

## **NEW ROLE FOR THE TEACHER: PREVENT STUDENTS FROM COMPLETELY ABANDONING THEMSELVES TO AI AND RELINQUISHING CONTROL OVER THEIR LEARNING.**

### **Illustration for foreign languages for specific purposes**

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**Abstract:** *In the field of education, and especially in the field of foreign language teaching, AI seems to be the realm of all possibilities. In the absence of a well-defined framework, control is easily lost. The teachers are hesitant, because they still don't know, most of the time, where to start and where to end the AI in their activity. Students jump on the immediate benefits of smart devices because they don't know what they can or what they have to do to avoid turning themselves into AI terminals. In the context of the redefinition or annihilation of roles in education, the teacher has a new responsibility, in addition to those he has traditionally: he has to become an influential person giving warnings and preventing students from abandoning themselves to AI, relinquishing control over their learning and development. This desire can be achieved by the responsible introduction of AI in the educational process, through contrastive comparison, which allows an almost cinematic viewing. We will present in the article a typical situation for learning a foreign language in the university environment: a non-homogeneous class in terms of language level, motivation, or degree of attendance of the courses by the students. The activity proposed by the teacher is created from an action-type perspective and targets individual general skills, linguistic communication skills, language activities, fields, tasks, strategies, and texts. The teacher will introduce free chatbots (ChatGPT or similar) in a controlled way in the didactic course proposed for economics students learning business French. Creatively introducing AI into this course, before the students themselves do, powerfully establishes (a). the incalculable benefits of the use of AI by students, in terms of speed, number of variants generated, productions with a high level of language, the generation of suggestive images through free and high-performance applications, the creation or self-creation of evaluation exercises; (b). the double valence - positive and negative - of some aspects: respect and nuance of the workload, originality in the context of a large number of users, error correction, management in solving the assignments, emotional involvement; (c). the disadvantages about the inability to perform some work tasks, the deviations from the defined work task, the hallucinations produced, and the limitations in the context of a common collaborative activity platform. AI is a democratic tool, but, paradoxically, it is not for everyone.*

**Keywords:** *ChatGPT, Artificial Intelligence, AI, foreign languages for specific purposes, business French, action-oriented approach*

**JEL Classification:** *D83, Z19.*

## 1. Introduction

AI is a democratic tool. It is designed to be used by everyone, but, paradoxically, it is not for everyone.

In the field of education, and especially in the field of foreign language teaching, artificial intelligence (AI) seems to be the realm of all possibilities. However, in the absence of a well-defined framework, control is easily lost.

We are witnessing a structural redefinition, which risks leading to an annihilation of traditionally defined roles: students forget their role as students, forget the role of the teacher as a teacher or the role of the faculty as a space for learning and training. Everyone rushes to the immediate benefits of smart devices, and does not know what they can or must do to avoid turning themselves into terminals of AI.

Without an awareness of the inevitable risks, the device equipped with AI will not be the terminal of the person, but the person himself will become the terminal of AI. In this way, the student quickly gives up control over his own learning and development. Once traditional roles are abolished, the effects can only be reductionist and in the long run destructive. AI will be here forever. It will certainly be a long time before people return to the traditional way of learning if that ever happens again.

Teachers are hesitant because they still do not know, most of the time, where to start, and where to end AI in their work. Purists who reject the introduction of AI in learning should know that there are countless ways in which they use AI without knowing it: starting from automatic text correction or optimized search through search engines, and ending with options for converting speech to text or text-to-speech, everything is done with the help of artificial intelligence. Bill Gates also shows that the present and the future cannot be imagined in its absence:

*The development of AI is as fundamental as the creation of the microprocessor, the personal computer, the Internet, and the mobile phone. It will change the way people work, learn, travel, get health care, and communicate with each other. Entire industries will reorient around it. Businesses will distinguish themselves by how well they use it (Gates, 2023).*

In the context of the redefinition or annihilation of roles in education, the teacher has a new responsibility, perhaps the most important, in addition to those he traditionally has: he must prevent students from abandoning themselves to AI and giving up control over their learning and development. This can be achieved by the responsible introduction of AI into the educational process through concrete examples and contrastive comparison, which allows for an almost cinematic viewing of the impact of AI on human intelligence (HI).

