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Integrating ChatGPT in Language Education: A Freirean Perspective

Antonie Alm ^{a,*}, Yuki Watanabe ^a

^a *University of Otago, New Zealand*

ABSTRACT

This paper explores the implications of ChatGPT for language teaching through the lens of Paulo Freire's critical pedagogy. A review of recent research on ChatGPT reveals promising opportunities for personalised and interactive learning, but also risks of propagating cultural bias, plagiarism and passive learning. Freire's concepts of 'banking' versus empowering, dialogic education provide a relevant framework for analysis. While recognising the potential of ChatGPT, a Freirean perspective suggests that efforts are needed to ensure that its integration serves goals of equity, social justice and the development of critical consciousness, not just efficiency. Suggested strategies include developing students' AI literacy, co-creating localised learning scenarios, promoting learner agency, ensuring access, and establishing ethical guidelines. Guided by Freire's ideals, ChatGPT has the potential to play a transformative role in language education. This conceptual analysis enriches our understanding of the implications of AI for language pedagogy and suggests an ethical way forward.

Keywords: ChatGPT; language education; critical pedagogy; AI ethics; Freire; AI literacy

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* Corresponding author: Languages and Cultures, University of Otago, New Zealand

Email address: antonie.alm@otago.ac.nz

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Introduction

The release of ChatGPT (Chat Generative Pre-Trained Transformer), an artificial intelligence (AI) system capable of natural language conversations, has attracted intense public interest and debate about its implications for education. This powerful large language model was developed by OpenAI and trained on a massive dataset of text from the internet. The conversational turns entered by users to shape the AI's responses are known as prompts, and the strategic design of effective prompts is known as prompt engineering. ChatGPT's impressive text generation capabilities have led to rapid mainstream adoption, with over 100 million users within two months of its release on 30 November 2022 (Milmo, 2023). However, its release has also raised concerns about the influence of such AI systems on human skills and judgement, the displacement of labour, and the perpetuation of biases in their training data (Bender et al., 2021; Rettberg, 2022).

In education, ChatGPT provokes diverse perspectives, from excitement about its possibilities to pre-emptive bans due to fears about academic integrity. Some educators have embraced it as an interactive, personalised learning tool with myriad engaging applications, from writing feedback to tutoring support (Kohnke et al., 2023). Critics, however, argue that reliance on seemingly authoritative AI content risks diminishing learner agency and critical thinking (Hockly, 2023). In the midst of this controversy, there are calls for a critical examination of ChatGPT using theoretical frameworks that consider ethics and equity (Laba, 2023). Specifically for language learning, Hong (2023) suggests ChatGPT shows potential to support explaining vocabulary usage and identifying language issues through personalised feedback, as well as conversational practice, differentiated explanation and text generation. While its multilingual capabilities across nearly 100 languages are impressive (Christensen, 2023), concerns remain about its training data. For example, Rettberg (2022) argues that further research is needed into the risks of bias propagation, building on concerns about monocultural biases associated with its Anglo-centric training data. Assessment and plagiarism detection also need to be reconsidered (Yan, 2023). In short, ChatGPT represents an immense technological shift that requires investigation into its responsible integration to avoid inequalities and protect core educational values.

This paper contributes to this need by analysing the transformative potential and risks of ChatGPT in language education through the concepts of Paulo Freire's critical pedagogy. Although formulated before the digital age, Freire's theoretical principles remain highly relevant for examining the pedagogical implications of contemporary technologies. After reviewing recent studies, Freire's theoretical principles are outlined and then applied to illuminate issues of social justice and power. On this basis, strategies for equitable use of the affordances of ChatGPT are proposed. This analysis contributes to understanding of the implications of AI for language education and suggests ways for its ethical integration.

Opportunities and challenges from recent research on ChatGPT in language education

Recent research highlights both promising opportunities and critical challenges that ChatGPT presents for language teaching and learning. Studies have shown that the conversational nature of ChatGPT can increase learner motivation and engagement (Yan, 2023). Its ability to converse in multiple languages provides extended opportunities for conversation practice and explanation in learners' native languages (Christensen, 2023). Its text generation capabilities allow for the creation of personalised materials, explanations of vocabulary and grammar, and translation practice (Baskara & Mukarto, 2023; Kohnke et al., 2023). For example, Kohnke et al. (2023) found that ChatGPT could adjust language complexity to differentiate materials for different proficiency levels. As an automated writing assistant, ChatGPT has the potential to provide

feedback on learners' writing and grammar explanations (Barrot, 2023; Hong, 2023; Zhou et al., 2023).

