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Navigating AI in Language Education: The PEARL Model for English Educators

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ARTICLE INFO	ABSTRACT
Article history: Received 15 August 2025 Received in revised form 15 September 2025 Accepted 29 September 2025 Available online 6 October 2025 Keywords: generative AI; English educators; TESOL; pedagogy; PEARL Model; assessment integrity	The rise of generative artificial intelligence (GenAI) is reshaping English language education by offering new ways to scaffold learning, assist drafting, and provide feedback. However, its integration also raises questions around authorship, originality, and teaching integrity. For English educators—especially in ESL and EFL contexts—the main challenge lies in fostering feedback literacy and critical engagement while upholding transparent and original assessments. Existing frameworks like TPACK (Technological Pedagogical Content Knowledge) and SAMR (Substitution, Augmentation, Modification, and Redefinition) guide technology use but do not adequately account for integrity issues in AI-supported learning. This paper aims to present the PEARL Model (Pedagogy of English-educators for AI-Responsible Learning), which builds on earlier models but extends them through four key commitments: prioritising human agency, encouraging AI literacy and disclosure, ensuring integrity in assessment, and adopting learner-centred design. Drawing on TESOL scholarship, studies of automated writing evaluation, and international policy, PEARL offers practical strategies for aligning pedagogy with institutional standards. By positioning teachers at the centre, the model provides a sustainable, integrity-focused pathway for responsible AI use in English education.

1. Introduction

Generative AI platforms such as ChatGPT and Grammarly are gaining prominence in English language classrooms. These tools can support students in brainstorming, revising, and drafting, but they also risk diminishing learners' engagement with rhetorical decision-making [1]. International bodies underscore the educator's continued importance: Holmes *et al.* [2] highlighted the need for transparency and oversight, while Zawacki-Richter *et al.* [3] cautioned that the teacher's role is often overlooked in AI research. For English educators, the central task is to strike a balance between technological advantages and the preservation of pedagogical integrity.

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In ESL and EFL settings, the challenge is heightened. Some learners may depend excessively on AI-generated feedback, bypassing opportunities for deeper learning [4], while others remain sceptical, viewing automated comments as unreliable or impersonal [5]. Educators must also confront ethical issues, ensuring that students critically engage with AI outputs rather than submitting them as unexamined work [6]. This requires lesson designs that build both feedback literacy and digital competence, alongside assessments that comply with institutional requirements for transparency, originality, and demonstrable learning [7].

1.1 Problem Statement and Purpose

Although AI has become increasingly embedded in education, limited attention has been paid to how English teachers can design lessons and assessments that integrate AI responsibly while maintaining academic integrity. Teaching should extend beyond tool operation to develop students' feedback literacy, digital skills, and critical engagement with AI outputs. At the same time, assessment practices must provide transparent evidence of learning and safeguard originality through approaches such as portfolios, reflective journals, and oral defences. Without a clear model, educators face uncertainty in reconciling AI's pedagogical potential with accountability demands. To address this, the paper presents the PEARL model (Pedagogy of English-educators for AI-Responsible Learning), a model that positions teachers as central to AI integration. The model offers structured guidance for lesson planning and assessment design that aligns with integrity standards while promoting meaningful learner engagement with AI.

1.2 Literature Review

1.2.1 Technology integration and its limits

Technology has been part of English language education for many years. Frameworks such as TPACK and SAMR are often used to explain how teachers can combine content, pedagogy, and technology [8]. However, these models mainly focus on using technology to deliver content. They do not fully explain the challenges that come with new tools like generative AI, which can create text on its own. This raises questions about authorship, originality, and accountability. Recent studies argue that teachers need to play a stronger role in guiding how AI is used in classrooms and in addressing ethical issues that older frameworks do not cover [9]. International policy discussions also show the need for clear rules. For example, journals stress that AI should never be listed as an author [10].

1.2.2 Automated writing evaluation and feedback literacy

Automated writing evaluation (AWE) tools give students feedback on grammar, vocabulary, and organisation. A meta-analysis shows that AWE tools can improve writing performance, but their success depends on teacher support [11]. In ESL and EFL contexts, learners often show mixed reactions. Some trust AWE, while others doubt its reliability or rely too heavily on it [12]. This is why the idea of feedback literacy-the ability to understand and use feedback effectively- is so important [13]. Recent reviews also confirm that AI-based feedback only works well if students are guided to reflect on it critically and combine it with teacher or peer comments [14]. In other words, AWE should not replace teachers but instead act as a support that helps students become more independent writers.

