جامعة الأمير عبد القادر للعلوم الإسلامية قسنطينة – الجزائر
ISSN: 1112-4377, EISSN: 2588-2384
المجلد: 30. العدد. 04. السنة. 2026.
مجلة المعيار
EL MIEYAR

Artificial Intelligence and Language Creativity: Ethical Implications

الذكاء الاصطناعي والإبداع اللغوي: الآثار الأخلاقية

Biskri Yamina [1]
yaminabeskri@yahoo.fr
ORCID iD: 0009-0004-7955-1741

Sahli Fatiha[2]
sahli_fatiha@yahoo.fr
ORCID iD: 0009-0003-7387-6396

Received: 31/03/2026 ***published: 15/09/2026***
تاريخ الاستلام: 2026/03/31 تاريخ النشر: 2026/09/15

Abstract:
The integration of artificial intelligence into language-related practices has marked a significant transformation in how language is produced, learned, and creatively manipulated. From automated text generation and creative writing tools to intelligent language tutors and discourse modeling systems, artificial intelligence has become an influential agent in language creativity. While these developments open new possibilities for linguistic innovation and expression, they simultaneously raise complex ethical concerns. This article examines the ethical implications of artificial intelligence in language creativity by exploring issues of authorship, originality, bias, societal impact, and human–machine collaboration. By analyzing the interplay of artificial intelligence, language creativity, and ethics, the study aims at providing a comprehensive understanding of both the opportunities and challenges associated with artificial intelligence-driven language creativity.
Key words: Artificial Intelligence; Language Creativity; Authorship and Originality; ethical AI use

الملخص:

أحدث دمج الذكاء الاصطناعي في الممارسات اللغوية تحولاً جوهرياً في كيفية إنتاج اللغة وتعلمها وتوظيفها إبداعياً. فمن أدوات التوليد الآلي للنصوص والكتابة الإبداعية إلى أنظمة التدريس اللغوي الذكية ونماذج تحليل الخطاب، أصبح الذكاء الاصطناعي عنصراً مؤثراً في مجال الإبداع اللغوي. وفي حين تفتح هذه التطورات آفاقاً جديدة للابتكار والتعبير اللغوي، فإنها تثير في الوقت ذاته قضايا أخلاقية معقدة. تتناول هذه المقالة التبعات الأخلاقية للذكاء الاصطناعي في سياق الإبداع اللغوي، وذلك من خلال استكشاف قضايا تتعلق بحقوق التأليف والأصالة والتحيز والأثر المجتمعي والتعاون بين الإنسان والآلة. وتهدف الدراسة، عبر تحليل التفاعل بين الذكاء الاصطناعي والإبداع اللغوي والأخلاقيات، إلى تقديم فهم شامل للفرص والتحديات المرتبطة بالإبداع اللغوي القائم على تقنيات الذكاء الاصطناعي.

الكلمات المفتاحية: الذكاء الاصطناعي؛ الإبداع اللغوي؛ التأليف والأصالة؛ الاستخدام الأخلاقي للذكاء الاصطناعي.

[1] Department of Letters and English Language, Faculty of Letters and Languages University of 8 May 1945 Guelma, Algeria
[2] Department of Letters and English Language, Faculty of Letters and Languages University of Frères Mentouri Constantine 1, Algeria

Introduction

The rapid advancement of artificial intelligence has profoundly reshaped multiple domains, including education, communication, and language use. Artificial intelligence systems are now capable of generating creative texts, composing narratives, producing poetry, and assisting language learners in creative tasks. These developments challenge traditional assumptions about language creativity as an exclusively human ability. Language creativity has long been associated with cognitive flexibility, cultural awareness, and communicative intent. The increasing involvement of artificial intelligence in linguistic production raises ethical questions regarding originality, authorship, and the preservation of human agency in language use. As artificial intelligence-generated language becomes increasingly sophisticated, it is essential to examine its ethical implications in order to ensure responsible and meaningful integration.

1. Literature Review

Existing research highlights that artificial intelligence challenges conventional understandings of language creativity. Scholars argue that artificial intelligence-generated language represents a hybrid form of creativity combining algorithmic processing and human input. Studies, also, emphasize the ethical risks associated with biased language models and unclear authorship attribution. Research increasingly supports the view of artificial intelligence as a creative assistant rather than a replacement for human language users.