However, concerns remain about inaccurate or nonsensical texts generated by ChatGPT, as well as the risk of overdependence that limits students' critical thinking and creativity (Barrot, 2023; Tseng & Warschauer, 2023). Zhou et al. (2023) found that ChatGPT performed worse than intermediate Chinese EFL learners on deep cohesion in narrative writing. Cao et al. (2023) showed that ChatGPT exhibits strong alignment with American culture when prompted in English contexts, but adapts less effectively to other cultures, indicating risks of monocultural bias. Studies also highlight the risks of plagiarism and cheating enabled by ChatGPT's text generation capabilities. Yan's (2023) study found that students were concerned about gaining an unfair advantage by using ChatGPT. Other concerns relate to the environmental costs of developing ever larger models (Bender et al., 2021). Furthermore, potential over-reliance on ChatGPT output could reduce opportunities for meaningful learner-teacher dialogue and humanising connections central to critical pedagogical perspectives (Laba, 2023).

While the findings identify promising applications, studies highlight the need for further research into the ethical integration of ChatGPT in educational contexts (Baskara & Mukarto, 2023; Kohnke et al., 2023). This includes the development of comprehensive guidelines and assessments to prevent misuse while taking advantage of affordances (Barrot, 2023; Moqbel & Al-Kadi, 2023). In summary, the literature highlights the significant potential of ChatGPT, while emphasising the importance of principled integration guided by humanistic educational values.

Theoretical Framework

Key tenets of Freire's critical pedagogy

The Brazilian philosopher and critical educator Paulo Freire (1921-1997) formulated his transformative philosophy of education through his work in adult literacy programmes with impoverished communities in Brazil in the 1950s and 1960s. At the time, Brazil's education system was characterised by severe inequalities along socio-economic lines. Illiteracy was widespread, especially among the marginalised poor and peasant populations, who faced extreme disempowerment. In this context, the dominant approach to education treated students as recipients of information from elite teachers, rather than as active participants in the creation of knowledge. In contrast, Freire advocated a pedagogy grounded in the lived realities of students and aimed at raising critical consciousness. The text that emerged from this work was the seminal *Pedagogia do Oprimido* [*Pedagogy of the Oppressed*] (Freire, 1968/1970), which outlined his vision of education as liberation and empowerment. In subsequent publications, such as *Pedagogy of Hope* (1992) and *Pedagogy of Freedom* (1998), Freire articulated a set of core humanising principles for education. While his ideas evolved over decades, certain concepts remained central to his philosophy.

At the core of his critique was what he referred to as the 'banking' concept of education. The banking metaphor portrays students as passive recipients and teachers as depositors of knowledge. To quote Freire, "Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor" (Freire, 1970, p. 72). In this model, the teacher possesses information and 'deposit' it with students who simply store it without question. For Freire, this one-way transfer of knowledge reflects and reinforces power inequalities in society by imposing dominant worldviews without acknowledging students' identities. The banking concept of education discourages critical thinking by reducing students to containers filled with

teachers' knowledge deposits. Freire criticised this model for negating the potential of education to develop the critical consciousness needed to challenge oppression.

To counter the limitations of the 'banking' model, Freire advocated a 'problem-posing' pedagogy in which the teacher becomes a co-learner by engaging in a liberatory dialogue with students. This dialogical process creates mutual respect by acknowledging students' prior knowledge, valuing their contributions and dispelling the assumption that teachers have all the answers. Freire argued that 'problem-posing' education empowers students to become active agents of change by applying learning to the real world. A key outcome is *conscientização* or critical consciousness - challenging the status quo through practice, which Freire saw as active engagement in transforming oppressive societal structures. Through 'problem-posing' education, Freire believed that teachers could help students to transform their realities and work towards humanisation and emancipation.

Application of Freire's concepts to educational technology

Freire's concepts have previously been used by scholars to critically examine the integration of technologies, such as learning management systems and online learning platforms. For example, Boyd (2016) applies Freire's problem-posing approach and critique of (online) banking models of education to scrutinise learning management systems (LMS) such as Blackboard. Boyd argues that these systems can reinforce power differentials between teachers and students and transactional learning. Similarly, Farag et al. (2022) use Freirean principles of humanisation and empowerment in education to critique how LMS monitoring, and data-driven accountability metrics can perpetuate oppressive systems. However, both also highlight opportunities to harness the democratic promise of educational technologies for consciousness-raising when integrated in emancipatory ways guided by Freire's humanist pedagogy. Their analyses demonstrate the continuing relevance of Freire's concepts for questioning the social impact of new technologies to avoid reinforcing oppression and marginalisation.