1.2.3 Authorship, integrity, and assessment design

Another important issue in the literature is integrity in student work. AI has made this a pressing topic because students can easily generate text that looks original. Academic publishers have already made clear rules. They state that AI tools cannot be authors and that any use of AI must be disclosed openly [15]. In universities, there is also a push to design assessments that make originality more visible. For example, assessments that focus on the process—such as portfolios, drafts with notes, and oral defences—show the student's own contribution more clearly [16]. These assessment styles are especially important in AI-supported contexts because they highlight learning as a process, not just a product.

1.2.4 Teacher competence and policy frameworks

The final theme in the literature concerns teachers. Research shows that teacher competence and training strongly affect how responsibly AI is used in classrooms [17]. Teachers need not only digital skills but also ethical awareness to guide students effectively. International organisations are responding to this need. For example, UNESCO has introduced frameworks that describe the AI skills teachers and students should develop [18]. At the same time, policy developments like the EU AI Act and the ASEAN Guide on AI Governance highlight the importance of accountability and fairness in education [19]. However, some studies warn that teachers are often left out of discussions about AI in education, even though they are the ones who use it in practice [20]. This shows that professional development and stronger teacher involvement in policy are essential if AI is to be integrated responsibly.

2. Methodology

This study is based on a literature analysis of research in TESOL, applied linguistics, educational technology, and international policy. The purpose was not to collect new data but to draw together insights from existing studies to propose a model for responsible AI integration in English language education.

2.1 Source Identification and Search Strategy

The literature search was carried out using Google Scholar as the main database. Keywords included ("generative AI" OR "artificial intelligence" OR ChatGPT) AND ("English language teaching" OR TESOL OR ESL OR EFL), ("AI" OR "ChatGPT") AND ("assessment integrity" OR "academic integrity" OR authorship OR originality), ("automated writing evaluation" OR AWE OR "AI feedback") AND ("feedback literacy" OR "student engagement") and ("AI in education" OR "generative AI") AND ("teacher competence" OR "teacher training" OR pedagogy) AND (TPACK OR SAMR). The search covered studies published between 2018 and 2024, with particular attention to the period following the release of ChatGPT in 2022. ChatGPT was used as an assistive tool to suggest additional keywords and to help organise the initial list of studies, although the final decisions on selection were made by the researcher.

2.2 Screening and Eligibility

The screening process involved two stages. First, titles and abstracts were reviewed to remove commentaries, technical studies with no pedagogical focus, and non-peer-reviewed sources. Second, the full texts of potentially relevant studies were examined to confirm their connection to language education, pedagogy, academic integrity, or teacher competence. ChatGPT supported this stage by producing draft notes to keep track of decisions, but the researcher was responsible for confirming which studies were included or excluded.

2.3 Data Extraction and Coding

For each study that was selected, key details such as author, year, context, focus, and main findings were recorded. ChatGPT suggested a simple table format for organising this information. As the analysis progressed, the researcher grouped the studies into four broad categories: (1) technology integration, (2) automated writing evaluation (AWE) and feedback literacy, (3) authorship and integrity, and (4) teacher competence and policy. These categories were adjusted and refined as more studies were reviewed.

2.4 Thematic Synthesis

After the studies were coded, patterns and similarities were examined across the categories. ChatGPT was used to create draft summaries of the clusters, which helped point out possible connections between them. The researcher then revised these drafts and carried out the final interpretation. Four themes were identified through this process: teacher agency, feedback literacy, assessment integrity, and institutional alignment. These themes provided the foundation for the development of the PEARL Model. The analytic process that guided this synthesis is summarised in Figure 1.