1.1. Literature Gap

Despite growing researches on artificial intelligence and language creativity, empirical research remains limited. Few studies investigate long-term effects on learners' creative language development. Additionally, ethical discussions often lack practical guidelines for classroom and real-world applications. Addressing these gaps is essential for responsible integration of artificial intelligence in language creativity. Therefore, future research should adopt longitudinal designs that assess learners' creative development over time and explore diverse educational contexts to enhance the generalizability of findings. Integrating practical ethical frameworks into empirical studies would further support instructors in applying AI responsibly, balancing technological innovation with pedagogical integrity. By addressing these shortcomings**,** research can provide concrete strategies for utilizing AI to enhance language creativity while ensuring ethical, effective, and sustainable educational practices.

1.2. Objectives of the Study

This study examines the multifaceted role of AI in supporting and shaping human language creativity, highlighting its potential benefits as well as the ethical and pedagogical considerations involved. The objectives of the present study are to:

- Analyze the ethical implications of AI-generated language, with particular attention to issues of authorship, originality, and intellectual property.
- Examine the perceived benefits and challenges of integrating AI tools in fostering language creativity among learners.
- Investigate the potential of AI as a collaborative instrument for enhancing human language creativity.

1.3. The Importance of Language Creativity in Contemporary Education

Language creativity refers to the ability of learners to produce novel, original, and contextually appropriate expressions in a target language (Richards, 2015). This concept is rooted in the view of language as a dynamic, generative system, where users do not merely reproduce pre-learned forms but actively

manipulate linguistic resources to convey new meanings (Vygotsky, 2004). Language creativity is the ability to use language in innovative and dynamic ways, enabling learners to go beyond fixed rules and produce novel expressions, wordplay, and artistic uses of language. According to Biskri, language creativity includes not only the invention of new expressions but also the restructuring and flexible adaptation of linguistic forms, a skill that is visible in literature, daily communication, and cultural interactions (Biskri & Sahli, 2025). In essence, language creativity reflects a learners' capacity to explore, experiment, and extend their communicative repertoire beyond memorized expressions. The development of language creativity is closely linked to fostering higher-order cognitive and metalinguistic skills in learners. It allows students to combine vocabulary, grammar, and discourse strategies in innovative ways, resulting in unique sentences, idiomatic expressions, and persuasive arguments (Carter & McCarthy, 2006). Such skills are essential for effective communication in real-life contexts, especially in multilingual and multicultural environments where flexibility and originality are valued (Ellis, 2003).

Educational research shows that promoting language creativity enhances learners' engagement, motivation, and confidence (Littlemore & Low, 2006). Activities that encourage storytelling, role-playing, and creative writing, for example, provide learners with opportunities to experiment with language; challenge conventional structures, and explore multiple ways of expressing ideas (Pawlak, 2019). Moreover, language creativity supports problem solving in communicative contexts, as learners must navigate linguistic constraints to convey intended meanings accurately and persuasively (Bygate, 2018). Incorporating language creativity into the curriculum shifts the focus from rote memorization to active language use and experimentation, thereby fostering independent and flexible language users (Ur, 2012). Students who develop these competencies are better equipped to engage with authentic communicative situations, think divergently in language tasks, and participate meaningfully in their own learning process (Hall, 2017). Ultimately, language creativity contributes not only to linguistic proficiency but also to cognitive growth, critical thinking, and the capacity for lifelong learning in multilingual contexts.

1.4. The Importance of Teaching with Artificial Intelligence

The integration of artificial intelligence (AI) into teaching practices has been widely acknowledged as a powerful means of enhancing instructional effectiveness (Holmes et al., 2019). AI-driven systems enable the personalization of learning by adapting instructional content, pacing, and levels of difficulty to the specific needs, abilities, and academic development of students. Such adaptive mechanisms support differentiated instruction and allow learners to progress at an optimal pace, thereby maximizing learning outcome. Empirical studies indicate that students who engage with AI-supported learning environments tend to achieve superior academic performance, exhibit increased motivation and sustained engagement, and demonstrate faster knowledge acquisition compared to those in traditional instructional settings (Luckin et al., 2016; Zawacki et al., 2019). Moreover, AI tools provide immediate feedback and continuous assessment, and research indicates that these mechanisms promote self-regulated learning and foster deeper cognitive processing (Kulik & Fletcher, 2016; Godwin-Jones, 2021). Taken together, these findings suggest that AI not only enhances the efficiency of teaching and learning processes but also contributes to more inclusive and learner-centred educational experiences.

