist of isolated skills.

[Table 2](#) operationalizes the Human Competency Framework by describing each competency together with the complementary roles of artificial intelligence and educators in supporting its development. While AI provides personalized feedback, practice opportunities, and learning support, educators remain responsible for designing authentic learning experiences, facilitating meaningful interaction, nurturing critical reflection, and promoting ethical and intercultural understanding. Consequently, the framework positions AI as a learning partner rather than a substitute for human teaching. English language education, therefore, shifts from preparing learners simply to master English toward preparing them to use English as a medium for communication, critical inquiry, intercultural collaboration, creativity, ethical decision-making, and lifelong learning in partnership with artificial intelligence.

Table 2

Competency	Definition	Role of AI	Role of Teacher	Sample Classroom Activities
1. Communication	Express ideas effectively in various contexts.	Provides conversation practice, role-play scenarios, and pronunciation support.	Facilitates authentic interaction and encourages meaningful communication.	Discussions, presentations, interviews, peer feedback sessions.
2. Critical Thinking	Evaluate information and make reasoned judgments.	Generates multiple perspectives, examples, and counterarguments.	Guides evaluation, promotes questioning, and deepens understanding.	Debates, case studies, problem-solving tasks, critical reviews.
3. Intercultural Competence	Communicate and collaborate effectively across cultures.	Provides cultural information, real-life examples, and comparative insights.	Fosters intercultural dialogue, empathy, and global awareness.	Virtual exchange, cultural comparisons, reflection journals, interviews.
4. Human-AI Collaboration	Work effectively with AI tools to achieve goals responsibly.	Supports brainstorming, drafting, summarizing, and organizing information.	Teaches responsible AI use, prompt design, and critical evaluation of AI outputs.	AI-assisted projects, co-writing tasks, research with AI, reflection on AI use.
5. Creativity	Generate original ideas and innovative solutions.	Provides idea generation, inspiration, and creative prompts.	Encourages originality, takes creative risks, and divergent thinking.	Storytelling, design thinking, creative writing, project design.
6. Ethical AI Literacy	Understand and apply ethical principles in AI use.	Explains AI capabilities, limitations, and potential biases.	Teaches ethics, digital responsibility, and socioethical awareness.	AI policy analysis, ethical dilemmas, case discussions, position papers.
7. Lifelong Learning	Continuously adapt, learn, and grow throughout life.	Offers personalized learning paths, resources, and progress tracking.	Promotes reflection, self-regulation, and goal setting.	Learning portfolios, goal setting, self-reflection journals, progress reviews.

Table 2 The Human Competency Framework for English Language Education (HCF-ELE)

IMPLICATIONS FOR ENGLISH LANGUAGE EDUCATION

The Human Competency Framework for English Language Education (HCF-ELE) has important implications for curriculum design, teaching practice, assessment, teacher education, and institutional policy. Rather than viewing artificial intelligence as a threat to English language education, the framework positions AI as a pedagogical partner that can support language learning while allowing educators to focus on developing the uniquely human competencies that AI cannot replace. This perspective encourages a shift from proficiency-oriented instruction toward a more holistic and human-centered approach that prepares learners for communication and collaboration in an AI-driven world.

CURRICULUM DESIGN

Curricula should move beyond an exclusive emphasis on grammar, vocabulary, and language accuracy to incorporate learning experiences that foster communication, critical thinking, creativity, intercultural competence, collaboration, ethical AI literacy, and lifelong learning (Council of Europe. (2020), OECD. (2020)). While language proficiency remains the foundation of English language education, classroom activities should increasingly require learners to apply language in authentic, complex, and interdisciplinary contexts. Project-based learning, problem-based learning, intercultural virtual exchanges, debates, collaborative presentations, and reflective learning activities provide opportunities for learners to develop both linguistic competence and broader human capabilities (Byram (1997), Ellis (2003)).

The integration of AI into the curriculum should also be intentional rather than incidental. Instead of prohibiting AI tools, educators should design learning activities that encourage students to evaluate AI-generated responses, compare multiple sources of information, revise AI-generated texts critically, and reflect on the strengths and limitations of AI. Such activities position AI as a learning partner while ensuring that learners remain intellectually engaged throughout the learning process (Huang and Yan (2025), Lee et al. (2025)).

