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TEACHING ENGLISH FOR INTERNATIONAL RELATIONS AND HUMAN RIGHTS IN THE AGE OF ARTIFICIAL INTELLIGENCE: A LITERATURE REVIEW ON THE ROLE OF CHATGPT AND EMERGING PEDAGOGICAL TRENDS

Abstract

The field of English language instruction is changing quickly due to artificial intelligence (AI), especially in specialized areas like human rights (HR). This literature review examines the role of AI, with a focus on ChatGPT, in English for Specific Purposes (ESP) for IR and HR students. The study synthesizes recent research (2023–2025) on opportunities, challenges, and pedagogical implications of AI integration, highlighting its potential to enhance language proficiency, provide personalized feedback, and generate authentic professional materials. Ethical and practical concerns, including bias, accuracy, and overreliance, are discussed alongside strategies for responsible implementation. The review identifies key gaps in the literature, such as limited research on speaking and listening skills and long-term impacts on learner autonomy and professional competence. Findings suggest that ChatGPT, when used under structured guidance, can support effective and ethically informed ESP instruction in high-stakes global contexts.

Key words: Artificial Intelligence (AI), ChatGPT, English for Specific Purposes (ESP), International Relations (IR), Human Rights (HR), Language Education, Pedagogy, Ethical Issues

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ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР МЕН АДАМ ҚҰҚЫҚТАРЫ САЛАСЫНДА АҒЫЛШЫН ТІЛІН ОҚЫТУ ЖАСАНДЫ ИНТЕЛЛЕКТ ДӘУІРІНДЕ: CHATGPT РӨЛІ МЕН ЖАҢА ПЕДАГОГИКАЛЫҚ ҮРДІСТЕРГЕ АРНАЛҒАН ӘДЕБИЕТТЕРГЕ ШОЛУ

Аңдатпа

Жасанды интеллект (ЖИ) дәуірінде ағылшын тілін оқыту саласы, әсіресе Халықаралық қатынастар (IR) мен Адам құқықтары (HR) сияқты мамандандырылған бағыттарда, қарқынды түрде өзгеруде. Бұл әдеби шолу IR және HR студенттеріне арналған кәсіби мақсаттағы ағылшын тілін (ESP) оқытуда ЖИ-дің, әсіресе ChatGPT-дің рөлін қарастырады. Зерттеу 2023–2025 жылдардағы еңбектерді талдай отырып, ЖИ-ді білім беру процесіне енгізудің мүмкіндіктерін, қиындықтарын және педагогикалық қырларын жинақтайды. ЖИ-дің тілдік құзыреттілікті арттыру, жекелендірілген кері байланыс ұсыну және кәсіби тұрғыдан шынайы материалдар генерациялау мүмкіндіктері атап өтіледі. Сонымен қатар, бейтараптықтың бұзылуы, дәлдік және шамадан тыс тәуелділік сияқты этикалық және практикалық мәселелер мен оларды жауапты пайдалану стратегиялары талқыланады. Шолу ауызша және

тыңдау дағдылары бойынша зерттеулердің аздығы мен оқушылардың автономиясына және кәсіби құзыреттілігіне ұзақ мерзімді әсеріне қатысты әдебиеттегі негізгі олқылықтарды анықтайды. Қорытындылай келе, құрылымдалған нұсқаулықпен қолданылған жағдайда, ChatGPT жаһандық маңызы жоғары салаларда ESP оқытуды тиімді және этикалық тұрғыдан қолдауға қабілетті екендігі анықталды.

Кілт сөздер: Жасанды интеллект (ЖИ), ChatGPT, Кәсіби мақсаттағы ағылшын тілі (ESP), Халықаралық қатынастар (IR), Адам құқықтары (HR), Тілдік білім беру, Педагогика, Этика мәселелері

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ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ И ПРАВ ЧЕЛОВЕКА В ЭПОХУ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА: ОБЗОР ЛИТЕРАТУРЫ О РОЛИ CHATGPT И НОВЫХ ПЕДАГОГИЧЕСКИХ ТЕНДЕНЦИЯХ

Аннотация

В эпоху искусственного интеллекта (ИИ) сфера обучения английскому языку быстро трансформируется, особенно в таких специализированных областях, как Международные отношения (IR) и Права человека (HR). Данный обзор литературы рассматривает роль ИИ, в частности ChatGPT, в профессионально-ориентированном английском (ESP) для студентов IR и HR. В работе обобщены исследования 2023–2025 годов, посвящённые возможностям, вызовам и педагогическим аспектам интеграции ИИ, с акцентом на его потенциал в повышении языковой компетенции, предоставлении персонализированной обратной связи и создании аутентичных профессиональных материалов. Также обсуждаются этические и практические вопросы, включая предвзятость, точность и чрезмерную зависимость, а также стратегии ответственного использования. Обзор выявляет ключевые пробелы в литературе, такие как недостаток исследований по развитию навыков говорения и аудирования, а также долгосрочное влияние ИИ на автономию учащихся и их профессиональную подготовку. Полученные данные свидетельствуют, что ChatGPT при структурированном и контролируемом использовании способен обеспечить эффективное и этически обоснованное обучение ESP в условиях глобальной ответственности.