1.5. Artificial Intelligence Impact on EFL learners

Artificial intelligence has the potential to foster language creativity by offering tools that support writing and expression for learners from diverse linguistic backgrounds. However, artificial intelligence systems often reflect biases embedded in their training data. These biases may reinforce dominant linguistic norms while marginalizing minority dialects and languages. Ethical application of artificial intelligence in language creativity requires careful attention to fairness, representation, and inclusivity. Artificial intelligence has

increasingly been integrated into language learning through a range of intelligent digital tools that support both receptive and productive skills. Among these tools, chatbots and conversational agents such as ChatGPT and Replika are designed to simulate human-like interaction, allowing learners to engage in meaningful spoken and written communication in a low-anxiety environment. These systems provide immediate responses, encourage experimentation with language, and offer opportunities for repeated practice without the fear of negative evaluation, which is particularly beneficial for learners with limited confidence or oral proficiency (Kohnke et al., 2023). In addition, adaptive learning platforms such as Duolingo and Babbel employ AI-driven algorithms to personalize instructional content by continuously analyzing learners' performance and adjusting lesson difficulty, pacing, and feedback accordingly. This adaptive approach enhances learner engagement and promotes autonomous learning by addressing individual differences in proficiency levels and learning styles (Godwin-Jones, 2021). Furthermore, automated writing assistants, including *G*rammarly and ProWritingAid, play a significant role in supporting the development of writing skills by providing real-time feedback on grammatical accuracy, lexical choice, stylistic appropriateness, and overall textual coherence. Through continuous exposure to corrective feedback and language suggestions, learners are able to notice linguistic patterns, refine their written production, and develop greater metalinguistic awareness, thereby contributing to sustained improvement in writing quality (Li & Vuono, 2019). Taken together, these AI-based tools demonstrate considerable potential in enhancing language learning experiences by offering personalized, interactive, and learner-centered instructional support.

1.6. Artificial Intelligence as a Collaborative Tool

Artificial intelligence can function as a collaborative partner in language creativity by offering suggestions, generating ideas, and assisting with linguistic experimentation. When used responsibly, such tools can enhance human creativity rather than replace it. Nevertheless, overreliance on artificial intelligence risks weakening critical thinking and creative autonomy. Transparency regarding artificial intelligence involvement is essential to maintain trust and integrity in creative language practices.

1.7. Ethical Challenges in Language Creativity

A central ethical concern in artificial intelligence-driven language creativity is authorship. When artificial intelligence produces a poem, story, or academic text, identifying the rightful author becomes problematic. Traditional models of authorship rely on human intention and accountability, which artificial intelligence systems do not possess. Another challenge relates to originality. Artificial intelligence systems are trained on large datasets of existing texts, raising concerns about imitation, plagiarism, and the loss of originality. These concerns are particularly significant in academic and educational contexts, where originality is a core value.

2. Methodology

Given the complex nature of language creativity and ethical engagement with artificial intelligence (AI), a mixed-methods approach was adopted. This methodological design allowed for the combination of quantitative data collected through a structured questionnaire and qualitative insights gathered through classroom observation. While the questionnaire captured Master 2 EFL students' perceptions, attitudes, and ethical awareness regarding AI use, classroom observation enabled the researcher to examine actual creative practices, patterns of AI integration, and ethical behaviors in authentic learning contexts. This triangulation of data sources enhanced the validity, credibility, and depth of the findings by linking students' reported beliefs with their observed classroom practices.

2.1 Participants

The study involved 97 Master 2 students enrolled in the Department of English at the University of Guelma (Algeria). All participants had prior exposure to AI-based tools for academic writing, idea generation, and language practices.

3. Result

To answer the research questions, the learners' responses to the questionnaire were presented as follows.