TEACHING PRACTICE

The role of English language teachers is evolving from being the primary source of language knowledge to becoming facilitators of learning, designers of authentic learning experiences, and mentors who cultivate higher-order thinking and intercultural understanding. AI can assist teachers by generating learning materials, providing formative feedback, creating practice activities, and supporting differentiated instruction. However, teachers remain responsible for designing meaningful learning experiences,

facilitating discussion, encouraging reflection, and nurturing the interpersonal and ethical dimensions of education [Richards \(2006\)](#), [UNESCO. \(2021\)](#).

Teachers should also model responsible AI use by demonstrating how AI can support brainstorming, language practice, and idea development while emphasizing the importance of originality, academic integrity, and critical evaluation. In this way, AI becomes an educational resource rather than a substitute for independent thinking.

ASSESSMENT

The widespread availability of generative AI requires significant reconsideration of assessment practices in English language education. Traditional assessments that primarily measure grammatical accuracy or written language production may no longer accurately reflect learners' abilities because AI can readily assist with many of these tasks. Consequently, assessment should increasingly focus on authentic performance, communication, collaboration, critical analysis, problem-solving, and reflective learning [Erdem Coşgun, G. \(2025\)](#).

Performance-based assessments, oral presentations, debates, project portfolios, intercultural communication tasks, peer collaboration, and reflective journals provide more authentic evidence of learners' human competencies than conventional language tests alone. Furthermore, assessment criteria should explicitly evaluate learners' ability to use AI ethically, critically evaluate AI-generated information, and integrate AI appropriately into academic work.

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Preparing teachers for AI-integrated English language education requires continuous professional development that extends beyond technical training. Teacher education programs should equip future educators with competencies related to AI literacy, prompt design, digital pedagogy, ethical AI use, assessment redesign, and strategies for integrating AI into communicative language teaching. At the same time, teacher education should continue emphasizing human-centered pedagogies that foster empathy, intercultural communication, creativity, and reflective practice.

Professional development should also encourage teachers to critically evaluate emerging AI technologies rather than adopting them uncritically. As AI evolves rapidly, educators must develop the capacity to make informed pedagogical decisions regarding when AI enhances learning and when human interaction remains essential.

HIGHER EDUCATION POLICY

Universities should develop institutional policies that encourage responsible AI integration while maintaining academic integrity and educational quality. Rather than focusing solely on detecting AI-generated work, institutions should provide clear guidance regarding acceptable AI use, transparency in AI-assisted learning, data privacy, and ethical responsibilities. Policies should also encourage curriculum innovation that integrates AI literacy alongside communication, intercultural competence, and critical thinking.

Furthermore, universities should recognize that graduate employability increasingly depends on competencies extending beyond language proficiency. Employers continue to value communication, teamwork, creativity, adaptability, intercultural competence, and ethical decision-making—competencies that remain fundamentally human despite advances in AI [OECD. \(2020\)](#). Aligning English language education with these expectations can better prepare graduates for future academic and professional environments.

Overall, the Human Competency Framework for English Language Education provides a conceptual foundation for rethinking how English is taught, learned, and assessed in the age of artificial intelligence. By repositioning language proficiency as the foundation rather than the final educational outcome, the framework encourages educators and institutions to prepare learners who can communicate effectively, think critically, collaborate responsibly, engage across cultures, and adapt confidently to technological change. The following section outlines future research directions that can further develop, validate, and refine this proposed framework.

FUTURE RESEARCH DIRECTIONS

The Human Competency Framework for English Language Education (HCF-ELE) proposed in this paper provides a conceptual foundation for rethinking the goals of English language education in the age of artificial intelligence. As a conceptual framework, however, it requires empirical validation across diverse educational contexts. Future research should therefore examine both the theoretical robustness of the framework and its practical applicability in English language teaching and learning.

First, empirical studies are needed to validate the proposed framework using quantitative, qualitative, and mixed-methods research designs. Researchers could investigate whether the seven competencies identified in this framework—communication, critical thinking, intercultural competence, human-AI collaboration, creativity, ethical AI literacy, and lifelong learning adequately

represent the competencies required for English language learners in AI-supported educational environments. Survey research, structural equation modeling, classroom observations, interviews, and longitudinal studies could provide evidence regarding the relationships among these competencies and their contribution to learners' academic and professional development [Creswell and Creswell \(2023\)](#).