## 2. Literature review

The hundreds of scientific papers published immediately after the launch of ChatGPT can indicate the impact on the scientific environment. Any literature review quickly becomes outdated. The publication rate is accelerated and proves the interest of researchers in a subject that seems to be exotic at the moment, but which will become the norm tomorrow (U.S. Department of Education, 2023).

Numerous researchers are studying the relationship of AI with students, whether it is about students' perspectives on integrating or banning AI in education (Famaye *et*

*al.*, 2024) or the creation of platforms that follow individualized foreign language learning paths (Miras *et al.*, 2019).

Most research focuses on the relationship between AI and learning content, how ChatGPT can teach materials, and create and combine them in seconds.

Our attention, however, is directed towards the actors involved in the learning process, and especially towards teachers. The interest prioritizes the teachers' perspective and investigates in general teacher attitudes towards AI (Naweed-e-Sehar, 2024; Celik *et al.*, 2022), showing an almost desperate concern to detect unethical student productions (Weber-Wulff *et al.*, 2023). Kaplan-Rakowski *et al.* (2023) analyse the use, integration, potential, and concerns about integrating AI into education, without being able to explicitly mention whether or not these will be transformed into concrete actions.

There is a huge concern about the risk of teachers being replaced by AI (Yuk Chan and Tsi, 2024) or problems related to the paradigm shift of the teacher's role in the AI era (Gentile *et al.*, 2023). Kim (2024) approaches teachers as passive AI recipients, as active AI users, and respectively as AI constructive partners. The idea of redesigning the teaching model by assigning specific roles to AI is being discussed with interest: co-worker, co-teacher, and coach (Mollick, 2024).

It seems that it is increasingly about a relationship of power and trust between teachers and AI (Nazaretsky *et al.*, 2022; Lameris & Arnab, 2022), in a permanent concern to understand if it is in reality about teacher-supported AI or AI-supported teachers (Humble & Mozelius, 2019).

There is not much research on a new role for the teacher, alongside the traditional roles of transmitter of academic knowledge and moral and behavioural values. The new role of the teacher, in the context of an education that is already bathed in AI, is to be the warning sign for students and less digitally literate users: he is the one who must and can draw attention, in a contrasting illustrative way, to the risks of losing personal identity and control over one's own person and thoughts.

### **3. Relevance for the human intelligence**

#### **3.1. Complexity of an action-based model**

Traditionally, the teacher designing a foreign language activity for business has an action-oriented approach, considering not only the language but also collaborative tasks, with a targeted and precise purpose (CECRL, 2021). In this context, the user is seen rather as a social actor who must accomplish socially circumscribed language tasks in a certain environment. (CECRL, 2001: Chapter 2.1).

The activity proposed by the teacher which is created from an action-based perspective, aims at general individual skills, linguistic communication skills, language activities, various fields, tasks, strategies, and texts.

If we refer only to the particularities of an action-based activity model, we can show the complexity of the elements that come into play, and which include various categories and subcategories that are updated, on various levels, depending on the work tasks.

A simplified visual representation can show, in contrast, what a reductive effect the introduction of ChatGPT devices has in the manifestation of the components that

contribute, through their interaction, to the formation and development of human intelligence (Table 1).

Table 1. Relevance for the human side in the HI-HI vs. HI-AI tandem in an action-oriented approach

Aspects followed (and accomplished)	Relevance for the human side in the tandem	
	human - human	human - artificial
2.1.1 The general competences of an individual		
• Knowledge, or declarative knowledge	X	-
• Skills and know-how	X	-
• Existential competence	X	-
• Ability to learn	X	X
2.1.2 Communicative language competence		-
• Linguistic competences	X	-
✓ lexical knowledge and skills	X	-
✓ phonological knowledge and skills	X	-
✓ syntactical knowledge and skills	X	-
✓ knowledge and skills for other dimensions of language as system	X	-
• Sociolinguistic competence	X	-
• Pragmatic competence	X	-
2.1.3 Language activities		
• Reception (oral and/or written)	X	X
• Production (oral and/or written)	X	-
• Interaction	X	-
• Mediation	X	-
2.1.4 Domains		
• public	X	X
• occupational	X	X
• educational	X	X
• personal	X	X
2.1.5 Relationship between tasks, strategies and texts		
• Tasks	X	-
• Strategies	X	-
• Texts	X	-

It is easy to see the impoverishment of the impact on human development. The introduction of AI can be done in all areas of personal, public, or professional life, which becomes dangerous because of its capacity for multiplication and prolificacy. When it does not belong to a single domain, it infiltrates everywhere and multiplies

the opportunities to replace actions that should belong to humans. As far as the development of the person is concerned, the AI and HI tandem particularly touches on the reception capacity and possibly the learning skills of the students.