Table 1: Student Demographics and AI Familiarity (Q1–Q2)

Question	Options	Percentage
Q1. Age	20–22	45%
	23–25	40%
	26+	15%
Q2. Familiarity with AI tools	Beginner	20%
	Intermediate	50%
	Advanced	30%

Source: Authors, 2025

The results indicate that the majority of Master 2 students fall within the 20–25 age range, indicating a relatively young group with similar educational experiences. Regarding AI familiarity, most students reported an intermediate level, suggesting that while they have some experience with AI tools, there is still room to develop more advanced skills. A smaller portion of the class identified as beginners (20%), highlighting the need for guidance in effectively integrating AI into language tasks, whereas a notable minority classified themselves as advanced users, capable of using AI creatively. These demographic insights provide useful context for interpreting students' perceptions and actual practices observed in the subsequent AI use and language creativity.

Table 2: AI Use and Language Enhancement (Q3–Q8)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
AI tools help me generate ideas for language tasks	2%	5%	8%	50%	35%
AI tools help me explore new ways to express ideas	1%	4%	10%	55%	30%
Using AI makes it easier to experiment with language structures or expressions	0%	3%	12%	60%	25%
AI helps me feel more confident in using English	1%	5%	15%	55%	24%
AI encourages me to think of alternative ways to express ideas	0%	2%	10%	60%	28%
AI helps me expand my language repertoire	1%	3%	12%	58%	26%

Source: Authors, 2025

The responses indicate that over 80% of the students perceived AI tools as highly supportive in enhancing their overall language abilities. Most participants agreed that AI assists in idea generation, exploring alternative expressions, and experimenting with structures, reflecting a strong perceived positive

impact on language enhancement and confidence. Only a small percentage (2–5%) reported disagreement, suggesting limited uncertainty about AI's effectiveness.

Table 3: AI and Language Creativity (Q9–Q12)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
AI allows me to explore multiple solutions or interpretations	0%	4%	15%	55%	26%
Using AI influences my overall ability to produce innovative or original language use	1%	5%	18%	55%	21%
AI encourages me to experiment with ideas in different contexts	1%	3%	12%	60%	24%
AI helps me develop flexibility in using English	1%	4%	15%	58%	22%

Source: Authors, 2025

Approximately 80–85% of students agreed that AI positively affects their general language creativity, particularly in exploring multiple solutions and experimenting with ideas. This suggests that AI acts as a stimulus for flexible and innovative use of English, allowing learners to try alternative expressions or structures they might not consider independently. Neutral responses (12–18%) indicate some uncertainty about AI's influence on creativity.

Table 4: Authorship, Personal Input, and Ethical Awareness (Q13–Q16)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel AI-generated ideas can reflect my personal input	2%	6%	20%	50%	22%
AI may reduce my personal effort in language tasks	5%	10%	30%	40%	15%
AI should be used as a support, not replacement	0%	2%	8%	60%	30%
Teachers should provide ethical guidelines for AI use	0%	3%	10%	55%	32%

Source: Authors, 2025

Most respondents (70–82%) believed AI can reflect their personal input and act as a supportive tool, while simultaneously acknowledging the risk of reduced personal effort if overused. Nearly 90% emphasized that AI should not replace human effort and that ethical guidelines from teachers are necessary. This illustrates learners' balanced perspective on combining AI assistance with personal responsibility.

Table 5: Societal and Ethical Considerations (Q17–Q24)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Excessive reliance on AI may negatively affect language creativity	1%	5%	18%	55%	21%
AI-generated language may contain biases or inappropriate expressions	1%	6%	20%	55%	18%
Students should indicate when AI is used	0%	2%	10%	58%	30%
AI can be ethically integrated if guidelines are followed	0%	3%	12%	55%	30%
In your opinion, AI influences your overall language creativity	1%	3%	15%	55%	26%
AI helps you explore new language ideas and expressions	0%	2%	12%	60%	26%
AI supports flexible thinking in language tasks	1%	3%	15%	58%	23%
AI can be beneficial if used responsibly	0%	2%	10%	60%	28%

Source: Authors, 2025

Students demonstrated strong awareness of ethical and societal issues associated with AI. Around 80–85% agreed that AI can be ethically integrated if used responsibly, and the majority recognized the need for transparency and moderation. Simultaneously, many acknowledged that overreliance might affect creativity or maintain biases, suggesting learners have a critical and cautious approach to AI in language tasks. Open-ended responses consistently indicated that students recognized AI as a tool to stimulate ideas, improve flexibility, and enhance language exploration, provided if it is used responsibly and ethically.