Second, future studies should investigate how English language curricula can be redesigned around human competencies while maintaining language proficiency as a foundational learning outcome. Curriculum intervention studies could compare traditional proficiency-oriented instruction with competency-oriented approaches to determine their relative effectiveness in promoting language development, learner engagement, critical thinking, and communicative competence. Such research would provide valuable evidence for curriculum developers, policymakers, and educational institutions seeking to integrate AI into English language education [Council of Europe. \(2020\)](#), [OECD. \(2020\)](#).

Third, classroom-based research should examine how artificial intelligence can best support the development of each competency within the proposed framework. Rather than evaluating AI solely as a writing or grammar tool, researchers should investigate how AI can facilitate authentic communication, collaborative learning, intercultural dialogue, reflective practice, creativity, and ethical decision-making. Comparative studies examining different AI platforms, instructional strategies, and learning environments would further contribute to understanding effective pedagogical integration [Huang and Yan \(2025\)](#).

Fourth, the framework should be examined across different educational contexts, learner populations, and cultural settings. Most current research on AI in English language education has been conducted within relatively limited institutional or national contexts. Cross-cultural comparative studies involving learners from different countries would provide important insights into how educational systems, cultural values, and technological infrastructure influence the implementation and effectiveness of competency-oriented English language education. Such research would also contribute to understanding how English functions as an international language within AI-mediated global communication [Byram \(1997\)](#), [Deardorff \(2006\)](#).

Fifth, future research should explore assessment models capable of evaluating human competencies alongside language proficiency. Traditional language tests may not adequately capture learners' ability to communicate authentically, think critically, collaborate with AI, or demonstrate ethical decision-making. Consequently, researchers should investigate innovative assessment approaches, including portfolio assessment, project-based evaluation, performance assessment, reflective journals, peer assessment, and AI-supported formative assessment, to determine how these competencies can be measured reliably and validly [Erdem Coşgun, G. \(2025\)](#).

Finally, longitudinal research is needed to examine how learners' competencies develop over time within AI-supported English language education. As AI technologies continue to evolve, learners' interactions with AI and their educational needs are also likely to change. Longitudinal studies following learners across multiple semesters or academic programs would provide valuable evidence regarding the long-term impact of AI integration on communication, intercultural competence, creativity, critical thinking, ethical AI literacy, and lifelong learning.

Overall, future research should move beyond evaluating whether AI improves specific language skills toward examining how English language education can cultivate the uniquely human competencies required in an increasingly AI-driven society. By empirically validating and refining the Human Competency Framework for English Language Education, future studies can contribute to the development of educational models that position AI as a powerful learning partner while preserving the fundamentally human purposes of language education.

CONCLUSION

The rapid advancement of artificial intelligence is transforming English language education in ways that extend far beyond the introduction of new educational technologies. Generative AI has fundamentally altered how learners access information, produce language, receive feedback, and engage with English inside and outside the classroom. As AI increasingly performs many language-related tasks that were once central to English language learning, educators are challenged to reconsider the fundamental purpose of English language education in the twenty-first century.

This conceptual paper has argued that language proficiency, while remaining an essential foundation, should no longer be viewed as the sole or ultimate outcome of English language education. Instead, English language education should prepare learners to use language as a medium for developing broader human competencies that enable them to communicate effectively, think critically, collaborate productively, create original ideas, engage across cultures, use artificial intelligence ethically, and continue learning throughout their lives. These competencies represent educational outcomes that complement AI rather than compete with it and are increasingly valued within higher education, global workplaces, and international society.

To support this conceptual shift, the paper proposed the Human Competency Framework for English Language Education (HCF-ELE). Drawing upon literature in English language education, intercultural communication, AI literacy, human-centered learning, and twenty-first-century competency frameworks, the proposed framework repositions language proficiency as the foundation for seven interconnected competencies: communication, critical thinking, intercultural competence, human-AI collaboration, creativity, ethical AI literacy, and lifelong learning. Rather than introducing an entirely new educational philosophy, the framework synthesizes

established theoretical perspectives and recent developments in artificial intelligence to provide an integrated vision for the future of English language education.