Ключевые слова: Искусственный интеллект (ИИ), ChatGPT, Профессионально-ориентированный английский (ESP), Международные отношения (IR), Права человека (HR), Языковое образование, Педагогика, Этические вопросы

Introduction

In the modern world, English has become a global lingua franca and a critical tool for academic, professional, and diplomatic success. Its use extends far beyond everyday communication, serving as the primary language in international relations, law, human rights discourse, and global policymaking. Consequently, teaching English today requires not only a focus on general language proficiency but also specialized instruction tailored to specific domains. For students of international relations and human rights, mastery of English is essential for accessing academic literature, participating in global discussions, drafting policy documents, and advocating for social justice.

At the same time, the rise of artificial intelligence, particularly large language models such as ChatGPT, is transforming the landscape of language education. These tools offer new opportunities for personalized learning, immediate feedback, and interactive engagement, while also raising important pedagogical and ethical questions. In this context, English language teachers face the dual challenge of equipping students with domain-specific linguistic competencies and integrating emerging AI tools effectively into their teaching practices.

This article aims to review the current literature on teaching English for international relations and human rights in the age of AI, with a particular focus on the role of ChatGPT. It examines both the potential benefits and challenges of AI integration and identifies emerging pedagogical trends that can enhance specialized language instruction in global and ethical contexts. By synthesizing empirical studies and theoretical insights, this literature review seeks to provide guidance for educators and researchers navigating the intersection of English language teaching, domain-specific learning, and artificial intelligence.

English for International Relations and Human Rights Contexts

English for International Relations (IR) and Human Rights (HR) is a highly specialized variant of English for Specific Purposes (ESP), where language instruction intersects with global governance, diplomacy, law, and ethics. In IR and HR contexts, learners must master not just general English, but also specialized terminology, formal registers, and culturally sensitive discourse used in diplomacy, policymaking, and legal advocacy. Recent research shows that integrating AI tools (like ChatGPT) into ESP classrooms can support this by offering immediate feedback, simulating professional roleplays, and generating authentic texts. For example, studies of ChatGPT's use in ESP report improvements in writing, vocabulary, and learner autonomy, while highlighting the need for teacher supervision to ensure accuracy and ethical use (Abisheva, 2025; Guo & Wang, 2024). Moreover, teachers increasingly view ChatGPT positively: in one study, they used it to design assignments and provide personalized feedback, though they emphasized the importance of training and clear ethical guidelines (Education & Information Technologies, 2025). Thus, in IR/HR ESP, ChatGPT can facilitate tasks such as drafting policy briefs, negotiating statements, or writing rights-based reports — but its use must be carefully managed to prevent bias, inaccuracy, or overreliance.

Artificial Intelligence, ChatGPT and English Language Education

Artificial Intelligence (AI) is increasingly transforming English language education by providing innovative tools for personalized learning, automated feedback, and interactive practice. Among these tools, ChatGPT, a large language model developed by OpenAI, has gained significant attention due to its ability to generate coherent text, simulate conversation, and support writing and reading tasks. Recent studies show that ChatGPT can enhance learners' language skills by offering immediate feedback, suggesting vocabulary and grammar improvements, and providing writing prompts tailored to specific topics or proficiency levels (Abisheva, 2025; Enamorado, 2025).

In English for Specific Purposes (ESP), including fields like international relations and human rights, ChatGPT offers unique advantages. It can generate authentic materials such as policy drafts, reports, or negotiation scripts, enabling students to practice professional and domain-specific language. AI tools also allow for differentiated instruction: learners can work at their own pace, repeat tasks, or explore multiple stylistic options without waiting for teacher intervention (Guo & Wang, 2024+).

However, research highlights important challenges and limitations. ChatGPT may produce inaccurate or biased content, particularly in sensitive areas such as legal or human rights discourse, and its feedback may lack depth in evaluating argumentation or

coherence (Raitskaya & Lambovska, 2024). Additionally, overreliance on AI can reduce learners' independent problem-solving and critical thinking skills if not carefully guided. To mitigate these risks, recent literature emphasizes integrating ChatGPT as a supplementary tool under teacher supervision, establishing ethical usage guidelines, and combining AI with interactive, task-based learning approaches (Avsheniuk et al., 2024).

Overall, AI and ChatGPT represent transformative resources in English language education, particularly for ESP contexts. When effectively integrated, they can enhance language proficiency, support professional skill development, and foster learner autonomy, while also requiring careful pedagogical oversight to ensure accuracy, ethical use, and critical engagement with generated content.