4.1 Overall Interpretation

The survey results show that Master 2 students:

- Value AI tools for enhancing language abilities (idea generation, flexible expression, vocabulary expansion).
- Recognize AI's potential to foster general language creativity, especially in exploring multiple alternatives and experimenting with language.
- Acknowledge the risks of overdependence, reduced effort, or ethical misuse.
- Advocate for clear guidelines from teachers and transparency when AI is used.

In conclusion, AI is perceived as a supportive partner for language creativity, but moderation, ethical guidance, and personal effort remain critical to maximize its advantages while preserving authenticity, originality, and meaningful human expression.

4.2. Classroom Observation

In addition to the questionnaire analysis, classroom observation provided valuable contextual evidence that enriched and clarified the interpretation of the findings. Through direct observation of Master 2 students during oral presentations, discussions, and debates within the Communication Practices module, the researcher examined how AI tools were integrated into authentic communicative tasks and whether students' behaviors

reflected the ethical awareness, they had reported. This qualitative dimension revealed a detailed picture of AI use in practice. Although many students displayed strong technical familiarity with AI tools, their modes of engagement differed considerably. Some approached AI as a supportive resource, using it to generate ideas, refine arguments, expand vocabulary, or structure their presentations while remaining cognitively engaged in preparing and delivering their contributions. In these instances, AI appeared to enhance confidence, fluency, and the overall quality of interaction. However, classroom observation showed that a smaller group relied more heavily on AI-generated content with limited critical adaptation, which sometimes resulted in less spontaneous interaction or reduced personal engagement during debates and discussions. From an ethical standpoint, most students demonstrated awareness of responsible practices, particularly when transparency about AI assistance was encouraged. Several students explicitly acknowledged how they had used AI in preparing their presentations and justified their choices, indicating reflective and conscious engagement. Nevertheless, moments of uncertainty emerged regarding the boundaries between legitimate support and excessive dependence, indicating a gap between declared ethical understanding and practical implementation. By linking students' reported perceptions with their observed communicative performance, the study offers a more comprehensive understanding of how AI influences language creativity, critical thinking, and ethical decision making in real classroom contexts, thereby strengthening the credibility and depth of the research findings.

3. Discussion

The integration of artificial intelligence (AI) into language learning raises important ethical and pedagogical questions. AI provides tools that stimulate linguistic expression, support autonomous learning, and allow learners to experiment with language, generate ideas, explore new syntactic structures, and expand vocabulary. In foreign language teaching, it offers adaptive feedback, reduces anxiety in oral and written practice, and enhances motivation and engagement. The questionnaire and classroom observation indicate that Master 2 EFL students perceived AI as a valuable resource for creativity. Around 80–85% of respondents agreed that AI helps explore multiple solutions, experiment with ideas, and develop flexibility in English use, while classroom observation confirmed that most students applied AI strategically during oral presentations, discussions, and debates. A smaller group relied heavily on AI outputs with limited adaptation, underscoring the importance of monitoring overreliance.

Moreover, master 2 students also demonstrated awareness of authorship and ethical use. Most of them recognized that AI can reflect personal input but should support rather than replace human effort, and nearly 90% highlighted the importance of teacher-provided ethical guidelines. Observation showed that students often reflected on AI contributions while maintaining ownership of their work, indicating critical and responsible engagement. Moreover, students acknowledged potential risks, including reduced creativity, biased outputs, and imitation of pre-existing content. These findings illustrate that AI can stimulate innovative and flexible language use but must be applied with moderation and reflection.

However, excessive reliance on AI may limit creative autonomy and the development of metalinguistic and critical thinking skills. The study shows that effective AI integration depends on balancing innovation with responsibility. When applied thoughtfully, AI complements human creativity by encouraging flexible thinking, alternative expression, and experimentation, while ethical frameworks and transparency ensure that learners maintain authorship and authenticity. Overall, AI is perceived as a supportive assistant that enhances engagement and language creativity, provided that learners critically evaluate outputs, retain personal effort, and follow clear ethical guidance. Future research should explore the long-term impact of AI on creative development and propose strategies to maximize pedagogical benefits while minimizing ethical and cognitive risks.