The framework also has important implications for curriculum design, teaching practice, assessment, teacher education, and institutional policy. It encourages educators to design authentic learning experiences that move beyond grammatical accuracy and language production toward meaningful communication, intercultural engagement, collaborative problem-solving, and responsible AI use. Likewise, it suggests that assessment practices should increasingly evaluate learners' ability to apply language in authentic contexts while demonstrating higher-order human competencies that remain essential despite continued advances in artificial intelligence.

As a conceptual paper, this study has several limitations. The proposed framework has not yet been empirically validated and therefore should be regarded as a theoretical model requiring further investigation. Future research should examine its applicability across diverse educational contexts, learner populations, and cultural settings, and explore effective strategies for integrating human competencies into English language curricula and assessments. Longitudinal and cross-cultural studies will be particularly valuable for refining the framework and evaluating its contribution to language learning outcomes in AI-supported educational environments.

Ultimately, the future of English language education should not be defined by whether artificial intelligence can perform language-related tasks more efficiently than humans. Rather, it should be defined by how English-language education enables learners to communicate meaningfully, think independently, collaborate across cultures, exercise ethical judgment, and adapt confidently to an increasingly AI-driven world. In this context, the role of English language education is not diminished by artificial intelligence; instead, it becomes even more significant because it cultivates the uniquely human competencies that technology can support but cannot replace. By embracing this human-centered perspective, English language education can remain relevant, transformative, and responsive to the educational needs of future generations.

ACKNOWLEDGMENTS

None.

REFERENCES

- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford University Press.
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., and Rumble, M. (2012). Defining Twenty-First Century Skills. In P. Griffin, B. McGaw, & E. Care (Eds.), *Assessment and teaching of 21st century skills* (17–66). Springer. https://doi.org/10.1007/978-94-007-2324-5_2
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
- Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In J. C. Richards and R. W. Schmidt (Eds.), *Language and communication* (2–27). Longman.
- Canale, M., and Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1), 1–47. <https://doi.org/10.1093/applin/I.1.1>
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment—Companion Volume*. Council of Europe Publishing.
- Creswell, J. W., and Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). SAGE Publications.
- Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education*, 10(3), 241–266. <https://doi.org/10.1177/1028315306287002>
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
- Erdem Coşgun, G. (2025). Artificial Intelligence Literacy in Assessment: Empowering Pre-Service Teachers to Design Effective Exam Questions for Language Learning. *British Educational Research Journal*, 51(5), 2340–2357. <https://doi.org/10.1002/berj.4177>
- Hazarika, I. (2025). Impact of Consumer Analytics and AI on Inventory Management in UAE with Reference to UN SDG 12: Sustainable Consumption and Production Patterns and SDG 2 Zero Hunger in UAE. In *2025 IEEE Integrated STEM Education Conference (ISEC)* (1–8). IEEE. <https://doi.org/10.1109/ISEC64801.2025.11460353>
- Huang, B. H., and Yan, X. (2025). Generative Artificial Intelligence in English Language Education: Potential, challenges, and the path forward. *TESOL Quarterly*, 59(S1), S330–S344. <https://doi.org/10.1002/tesq.70042>
- Huang, J. (2023). Engineering ChatGPT Prompts for EFL Writing Classes. *International Journal of TESOL Studies*, 5(4), 73–79. <https://doi.org/10.58304/ijts.20230405>
- Hymes, D. H. (1972). On Communicative Competence. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics* (269–293). Penguin.
- Idapalapati, S. R. (2024). AI Integration in ELT as a Disruptive Mechanism. *International Journal of Science and Research Archive*, 12(1), 922–933. <https://doi.org/10.30574/ijrsra.2024.12.1.0941>