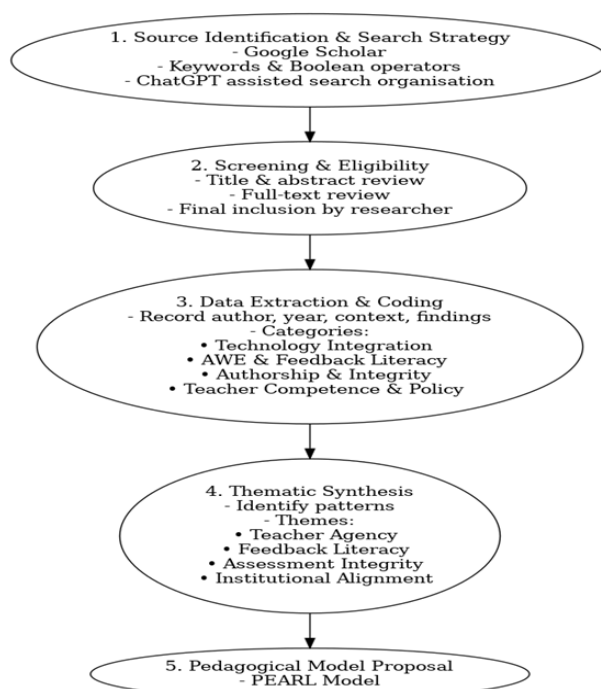


Fig. 1. Analytic process of literature analysis for model development

3. Results & Discussion

3.1 The PEARL Model for AI-Responsible English Pedagogy

The development of the PEARL Model was directly informed by the analytic process described in the methodology. Through literature analysis, the researcher identified limitations in existing frameworks such as TPACK and SAMR, the complexities of automated feedback, persistent concerns over authorship and assessment integrity, and the importance of teacher competence in AI adoption. These insights highlighted the need for a pedagogical model that could integrate AI responsibly while maintaining academic standards. The thematic synthesis provided the foundation for the model. By grouping studies into categories—technology integration, automated writing evaluation (AWE) and feedback literacy, authorship and integrity, and teacher competence and policy—the researcher identified four recurring priorities across the literature: teacher agency, feedback literacy, assessment integrity, and institutional alignment. These themes consistently appeared in TESOL, applied linguistics, and policy studies, and together they shaped the commitments that define the PEARL model. To support this process, ChatGPT was used to draft summaries of clustered studies and suggest possible thematic connections. However, interpretive decisions, validation of themes, and the final integration into the model were made by the researcher. The resulting PEARL Model (Pedagogy of English-educators for AI-Responsible Learning) is structured around four commitments, as shown in Figure 2 below.

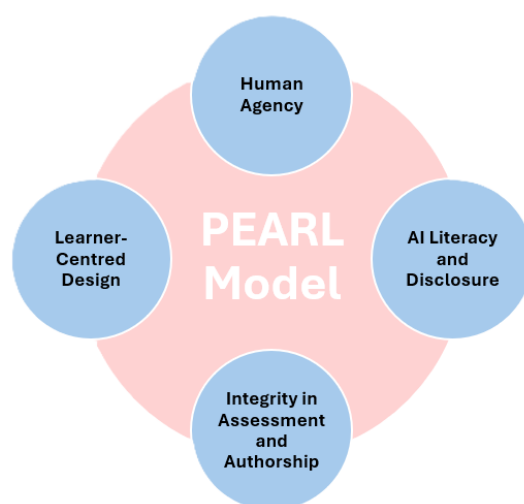


Fig. 2. PEARL model for AI-responsible English pedagogy

- Human Agency - Teachers retain responsibility for designing tasks and guiding AI use in classrooms.
- AI Literacy and Disclosure - Students learn to critically evaluate AI outputs and disclose their use transparently.
- Integrity in Assessment and Authorship - Assessment designs demonstrate originality and accountability through process evidence.
- Learner-Centred Design - AI supports but does not replace interaction, autonomy, and critical learning.

By consolidating these commitments, the PEARL Model offers educators a practical framework that balances innovation with accountability. It positions teachers at the centre of human–AI pedagogy, ensuring that AI is integrated in ways that uphold integrity, support learning, and align with institutional expectations as shown in Figure 3 below.

