

Technology Integration Plan

Post-Pandemic Language Teaching

Md Mahbubul Amin
Michigan State University
aminmd2@msu.edu

Table of Contents

[Table of Contents](#)

[Overview, context, and rationale](#)

[Description](#)

[Examples](#)

[Timeline](#)

[Blog Post](#)

[Student-facing Video](#)

[Reflection](#)

[References](#)

1. Overview, context, and rationale

For my Technology Integration Plan (TIP), I am focusing on integrating ChatGPT as a tool for both teachers and students to enhance classroom activities and promote autonomous learning. This project will be implemented in an English for Academic Purposes (EAP) course aimed at international undergraduate and graduate level students at a university language center in Bangladesh. These students have upper-intermediate (B2) level of English proficiency and need to develop their academic English skills, particularly in writing and critical thinking, to succeed in their academic studies. The course currently relies heavily on teacher-led instruction, which limits opportunities for interactive, self-directed learning.

The rationale for this shift is based on the need to integrate technology in ways that foster active engagement and student autonomy, without overwhelming students or instructors with excessive tools. Initially, I considered using H5P for creating interactive exercises, but after careful reflection, I decided to focus solely on ChatGPT. This decision stems from ChatGPT's versatility in providing instant feedback on language use, generating prompts, and assisting both students and teachers in refining their writing and feedback process. I believe that ChatGPT offers a more flexible and scalable way to address individual language challenges while supporting learning goals.

This approach aligns with the shift toward 21st-century learning skills, where digital tools are leveraged to make learning more accessible, personalized, and interactive. It also reflects the teaching philosophy of postmethod pedagogy, which emphasizes flexibility, context-sensitivity, and learner autonomy. By integrating ChatGPT, the course moves away from rigid, one-size-fits-all methods and instead fosters a more dynamic, student-centered learning environment that adapts to individual needs and promotes critical thinking.

2. Description

Goals

The primary goal of this Technology Integration Plan (TIP) is to enhance student autonomy and engagement by integrating ChatGPT as a versatile tool for writing, feedback, and language practice. Specifically, I aim to transform the English for Academic Purposes (EAP) course by providing students with an AI-driven platform that offers instant feedback on their writing, assists in generating ideas, and supports critical thinking through interactive dialogue. By incorporating ChatGPT, students will have more opportunities to practice writing in academic contexts, receive immediate, individualized feedback, and refine their language skills in a self-directed manner.

Evidence and Research

My approach is informed by several research-backed principles, including the PIC-RAT framework (Kimmons et al., 2020), which highlights the transformative potential of technology when it moves beyond simple replacement and amplifies or transforms learning tasks. My plan is also inspired by recent studies exploring the role of AI, particularly ChatGPT, in language learning and writing

assessment. Research by Poole and Coss (2024) highlights the effectiveness of ChatGPT in automating feedback for second language (L2) writing. Their study shows that when strategically prompted, ChatGPT can provide reliable and accurate feedback comparable to human raters, which is invaluable for learners aiming to improve their academic writing skills. This aligns with my goal of using ChatGPT to offer instant, actionable feedback that enhances learner autonomy while reducing teacher workload in providing individualized support.

Additionally, insights from Poole and Polio (2024) emphasize the importance of integrating AI in task-based learning. They argue that AI tools like ChatGPT can be effectively incorporated into tasks to promote digital literacy, genre awareness, and authentic language use. By using ChatGPT in my project, students will not only engage in language learning tasks but also build critical digital literacy skills, which are essential in today's academic and professional environments. Furthermore, leveraging AI helps foster self-directed learning by allowing students to independently assess and revise their work, aligned with the principles of postmethod pedagogy (Kumaravadivelu, 2001).

Value of Transformation

By focusing solely on ChatGPT, this transformation makes the course more interactive, personalized, and adaptive to students' individual learning needs. Instead of relying solely on teacher-led instruction and traditional feedback cycles, ChatGPT allows for a continuous learning process where students receive real-time feedback as they engage in writing exercises, draft assignments, and practice academic language. The tool empowers students to take ownership of their learning, encouraging them to revise and improve their work independently before submitting it for formal evaluation. This shift not only saves time for instructors but also provides students with a low-stakes environment for experimentation and learning. The instructors will also be able to take advantage of ChatGPT to provide better and more structured feedback.

Evaluation

The success of this plan will be evaluated through a combination of quantitative and qualitative measures. First, I will track improvements in student writing over time by comparing initial drafts with final submissions after ChatGPT feedback. This will provide data on how much students are improving their grammar, vocabulary use, and overall writing structure.

Second, student engagement will be measured through surveys and feedback forms to understand how students perceive the usefulness of ChatGPT in their learning. These surveys will ask students to reflect on their experiences with the tool, including how confident they feel using it and whether it has improved their understanding of academic writing.

Lastly, the plan will include focus group discussions with a select group of students to gather more detailed insights into their experiences with ChatGPT. This qualitative data will help identify specific challenges or advantages of using AI in the classroom and inform any adjustments needed for future implementations. By combining these methods, I aim to assess both the academic impact of ChatGPT on student writing and the user experience to ensure that the tool is effectively supporting student autonomy and language development.

3. Examples

Lesson Plans:

[Vocab in Context Using ChatGPT](#)

[Lesson Plan: Improving Summarization Skills with AI and Peer Feedback](#)

4. Timeline

Propose a clear timeline for your TIP that accounts for planning, piloting, implementation, and evaluation (feel free to add more steps if needed).