The role of the teacher is precisely to sound the alarm and show students that abandoning themselves to AI can only bring them damage in the long term.

The teacher can fulfil his role as a whistleblower by responsibly introducing AI into the educational process, through contrastive comparison; this presentation allows an almost cinematic view of how AI instantly provides ready-made solutions, while the user turns into a passive contemplator who takes over ready-made materials. He must always put AI and HI to work simultaneously, showing that the two must not act in parallel, but interfere and build in tandem, as in a crochet.

The teacher is the one who takes into account, during a teaching-learning activity, all these elements.

He is the facilitator of the process of acquiring and learning the language. In the student-teacher relationship, there is a dynamic that allows the gradual construction of an action-oriented relationship. Normally, the student responds to the instructions given by the human teacher. A ChatGPT-like robot that provides the answer completely can short-circuit the teacher-student relationship or the student-student relationship. Below we present a typical situation of a foreign language learning path in an economics faculty, with a class that is not homogeneous in terms of language level, motivation or degree of student attendance. The professor introduces free chatbots in a controlled manner in the course offered to economics students learning business French.

### **3.2. *Students in tandem with AI***

If we refer only to the university environment, there are always two categories of students: students who are really concerned with learning and students who would do anything to pass an exam, without having studied. The latter has always had little opposition to the temptation to cheat: cheating on exams and projects, exploiting other students' work in joint projects, solving topics by a friend, or a parent, or through copy-paste on the internet.

Depending on the user's profile, ChatGPT is a tool that helps or, on the contrary, blocks learning.

Therefore, students who have a strong motivation to learn, seriousness, and rigor, will use AI as a real assistant in learning. Those who are not used to the rigors of learning will use AI unethically to achieve their school goals. I give a command, the robot responds, and they take over the automatically generated answers exactly or with small modifications.

Two aspects are problematic in this case:

- a). Many of the students do not even really have the feeling that they are acting incorrectly: they do not cite the source of the generated material (e.g. response generated by ChatGPT/Gemini/ Copilot on ..., in response to the prompt ...) and give up consulting certified sources (books in physical format, e-books, scientific articles);
- b). Although they could, they do not interfere with the text generated by the AI, although it has errors or inaccuracies in relation to the work indication.

Students who are currently learning without AI also know how to work correctly with AI: having expertise in their field, they can identify what is generally referred to as AI

hallucinations: serious errors or partial inaccuracies (Ahmad, Kaiser & Rahim, 2023). This is not easy sometimes even for teachers or specialists in a certain field.

The role of the teacher in the future will undergo major changes: beyond the traditional roles, he will have to impose limits, and prohibit or allow the use of AI. The condition is that he masters the functionalities of the features offered by AI. About the teacher who proves that he masters AI, students can no longer afford to do anything.

In any case, it is clear that once the potential of AI-based devices is discovered, students will no longer give up on advantages. The teacher cannot prevent this, but he can show them the other side of the coin and the dangers to which they expose themselves by totally abandoning control:

- non-selective collection of erroneous or inconclusive information;
- influencing human intelligence in a negative sense (decreased attention, weakening of cognitive processes, impaired motivation, disappearance of willpower, etc.);
- over time, simply, the loss of control over oneself and one's cognitive development.

However, the theoretical issuance of these warnings is not able to sensitize students, who are immediately concerned only with overcoming an obstacle, quickly solving a task, or managing several topics simultaneously.

The demonstration can only be made by contrastive comparison, illustrated cinematically (Constantin, 2023). There are already many applications, but we will refer here only to free, free applications, which do not require special technical skills.

#### **4. Case study**

The activity is recommended for the first year of study with students in economics (specialization in economics of commerce, tourism, and services, marketing, and management), with level A2 in oral and written comprehension, respectively level A2 in written expression in French as a foreign language.

The activity is carried out in two stages:

##### **4.1. Activity in traditional style**

Students are instructed to resolve this task: "You must prepare a business dinner for 4 people. You have 80 euros and you have to shop online in the Carrefour store. In a Table, write down the list of products needed for lunch. Arrange your purchases in this 5-column table, with the following headings: *product + inserted image, description, unit price, quantity, and I pay*). Then put each contribution on a collaborative platform to share your products".

a). In carrying out this task, students perform actions at the faculty, as a group exercise, and then at home, as individuals.