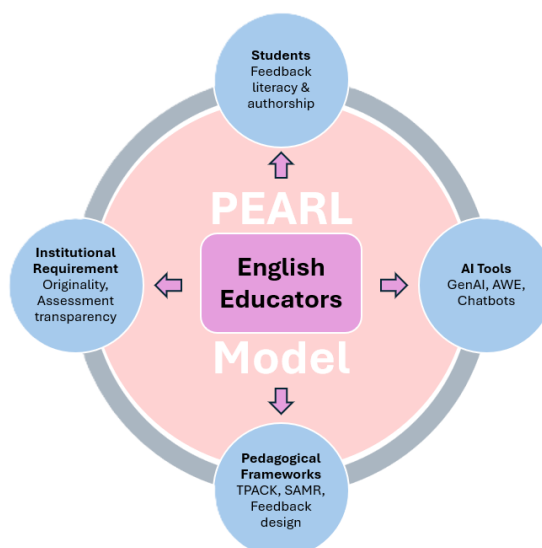


Fig. 3. English educators at the centre of the PEARL Model

3.2 Discussion

This paper demonstrates that integrating AI into lessons requires educators to embed feedback literacy and digital competence. Lesson strategies might include AI-assisted peer review, critical comparison tasks (human vs. AI feedback), or AI-augmented vocabulary building [21]. As shown in Figure 2, these practices align with the PEARL Model's commitments to human agency and learner-centred design, ensuring that students engage critically rather than passively with AI outputs [22].

This study further highlights that assessment design is equally critical. Universities require accountability and originality, yet AI complicates evaluation. The PEARL Model emphasises integrity in assessment and authorship, illustrated in Figure 2, by foregrounding process over product. Assessments such as reflective writings, portfolios, and oral presentations not only demonstrate accountability but also ensure that students' intellectual contributions remain visible and transparent [23].

Finally, systemic support is essential to sustain teachers' dual role in designing lessons and assessments that integrate AI responsibly. Zawacki-Richter *et al.*, [24] highlight that educators are often marginalised in AI policy discussions, even though they mediate between tools, students, institutions, and pedagogy. As Figure 3 illustrates, teachers occupy a central role in balancing these domains. Institutional frameworks, such as UNESCO's competency guidelines [25], and the EU AI Act, reinforce the need for teacher training, ethical awareness, and policy alignment. By placing educators at the core, the PEARL Model ensures that both lessons and assessments are designed with integrity and sustainability in mind.

To make the application of Figure 3 more concrete, the following table illustrates how the PEARL commitments can be enacted in English language classrooms. It links teachers' roles, students' roles, and the intended outcomes, demonstrating how the model translates into actionable practices that balance AI innovation with accountability. By situating these practices within the PEARL Model, this section highlights how English educators can remain central in guiding AI use—bridging policy, pedagogy, and classroom realities.

Table 1

Classroom practices guided by PEARL model

PEARL Commitment	Teacher's Role	Student's Role	Expected Outcome
Human Agency	Design tasks that balance AI and human input; mediate use of AI in class.	Engage with AI outputs critically, not passively.	Learners depend on teacher guidance for ethical, purposeful AI use.
AI Literacy & Disclosure	Teach transparency in AI use; require disclosure; explain AI's limits and biases.	Compare AI vs. peer/teacher feedback; annotate AI-assisted work; reflect critically.	Students become digitally literate and ethically aware of AI's limitations.
Integrity in Assessment	Use portfolios, drafts, and oral defences to track authorship and originality.	Provide process evidence; justify choices in oral/written reflections.	Authentic learning is visible; accountability and originality are preserved.
Learner-Centred Design	Scaffold AI use according to proficiency; integrate collaborative critique tasks.	Collaborate to refine AI outputs; use AI as a support for—not replacement of—learning.	Stronger autonomy, collaboration, and critical thinking; dialogue remains central.

4. Conclusions

Building on the classroom practices, this study reaffirms that while generative AI is reshaping language education, its benefits can only be realised when educators remain central in mediating technology use through the PEARL Model. This model offers a balanced pathway by combining innovation with accountability through four commitments: teacher agency, AI literacy and disclosure, integrity in authorship and assessment, and learner-centred pedagogy. Through these principles, lessons can foster feedback literacy and critical engagement with AI, while assessments highlight originality and provide visible evidence of learning. In this way, teachers are not passive adopters but active mediators of human–AI pedagogy [26]. By explicitly placing educators at the centre of AI-mediated pedagogy, the framework addresses the current gap in existing models, ensuring that teachers remain central in guiding technology use with integrity and purpose. With ongoing professional training and institutional support, PEARL provides a sustainable, integrity-driven model for English educators. Ultimately, it advances beyond traditional technology-integration frameworks to present a forward-looking vision for teaching English in the age of AI [27].

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