Phase	Goals <i>What needs to get done? How will you know you've successfully completed this phase?</i>	Timeline <i>Dates and/or amount of time needed</i>
Planning <i>Background research, securing permissions and funds, etc.</i>	The planning phase focuses on researching the use of AI in language learning, specifically ChatGPT, and securing any necessary permissions from the institution. This also includes testing the technology to ensure it is accessible for all students and assessing whether additional tools or resources are needed. Successful completion of this phase will be marked by a clear understanding of how ChatGPT fits within the curriculum, as well as having the necessary permissions and logistical setups in place.	3 weeks
Development <i>Writing materials, recording media, creating artifacts, etc.</i>	During the development phase, instructional materials such as lesson plans, guides, and templates will be created. This includes crafting instructions for students on how to use ChatGPT for writing feedback and building peer review activities. The phase will be complete once all resources are finalized and ready for use, ensuring they align with the course objectives and are easy for both students and instructors to implement.	3 weeks
Piloting <i>Trying out your idea with a group of students before hard-coding it into the syllabus</i>	In this phase, feedback from the pilot group will be gathered on the clarity of instructions, ease of use, and effectiveness of ChatGPT in improving writing skills. Adjustments will be made based on the pilot's results. Success will be achieved when the pilot demonstrates that the tool is both engaging and useful for students, and any necessary refinements are made.	1 week
Implementation <i>The first official run of your idea! Account for student buy-in activities and anticipate potential pitfalls to avoid the first time around.</i>	This is the first full rollout of the ChatGPT-enhanced activities with the entire class. Students will be introduced to the AI tool, and their progress and engagement will be monitored throughout the course. Implementation will be considered successful if students effectively engage with ChatGPT, demonstrate improvements in their writing, and provide positive feedback about the tool's usefulness in helping them learn.	6 to 8 weeks
Evaluation	In the evaluation phase, student performance, engagement, and	2 weeks

A planned and thought-out assessment of your implementation. Indicate data collection/analysis steps and success criteria.

feedback will be assessed to determine the overall impact of ChatGPT on their learning outcomes. Data will be gathered from surveys, peer feedback, and progress tracking in student writing. This phase will be complete when the data confirms that ChatGPT positively influenced student learning, and insights from the evaluation will be used to guide future iterations of the course.

5. Blog Post

<https://mahbubamin.com/2024/11/16/enhancing-language-learning-through-ai-why-integrating-chatgpt-changes-the-game/>

6. Student-facing Video

<https://www.loom.com/share/fb6448fcc95b41abbcebeb79016f25ea?sid=c0a43e7f-a68d-48c5-a576-b19fc73dbeff>

7. Reflection

Writing this plan has been a learning experience in itself. As someone who's worked with technology in education, I've always been excited about new tools, but this process made me rethink how we integrate AI like ChatGPT into the classroom. It's not just about using tech for the sake of it—it's about finding ways to enhance learning and align it with the goals of the course.

What I Learned

One big takeaway from writing this plan was realizing how much thought needs to go into using AI in a meaningful way. ChatGPT can give instant feedback, which is great, but it's also important that students know how to use that feedback effectively. Writing this plan reminded me that technology should support learning, not just speed things up. The plan forced me to reflect on how autonomy can be built into the process—students aren't just passively waiting for feedback; they're actively revising their work in real-time.

The Value of This Transformation

The real value of this transformation lies in its ability to give students more control over their learning. Instead of always relying on teachers for feedback, ChatGPT allows them to improve their writing right away. For students, especially non-native speakers, it's an incredible way to practice and refine their language skills. For the program, this aligns perfectly with promoting 21st-century skills like digital literacy and self-directed learning.

Potential Drawbacks

Of course, there are some challenges. One concern is that students might become too dependent on AI feedback, using it as a crutch instead of thinking critically about their mistakes. That's why the teacher's role in guiding students through the process is still key. Another possible issue is access—not all students may be comfortable with or have the necessary tools for using ChatGPT effectively. There's also the chance that some students won't trust AI feedback as much as they would feedback from a human teacher, so I'll need to communicate clearly about how AI can complement, not replace, human input.

Final Thoughts

This process has helped me understand the true potential of AI in the classroom, but also the challenges that come with it. The key is to use tools like ChatGPT thoughtfully, making sure they empower students rather than just becoming shortcuts. By focusing on autonomy and active learning, I hope this plan encourages other educators to experiment with AI in ways that truly transform the learning experience.

8. References

Kimmons, R., Graham, C. R., & West, R. E. (2020, March 1). *The PICRAT model for Technology Integration in Teacher preparation*. Learning & Technology Library (LearnTechLib).

<https://www.learntechlib.org/primary/p/210228/>

Poole, F. J., & Coss, M. D. (2024). Can ChatGPT Reliably and Accurately Apply a Rubric to L2 Writing Assessments? The Devil is in the Prompt(s). In *Journal of Technology and Chinese Language Teaching* (pp. 1–24). <http://www.tclt.us/journal/2024v15n1/poolecoss.pdf>

Poole, F. J., & Polio, C. (2023). From sci-fi to the classroom. *TASK Journal on Task-Based Language Teaching and Learning*, 3(2), 243–272. <https://doi.org/10.1075/task.00022.poo>