The events are diverse, interesting, and very varied. Despite the mistakes, they show richness and originality.

b). The evaluation of homework is carried out by the faculty, during the session of the following week. The assignments are presented in paper format and file form, in public in front of the class, by each student.

Students perform a long series of actions (see Table 1, column 1 and Table 4, column 1), which involve linguistic, cognitive, affective, and volitional skills.

#### 4.2. Activity performed by AI

The teacher presents the students, with a contrastive title, with the same assignment completed by ChatGPT or Copilot, to demonstrate how students lose control over the activity.

The prompt or prompt is identical (Table 2).

The robot's response is quickly displayed in front of the student's eyes, as in a cinematographic projection, with several sequences per minute, depending on the teacher's decision.

Table 2. Example of ChatGPT's response to the initial prompt (translated from French)

*Of course! Here is a list of the products needed for your business dinner for 4 people, using the services of Carrefour. You can order them online and pick them up at Drive or have them delivered to your home*

<b>Produit</b>	<b>Quantité</b>	<b>Prix unitaire (€)</b>	<b>Total (€)</b>
Saumon fumé	1 paquet	5,99	5,99
Filet de bœuf	600 g	15,00	15,00
Pommes de terre	1 kg	1,50	1,50
Haricots verts	500 g	2,00	2,00
Vin rouge	1 bouteille	8,00	8,00
Fromage	250 g	3,50	3,50
Pain	1 baguette	1,00	1,00
Dessert (par exemple, tarte aux pommes)	1 portion	4,00	4,00
Café	1 paquet	3,00	3,00
Total			43,99

*You still have €36.01 available in your €80 budget. Feel free to adjust the list according to your preferences and the actual prices on the Carrefour website. Enjoy your meal!*

The observation of certain inadvertences, about the instruction, can determine the continuation of the human-robot dialogue. See, for example, the case of a remediation request (Table 3):

Table 3. ChatGPT's response to the prompt remediation

*User: Insert, in the first column, a product image for each product purchased*

*ChatGPT: My mistake, I can't give an answer to that at the moment. Let's try a different topic.*

The students and the teacher analyse the robot's response(s), at the level of finesse adapted to the specificity of the group (see the Discussions below).

## 5. Discussions

The analysis of the case study can be done on several levels (see table 4).

First of all, the indisputable benefits of using AI can be highlighted, together with the students:

- the speed of carrying out the task;
- the large number of variants generated;
- the possibility to shade the workload by modifying the work indication;
- productions with a high level of language;
- the volume of work performed by a person compared to that performed by a robot;
- the ability to generate texts based on given words;
- the ability to convert written text into audio fragments.

Even if these two aspects have not been addressed descriptively in this article, the teacher can show students how they can be generated quickly

- exercises for self-assess;
- suggestive plastic images through free and high-performance applications, but also managed by AI.

Secondly, the double valence - positive and negative - of some aspects can be discussed:

- originality in the context of a large number of users, who give the same work indication and determine, at a given moment, the generation of substantially similar versions, which an informed and experienced eye could detect;
- correction of errors that can be noticed by the human user and can be verified by the AI in response to repeated or nuanced indications;
- management in solving tasks is limited to managing interactions with an AI that does everything and thus avoids certain delicate situations regarding the delegation of tasks in the group;
- Emotional involvement is reduced because the human user is no longer emotionally involved, but this can relieve tension for a more emotional student, who cannot work well under stress.

Thirdly, the disadvantages in relation to the:

- deviations from the defined work task, as sometimes the robot's response does not exactly follow the indication provided;
- inability to perform certain work tasks (insertion of images or activity carried out live on a collaborative platform);
- hallucinations produced by the robot, which a student without thorough knowledge cannot identify;
- limiting students to taking over the answers provided by the chatbot, without moving on to actual learning, without trying to reproduce the answer after



memorization, or to create new and original versions starting from the materials provided by the AI.

All these aspects should be systematically trained so that students form a critical spirit and are always in control of what is happening. The graphic representation in Table 4 scans the analysed didactic activity and highlights the reductionist impact of AI on the self-control that the user should have on his learning activity and the development of his person on all levels.