ChatGPT is a potentially transformative educational technology. However, as the literature review showed, it runs the risk of inadvertently promoting banking models of learning. Freire's concepts force consideration of how ChatGPT can be integrated to serve emancipatory goals instead. For example, Freire's emphasis on situating learning in students' realities means that consideration must be given to how ChatGPT can avoid providing decontextualised knowledge. Furthermore, Freire's emphasis on learner agency and the co-creation of knowledge requires consideration of how an over-reliance on ChatGPT might diminish student voice. In addition, Freire's commitment to consciousness-raising has implications for questioning biases in ChatGPT training data. In sum, Freire's concepts provide a relevant critical lens through which to examine the integration of ChatGPT today to realise its potential to empower language learners.

Critical considerations for integrating ChatGPT

While ChatGPT offers new possibilities for personalised and interactive learning, a Freirean analysis suggests certain tensions and limitations. ChatGPT and other generative AI models are trained on massive datasets from the internet, containing hundreds of billions of words from sources such as websites, books, Wikipedia and online publications (Gimpel et al., 2023). As discussed by Bender et al. (2021), such large internet-scraped datasets often encode societal biases. While the scale allows for ChatGPT's impressive text generation capabilities, it also likely means that any problems present online will be reproduced in its outputs.

Furthermore, this process of data ingestion and pattern mimicry resembles the 'banking' model of education criticised by Freire, in which students passively receive and memorise deposited knowledge (Alam, 2013). As Varanasi (2023) points out, the current version of ChatGPT shows impressive performance on certain standardised tests in the US, such as multiple-choice exams that assess the retention and recall of facts and procedures. While AI can mimic intelligence through statistical learning, it cannot actively interpret or dynamically construct knowledge (Gimpel et al., 2023). Uncritical reliance on ChatGPT's outputs risks positioning learners as passive consumers rather than empowered co-investigators, contrary to Freire's ideals. Although the AI chatbot excels at reciting information, it cannot engage in the emancipatory dialogue at the heart of critical pedagogy. Furthermore, reliance on ChatGPT may reduce opportunities for teacher-student interaction and the critical co-creation of knowledge.

Moreover, monocultural biases in ChatGPT's English-centric training data can reinforce stereotypes (Cao et al., 2023; Rettberg, 2022). As Cao et al.'s (2023) investigation of ChatGPT revealed, its strong alignment with American cultural values when prompted in English can lead to the flattening of cross-cultural differences. Even when prompted in other languages, ChatGPT defaults to American norms rather than adapting appropriately to other cultures. Its impressive multilingual capabilities remain limited by the dominance of English training data. Left unchecked, this risks ChatGPT uncritically propagating American-centric perspectives that could further marginalise non-Western users. The findings of Cao et al. (2023) provide evidence that reliance on their English-skewed training risks misinforming users with biased projections of American culture.

Therefore, while recognising the potential of ChatGPT, conscientious efforts must be made to mitigate the risks of perpetuating the 'banking' model, inequalities and passive learning to promote social justice. Critical pedagogy provides principles to guide ethical integration that focuses on liberation, not efficiency or novelty.

The potential of generative AI for language education

In language education, the concept of 'banking' manifests itself in the teaching of decontextualised grammar rules and vocabulary as well as in assessments focused on mechanical recall rather than authentic communication and cultural relevance. As Hong (2023) explains, ChatGPT could help to transform this approach by supplementing teacher expertise for more personalised, interactive learning that focuses on students' lives and interests. Specifically, Hong argues that ChatGPT creates the potential for personalised, interactive learning through its conversational capabilities. He even argues that in the context of foreign language instruction, ChatGPT has the potential to "change the much-stagnated teaching and assessment approaches in higher education" (p. 38). By entering their own interests and backgrounds into ChatGPT prompts, students could generate personalised exercises that reflect their experiences. Hong goes on to say that ChatGPT's aggregation of diverse internet data provides open access to information that is less dominated by a single educational authority.