Convergence: AI/ChatGPT in ESP for International Relations and Human Rights

The convergence of Artificial Intelligence (AI), particularly ChatGPT, with English for Specific Purposes (ESP) in the fields of International Relations (IR) and Human Rights (HR) represents a transformative trend in language education. Recent studies indicate that ChatGPT can serve as an interactive, adaptive tool for developing domain-specific English competencies, combining linguistic skill-building with content knowledge relevant to diplomacy, law, and rights advocacy (Abisheva, 2025; Enamorado, 2025).

In ESP for IR and HR, students must master formal registers, specialized terminology, and culturally sensitive discourse. ChatGPT supports these needs by generating authentic materials such as negotiation scripts, policy briefs, and human rights reports, allowing learners to engage in realistic tasks in a controlled environment (Guo & Wang, 2024). Moreover, AI facilitates individualized learning: students can practice drafting, revising, and analyzing professional texts at their own pace, while teachers monitor progress and provide targeted guidance.

However, the literature emphasizes challenges. AI-generated content may contain inaccuracies or cultural and ethical biases, which is particularly critical in sensitive domains like human rights and international diplomacy (Raitskaya & Lambovska, 2024). Therefore, scholars recommend integrating ChatGPT as a supportive tool under structured teacher supervision, combining AI use with critical analysis, peer feedback, and task-based learning. This convergence allows learners not only to improve language proficiency but also to develop analytical and ethical competencies essential for IR and HR professions.

In essence, the integration of ChatGPT into ESP courses for IR and HR offers a practical, innovative approach to bridging language education and professional skill development, while requiring careful oversight to ensure accuracy, ethical engagement, and learner autonomy.

Opportunities

The integration of AI, particularly ChatGPT, in English for Specific Purposes (ESP) for International Relations (IR) and Human Rights (HR) offers multiple opportunities. AI can provide personalized learning experiences, immediate feedback, and access to authentic materials such as policy briefs, reports, and negotiation scripts (Abisheva, 2025; Guo & Wang, 2024). ChatGPT also enables students to simulate real-world professional tasks, such as drafting diplomatic communications or rights-based advocacy statements, enhancing both language proficiency and domain-specific knowledge. Moreover, AI tools promote learner autonomy and differentiated instruction, allowing students to work at their own pace and explore multiple stylistic and structural options.

Challenges and Ethical/Practical Issues

Despite its potential, the use of AI in ESP for IR/HR presents significant challenges. ChatGPT may produce inaccurate, biased, or culturally insensitive content, which is

particularly concerning in diplomacy and human rights contexts (Raitskaya & Lambovska, 2024). Overreliance on AI can hinder students' development of critical thinking and independent problem-solving skills. Practical issues include insufficient teacher training in AI integration, inconsistent institutional policies, and the need for monitoring academic integrity. Ethical concerns also arise regarding transparency, data privacy, and ensuring that AI-generated content does not propagate stereotypes or misinformation (Avsheniuk et al., 2024).

Implications for Pedagogy of English for IR/Human Rights

Integrating ChatGPT into ESP for IR/HR requires careful pedagogical planning. Teachers should use AI as a supplementary tool, combining it with task-based learning, peer collaboration, and critical reflection. For example, students can draft a human rights report with ChatGPT assistance, then analyze, critique, and revise it to ensure accuracy and ethical appropriateness (Enamorado, 2025). Educators should establish clear guidelines for AI use, design assignments that encourage analytical engagement, and provide training to enhance digital literacy. This approach ensures that students develop not only linguistic skills but also professional competencies, intercultural awareness, and ethical reasoning.

Gaps and Future Research Directions

While recent studies show promising outcomes for AI-assisted ESP, several gaps remain. Most research focuses on writing skills, with limited studies on speaking, listening, and interactive tasks. Longitudinal effects of AI use on learner autonomy, critical thinking, and professional communication remain underexplored (Guo & Wang, 2024). Additionally, ethical frameworks for AI use in ESP, particularly for sensitive domains like HR and diplomacy, are still in development. Future research should investigate:

1. AI's impact on multimodal language skills beyond writing.
2. Strategies to mitigate bias, inaccuracies, and ethical risks in AI-generated content.
3. Teacher training models and institutional policies for AI integration.
4. Long-term effects on professional competence and intercultural communication.

Addressing these gaps will help establish evidence-based best practices for incorporating AI in ESP for IR and HR, ensuring effective, ethical, and transformative language education.

Conclusion

The integration of AI tools, particularly ChatGPT, into ESP for IR and HR presents both transformative opportunities and significant challenges. ChatGPT can enhance students' writing, domain-specific vocabulary, and professional communication skills while promoting learner autonomy and engagement with authentic materials. However, risks related to inaccuracies, cultural and ethical bias, and overreliance necessitate careful pedagogical planning, teacher supervision, and clear guidelines for responsible AI use. Pedagogical strategies that combine AI assistance with task-based learning, peer collaboration, and critical reflection can maximize benefits while mitigating risks. Future research should explore AI's impact on multimodal language skills, long-term professional competence, and the development of ethical frameworks to guide ESP instruction in IR and HR contexts.

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