Table 4: Simplified presentation of the contrasts between task resolution (by HI vs. by AI)

Elements	Users who solve tasks by HI	Users who solve tasks by AI
Actions	<ul style="list-style-type: none"> <li>• Open a search engine on the computer or phone</li> <li>• Enter the site carrefour.fr</li> <li>• Discover the site</li> <li>• Are attracted to other images or words</li> <li>• Ask questions, discuss with each other...</li> <li>• Comply with work instructions and identify the elements used</li> <li>• Write on paper or the computer keyboard</li> <li>• Search dictionaries</li> <li>• Use translation engines</li> <li>• Choose images</li> <li>• Read text associated with images</li> <li>• Insert a table with several rows and columns</li> <li>• Copy and paste images</li> <li>• Copy and paste text or fragments of text</li> <li>• Make a mathematical total</li> <li>• Write multiple forms of a Word document</li> </ul>	<ul style="list-style-type: none"> <li>• Open the AI interface</li> <li>• Give an indication</li> <li>• Take the robot's response</li> <li>• Insert it into a Word document.</li> </ul>
Affectivity and volition	<ul style="list-style-type: none"> <li>• Make decisions</li> <li>• Hesitate, change their minds</li> <li>• Have various feelings: enthusiasm, fatigue, nervousness, boredom, renunciation</li> <li>• Apologize</li> <li>• Comment</li> <li>• Refuse</li> <li>• Persist, ambitious</li> <li>• Voluntarily get involved in the task</li> <li>• Are consistent and persevering</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction with the ready-made answer</li> </ul>

	<ul style="list-style-type: none"> <li>• Are happy or unhappy with their work</li> <li>• Sometimes worried about time pressure</li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>• At the cultural level: discuss the cultural significance of dinner, stereotypes, websites; Elements of etiquette (cheese platter, dessert, orange juice, wine, water, coffee, main course, starters, conviviality).</li> <li>• At the grammatical level: the noun, the partitive article, the numeral, the adjective, the verb in the present tense</li> <li>• At the lexical level: the lexicon of food, cooking, the economy</li> <li>• At the communication level: present material that they have thought about, with possible errors; discuss with each other or with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• No consciously activated knowledge</li> </ul>

There is naturally a personal inertia in the way a teacher carries out his teaching activity. The big challenge is how teachers can relate to AI and the degree to which they are willing to leave their classes penetrated by AI. If experienced teachers can still teach traditionally, why would they want to change anything?

The answer lies precisely in an implacable reality: the teacher has a moral obligation to change something because, working with students and AI at the same time, he is the only one capable of warning students about the dangers to which they expose themselves if they completely abandon themselves to AI-based devices. The teacher is an authoritative and influential voice who can make visible the situation described in Table 4.

The discrepancy between the two ways of acting is evident if it is revealed in a contrastive perspective, which can reveal to the user what process of self-annihilation he is consciously subjecting himself to if he constantly and long-term focus only on the simple provision of a material for which he has made almost no effort.

## 6. Conclusions

ChatGPT, in its way, thinks: it answers, questions, selects, elaborates, builds, learns, corrects and self-corrects, capitalizes. From everything, he learns. The more he is asked to do more, the more complex, the more elaborate he learns, the better, the faster.

If the individual gives up doing himself and delegates all these specifically human tasks to him, he ends up thinking less, formulating fewer answers, no longer building, not elaborating, and not capitalizing. It is possible that many individuals, unconsciously, end up atrophying their capacity for judgment, analysis, attention, and creativity. They practically lose their independence.

The more independent AI becomes, the more dependent man becomes, because he has voluntarily given up his power and critical spirit.

The teacher is no longer just a transmitter of scientific knowledge and moral values. By introducing AI in his courses, he must highlight the incalculable benefits of using AI, and emphasize the double valence - positive and negative - of some aspects related to the use of AI in higher education or the disadvantages in relation to the inability to perform certain work tasks. Above all, he must constantly warn the students, through contrastive practical illustrations, in an almost cinematographic presentation, not to lose their own independence in front of the machine.

AI is a democratic tool, but, paradoxically, it is not for everyone. AI gives you a kind of power because it's a very powerful tool in itself. But the unconscious, unprepared and deceived by the promise of experiences they could never have thought of, abandon themselves completely, even accepting to give up personal control. The teacher is the voice that has enough influence to prevent students from completely abandoning themselves to AI and relinquishing control over their learning.

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