If strategically designed through prompts, ChatGPT could facilitate dialogic, experiential learning that is grounded in students' lived realities. Specifically for language learning, tools such as ChatGPT can provide scaffolding for authentic target language interaction tailored to learners' needs and interests. This learner-centred approach is in line with Freire's emphasis on problematising education through contextualisation.

However, realising ChatGPT's emancipatory potential requires its use to serve humanising rather than purely efficient goals of knowledge accumulation, as pointed out by Tseng and Warschauer (2023). This depends on appropriate prompting and design that affirms students' identities, amplifies their voices, and promotes critical consciousness through meaningful learning. The use of ChatGPT as a transformative educational technology depends on purposeful integration that focuses on empowerment rather than automation.

Strategies for Integration

Freire's critical pedagogy provides a useful framework for examining the responsible integration of ChatGPT into language education. The foregoing analysis revealed tensions between the promising possibilities of ChatGPT and the risks of perpetuating the 'banking' model, which could diminish critical thinking and marginalise student voices. This highlights the need for strategies that align the integration of ChatGPT with Freire's liberatory ideals of situated learning, problem-based education, learner agency and *conscientização*. Recent studies on the application of ChatGPT in language learning contexts inform the following recommendations. While ChatGPT's impressive text generation capabilities may initially seem liberating, over-reliance could relegate students to passive roles and perpetuate problematic patterns. However, deliberate integration guided by humanising pedagogies could instead use ChatGPT to enhance student agency, dialogic learning and critical literacy. The strategies aim to realise ChatGPT's emancipatory potential while upholding core values of equity, social justice and humanisation. Suggested guidance includes effective prompting skills and activity design to counter the risks of the 'banking' model. Sustained collaborative efforts to innovate ethical applications that serve democratic goals remain essential to ensure that ChatGPT serves to empower diverse students and promote social justice in language education.

Developing critical AI literacy

A key strategy for integrating ChatGPT in line with Freire's ideals is to develop students' critical AI literacy. This requires an understanding of the limitations of AI systems and acquiring effective prompting skills. As Warschauer et al. (2023) argue, students need to understand the basics of how AI writing tools work, including their potential biases. Hockly (2023) advises uncovering how biases in training data can propagate problematic assumptions. Analysing terms of service and data usage also develops risk awareness. These critical perspectives are in line with Freire's advocacy of *conscientização*. Building expertise in prompting is critical to maximising the benefits of ChatGPT, as Tseng & Warschauer (2023) explain. Students need to understand how to interact with the interface and the AI. They need to learn to shape text output through careful prompt construction that meets their learning goals. Activities such as testing ChatGPT with local prompts about which ChatGPT lacks information (Barrot, 2023) and comparing its output with human texts (Warschauer et al., 2023) can reveal its limitations. These hands-on activities focused on critical analysis reinforce an understanding of ChatGPT as a complement rather than an unquestioned authority. By cultivating a multifaceted critical literacy that includes both conceptual critique and immediate technical proficiency, students are empowered as agents who direct technology for their own educational purposes. This humanising approach promotes student agency rather than over-reliance, in line with Freire's emancipatory ideals.

Encouraging dialogic learning

Another key strategy in line with critical pedagogy is to use ChatGPT for dialogic learning that is grounded in students' contexts. Hong (2023) notes the potential of ChatGPT for personalised, interactive learning. Students could enter their interests and backgrounds into prompts to

generate situated exercises that reflect their realities (Warschauer et al., 2023). This scaffolds purposeful learning that is relevant to the learner.

For example, students could develop role-play scenarios in which they interview each other or community members in character about issues in their communities. The scenarios could help students engage with social or political issues of immediate concern to them. Drawing on Freire's problem-posing pedagogy, students as 'student-teachers' (Giroux, 2010) could guide ChatGPT to take on roles and ask critical follow-up questions to encourage reflective dialogue. By strategically creating prompts, ChatGPT role-playing can enable interactive language practice while posing real-world problems for discussion. This situates learning within the cultures and perspectives of the learners, countering the risks of decontextualisation.

Maintaining constructive teacher-student dialogue is essential, with ChatGPT supporting student-centred, contextualised understanding (Hong, 2023). The aim is to develop ChatGPT's conversational capabilities to support context-specific student-led learning that promotes pluralism, equity and social awareness that is meaningful to the lives and interests of diverse learners. This will position ChatGPT as a complementary tool for situated practice, while prioritising the humanisation of knowledge sharing in the classroom.