Conclusion:

Artificial intelligence offers powerful tools for enhancing language creativity, yet its ethical implications cannot be overlooked. Issues of authorship, originality, bias, and collaboration require careful consideration. Artificial intelligence contributes significantly to the development of language creativity by helping learners and writers generate new ideas, improve style, expand vocabulary, and suggest innovative linguistic structures. It, also, offers opportunities for interactive learning and encourages linguistic experimentation in ways that were not previously possible. However, these technologies raise a number of important ethical concerns. The issue of authorship raises questions about who should be considered the true creator of AI-generated texts: the human user, the intelligent system, or both together. Concerning , originality, the challenge lies in the extent to which AI-produced texts can be considered genuinely creative, especially since they are often based on pre-existing data and texts, which may lead to unintentional repetition or imitation. In addition, AI systems may reflect biases present in the data on which they are trained, potentially affecting linguistic and cultural fairness. The collaboration between humans and machines also requires clear regulation to ensure that the human role remains active and central, with artificial intelligence serving as a supportive tool for creativity rather than a replacement for it. Therefore, the responsible and ethical use of artificial intelligence in language creativity requires the establishment of clear ethical frameworks, the promotion of critical awareness among users, and transparency in the design and application of these technologies. Through interdisciplinary collaboration and ethical regulation, artificial intelligence can serve as a supportive assistant in language creativity, enriching linguistic expression while preserving human creativity.

references

Biskri, Y & Sahli, F. (2025). Cultural Connotations and Language Creativity: the Perceptions of first-year master students at the University of 8 may 1945 Guelma (Algeria) *Akofena* | N°15, Vol. https://doi.org/10.48734/akofena.n015.vol.3.17.2025

Bygate, M. (2018). Skills and abilities in language learning: Creativity in L2 production. Routledge.

Carter, R & McCarthy, M. (2006). Cambridge grammar of English: A comprehensive guide. Cambridge University Press. https://www.amazon.com/Cambridge-Grammar-English-Comprehensive-Guide/dp/0521588464?language=en_US#

Ellis, R. (2003). Task-based language learning and teaching. OUP. Chapter 1: Tasks in SLA and language pedagogy. P. 27-33. Oxford University Press. https://alad.enallt.unam.mx/modulo7/unidad1/documentos/CLT_EllisTBLT.pdf

Godwin-Jones, R. (2021). Evolving technologies for language learning. *Language Learning & Technology*, 25(3), 6–26. https://doi.org/10.64152/10125/73443

Hall, G. (2017). Exploring English language teaching: Language in action. Routledge. https://doi.org/10.4324/9781315193380

Holmes, W., Bialik, M & Fadel, C. (2019). Artificial intelligence in education: Promises and implications for teaching and learning. Center for Curriculum Redesign. https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf

Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for Language Teaching and Learning. *RELC Journal*, *54*(2), 537-550. https://doi.org/10.1177/00336882231162868

Kulik, J. A & Fletcher, J. D. (2016). Effectiveness of intelligent tutoring systems: A meta-analytic review. *Review of Educational Research*, 86(1), 42–78. https://doi.org/10.3102/0034654315581420

Littlemore, J., & Low, G. (2006). Figurative thinking and foreign language learning. Palgrave Macmillan. https://link.springer.com/book/10.1057/9780230627567

Luckin, R., Holmes, W., Griffiths, M & Forcier, L. B. (2016). Intelligence unleashed an argument for AI in education. Pearson Education. https://static.googleusercontent.com/media/edu.google.com/en//pdfs/Intelligence-Unleashed-Publication.pdf

Pawlak, M. (2019). *Creativity in second language writing*. Springer.

Richards, J. C. (2015). Key issues in language teaching. Cambridge University Press. https://www.professorjackrichards.com/wp-content/uploads/Key-Issues-in-Language-Teaching-Reviewed-by-Le-Van-Canh.pdf

Ur, P. (2012). *A course in language teaching: Practice and theory*. Cambridge University Press. https://sacunslc.wordpress.com/wp-content/uploads/2015/03/penny-ur-a-course-in-language-teaching-practice-of-theory-cambridge-teacher-training-and-development-1996.pdf

Vygotsky, L. S. (2004). *Imagination and creativity in childhood*. Journal of Russian and East European Psychology, 42(1), 7–97. https://doi.org/10.1080/10610405.2004.11059210

Zawacki-Richter, O., Marín, V. I., Bond, M & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – Where are the educators? *International Journal of Educational Technology in Higher Education, 16*(39). https://doi.org/10.1186/s41239-019-0171-0