- Kasarapu B. C. (2026). Generative AI-Enabled Micro-Frontend Framework for Scalable and Intelligent Enterprise Retail Applications. *International Journal of Computer Information Systems and Industrial Management Applications*, 18(5s), 297–309. <https://doi.org/10.70917/ijcisim-2026-2708>
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeiffer, F., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., ... Kasneci, G. (2023). ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education. *Learning and Individual Differences*, 103, 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press.
- Lee, S., Jeon, J., McKinley, J., and Rose, H. (2025). Generative AI and English language Teaching: A Global Englishes Perspective. *Annual Review of Applied Linguistics*, 45, 85–108. <https://doi.org/10.1017/s0267190525100184>
- Liang, W., and Li, L. (2026). Artificial Intelligence Chatbot-Empowered Critical Thinking: Voices from English Majors. *Journal of Computer Assisted Learning*, 42(3), e70258. <https://doi.org/10.1002/jcal.70258>
- Lo, N., Chan, S., and Wong, A. (2025). Evaluating Teacher, AI, and Hybrid Feedback in English Language Learning: Impact on Student Motivation, Quality, and Performance in Hong Kong. *SAGE Open*, 15(3).
- Long, D., and Magerko, B. (2020). What is AI literacy? Competencies and Design considerations. In *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems* (1–16). <https://doi.org/10.1145/3313831.3376727>
- Mahrishi, M., Abbas, A., Radovanović, D., and Hosseini, S. (2024). Emerging Dynamics of ChatGPT in Academia: A Scoping Review. *Journal of University Teaching and Learning Practice*, 21(1). <https://doi.org/10.53761/b182ws13>
- Marjanovikj-Apostolovski, M. (2024). ChatGPT as a Learning Tool in an Undergraduate Advanced Academic English Course at Southeast European University. *Journal of Teaching English for Specific and Academic Purposes*, 243. <https://doi.org/10.22190/jtesap240131020m>
- Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., and Qiao, M. S. (2021). AI Literacy: Definition, Teaching, Evaluation, and Ethical Issues. *Proceedings of the Association for Information Science and Technology*, 58(1), 504–509. <https://doi.org/10.1002/pra2.487>
- OECD. (2020). *OECD Learning Compass 2030*. OECD Publishing.
- Parviz, M., and Arthur, F. (2025). AI Anxiety in English Language Education: A Study of Iranian EFL Teachers' Perceptions and Demographic Influences. *International Journal of Computer-Assisted Language Learning and Teaching*, 15(1), 1–21. <https://doi.org/10.4018/IJCALLT.386135>
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
- Salimi, E. A., and Hajinia, M. (2024). LLMs and Academic Writing in Practice: Exploring Participants' Utilization of GPT During an AI-Assisted Course on Writing Research Papers. <https://doi.org/10.21203/rs.3.rs-5534554/v1>
- Sawangwan, S. (2024). ChatGPT vs Teacher roles in Developing EFL writing. *International Journal of Computer-Assisted Language Learning and Teaching*, 14(1), 1–21. <https://doi.org/10.4018/IJCALLT.361235>
- Susanto, D. A., Priyolistiyanto, A., Pinandhita, F., K. A., A. B. P., and Bimo, D. S. (2024). Utilizing ChatGPT on Designing English Language Teaching (ELT) Materials in Indonesia: Opportunities and Challenges. *CELT: A Journal of Culture, English Language Teaching & Literature*, 24(1), 157–171. <https://doi.org/10.24167/celt.v24i1.11633>
- Tacelosky, K., Kasun, G. S., Shapiro, B. R., Liao, Y.-C., and Harris, K. (2025). Exploring critical AI Literacy in Language Education: A Case Study. *Foreign Language Annals*, 58(4), 966–994. <https://doi.org/10.1111/flan.70029>
- Trilling, B., and Fadel, C. (2009). *21st Century Skills: Learning for Life in our Times*. Jossey-Bass.
- UNESCO. (2021). *Recommendation on the Ethics of Artificial Intelligence*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000381137>
- Werdiningsih, I., Marzuki, I., R. D., Ivone, F. M., Basthomi, Y., and Zulfahreza. (2024). Revolutionizing EFL Writing: Unveiling the Strategic use of ChatGPT by Indonesian Master's Students. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2399431>
- Yaman, N. D. (2025). Pre-Service Teachers' Process of Developing and Using Content with AI. *European Journal of Education*, 60(4). <https://doi.org/10.1111/ejed.70277>
- Yan, D. (2025). ChatGPT vs Teacher roles in Developing EFL Writing. *International Journal of Computer-Assisted Language Learning and Teaching*. <https://doi.org/10.4018/IJCALLT.361235>
- Zawacki-Richter, O., Marín, V. I., Bond, M., and Gouverneur, F. (2019). Systematic Review of Research on Artificial Intelligence Applications in Higher Education: Where are the Educators? *International Journal of Educational Technology in Higher Education*, 16, Article 39. <https://doi.org/10.1186/s41239-019-0171-0>