Fostering student agency

A third key strategy is to integrate ChatGPT in ways that fosters student agency. Warschauer et al. (2023) suggest that instruction in strategic prompt design equips students to elicit informative ChatGPT responses that serve their learning goals. In this process, Gimpel et al. (2023) recommend students reflect on their desired learning outcomes and select topics of personal interest for text generation. This puts them in charge of content creation. Furthermore, involving students in the development of prompts and scenarios that activate ChatGPT for critical social analysis fosters a Freirean 'problem-posing' approach. When students collaboratively create prompts to expose exclusion in training data or argue from their unique perspectives, they are empowered as active knowledge creators. In this process, ChatGPT acts as a resource, while students tailor its capabilities to their learning needs. This process should be guided through an equity mindset that values students' assets and uses ChatGPT to amplify critical expression. By collaboratively harnessing the potential of ChatGPT for their own educational purposes, students are positioned as empowered agents of their own learning.

Ensuring access and equity

While ChatGPT provides technical access to multiple languages, Warschauer et al. (2023) warn that its benefits may disproportionately accrue to the already privileged. Providing multilingual support is essential, but not sufficient. Users need socio-economic resources, technological literacy and prompt writing skills to use ChatGPT effectively. As privileged learners are more likely to have these, ChatGPT risks replicating inequality. Efforts are needed to democratise access for disadvantaged groups. Furthermore, the emergence of ChatGPT risks exacerbating the digital divide. As Dwivedi et al. (2023) explain, generative AI such as ChatGPT can reinforce both first-level divides between those with and without device/Internet access, and second-level divides arising from different levels of cultural familiarity and AI literacy. Users who do not have access to the necessary technology, or who face language/cultural barriers, may struggle to make full and equitable use of ChatGPT (Bozkurt & Sharma, 2023). In addition, ChatGPT is banned or restricted in several countries, including China, Iran and Russia, making it inaccessible to students in these regions. Concerted pedagogical and policy efforts are needed to increase accessible multilingual AI resources and to provide explicit training to marginalised groups on how to formulate effective prompts.

According to Khandekar (2021), Freire's transformative pedagogy aims not only to empower the 'oppressed' but also to encourage the 'privileged' to engage in critical self-reflection and to become aware of their social responsibilities. Through peer tutoring and collaborative problem-solving on ChatGPT, students from diverse backgrounds can support each other in equitable co-creation of multilingual materials that integrate their unique perspectives and strengths.

Barrot (2023) notes that ChatGPT's consistent feedback could promote more equitable writing assessment, free from teacher bias, thereby increasing access. However, the integration of ChatGPT as a writing partner should enhance rather than replace dialogue between students and teachers. Furthermore, transparent communication between teachers and students about ChatGPT's limitations and oversight for ethical use is essential to ensure active student engagement. The goal is integration that is consciously designed to serve democratic, liberatory ideals. This requires ongoing efforts to design ChatGPT applications that empower marginalised voices.

Developing ethical policies and codes of honour

The final key strategy is to develop policies and codes of honour that uphold humanistic values as ChatGPT integration increases. As Warschauer et al. (2023) suggest, teaching citation ethics and academic integrity standards for the use of AI is essential. Exploring student perspectives and co-constructing norms, as they suggest, can develop collective ownership of equitable AI policies. At the institutional level, establishing codes of honour that acknowledge the risks of AI while valuing its potential for pluralism and social justice, sets guidelines in line with critical pedagogy. Providing educators with training on the limitations and oversight of AI, as recommended by Hong (2023) and Hockly (2023), further supports integration. The aim is to develop policies and shared codes of ethics that promote the responsible use of ChatGPT for democratisation and empowerment in line with Freire's critical pedagogy, rather than as a covert shortcut for 'banking' knowledge that undermines learning.

The integration strategies outlined, including developing critical AI literacy, promoting dialogic learning, fostering student agency, ensuring access and equity, and establishing ethical guidelines, provide guidance for harnessing the promise of ChatGPT while mitigating the risks associated with the 'banking' model. They emphasise the need for continued innovation and research into humanising practices that make use of ChatGPT's capabilities to serve social goals and empower learners. However, realising the emancipatory potential of ChatGPT requires a commitment to the ideals of critical pedagogy in all aspects of implementation. The strategies proposed are starting points that are starting points to raise consciousness and shape technology to promote social justice.

Reaffirming the goals of language education

In the context of critical pedagogy, language education can be seen as both a tool and an end in itself for challenging inequality and marginalisation while promoting global diversity and inclusivity (Riasati & Mollaci, 2012). Said (1978), in his work on postcolonial theory, critiques the Eurocentric nature of media representation that perpetuates cultural stereotypes and power imbalances. Giroux (2010), an educationalist who collaborated with Freire, argues that this observation is consistent with the core principles of critical pedagogy, which aims to reveal the complexity of history and recognise the interconnectedness of local and global forces. He also emphasises the need to consider literacy and language education within a broader framework of global citizenship, democracy and justice. Through Freire's pedagogy, language learners develop

not only analytical skills, but also the ability to make morally informed judgements and cultivate a sense of responsibility towards others.

Although Giroux (2010) did not explicitly discuss the integration of technology into language learning, the application of Freire's concepts can be extended to include the use of technology to deepen learners' understanding of language and its role in shaping their perceptions of the world. As he suggests, language education serves as a crucial means of enabling students to make connections between the particular and the global, empowering them to read and critically transform the world. Generative AI can play a role in reinforcing this empowerment, while language educators have a crucial role to play in dismantling cultural biases in big data and fostering critical consciousness in students.

Integrating generative AI into language education based on the principles of critical pedagogy has the transformative potential to challenge prevailing inequality and promote greater fairness in society. By encouraging self-criticism in educators and critical self-awareness in students about the knowledge and values they encounter, the Freirean approach of 'problem-posing' empowers individuals to question and challenge dominant norms (Freire, 1970). Incorporating this approach into the integration of ChatGPT into language teaching will highlight the shortcomings of existing teaching methods and encourage educators to rethink the purpose of language education. Freire's globally transferable pedagogical ideas further strengthen the potential of language education to provide access to culturally unique ideas, acknowledge the diversity of history, and amplify the voices of the underrepresented. Through engagement with diverse educational contexts, educators are challenged to question their role and reshape the social impact of language education.

Implications and Conclusion

ChatGPT represents a significant innovation in artificial intelligence that, given its rapid development and potentially transformative capabilities, requires critical pedagogical scrutiny. As this conceptual analysis has highlighted, there are significant implications for the integration of ChatGPT into socially empowering language education. Conscious efforts are therefore needed to harness its promising opportunities for personalised and situated learning, while safeguarding humanising educational values. This requires continuous innovation in effective prompting and activity design, focused on realising liberatory ideals rather than efficient information transfer.

For language learning specifically, ChatGPT holds promise as a tool for differentiated explanation, dialogue practice and learner-driven knowledge construction when guided by principles of pluralism, equity and social justice. However, as the literature review and critical examination highlighted, risks of cultural bias, decontextualisation and disempowerment require efforts to avoid exacerbating inequalities.

Maintaining learner agency and self-direction is essential to avoid positioning students as passive consumers within a banking model of education. Augmenting ChatGPT's capabilities with critical co-investigation of the biases encoded in its training data can activate the consciousness-raising and uncovering of assumptions central to Freire's transformative philosophy. Realising the potential of ChatGPT to promote critical literacy, dialogic learning and cultural pluralism requires a commitment to humanistic educational values of liberation, justice and democracy. This responsibility includes ongoing, deliberate efforts to shape its integration in line with problematic ideals that affirm student voice, diversity and humanisation.

Language education based on the principles of critical pedagogy serves as a transformative force, empowering learners to critically examine the world, challenge inequality, and develop a sense of responsibility towards others. Language educators have a crucial role to play in creating a more inclusive and fairer society by adopting a 'problem-posing' pedagogy that encourages critical thinking. This approach fosters a deeper understanding of the power of language, not just as a means of communication, but as a tool for personal and social transformation.

ChatGPT warrants extensive further research and collaborative development focused on the practice of language pedagogy that contributes to *conscientização* and empowerment. Educators, researchers and policy makers need to work in partnership to chart an ethical course that harnesses its potential to promote social justice. When integrated through a critical lens, ChatGPT can strengthen the role of language education in cultivating transformative social action and a more just future.

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Antonie Alm (PhD, UCLA) is an associate professor at the University of Otago, New Zealand. Her research interests lie in L2 motivation, learner autonomy, and informal language learning. Antonie is on several editorial review committees and works as an associate editor for the CALL Journal and the JALTCALL Journal.

Yuki Watanabe (PhD, University of Kansas) is a lecturer in Media, Film and Communication at the University of Otago in New Zealand. Her research interests include intercultural communication, global media, Asian popular culture and construction/performance of gender in digital media.