



## Contextualizing a Global English Textbook with ChatGPT to Enhance ESL Teaching and Learning in an Indian Classroom

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### Abstract

The present study delves into the innovative use of ChatGPT to adapt a global textbook to make it more relevant and accessible to the language learners in the Indian context. With informed prompt engineering, the language model could contextualise the instructional material to situations and settings that resonate with the learners' everyday lives, providing them with a more personalised and effective language learning experience. Global textbooks often present content entrenched in the culture and contexts of native speakers, making it challenging for non-native learners to relate to and produce the language with confidence. By utilising ChatGPT, the teacher could localise the textbook content, ensuring that the learners encounter familiar scenarios that encourage seamless language application. The study employs a qualitative embedded case study design involving AI prompt writing, lesson planning, classroom observations, a focus group discussion, and a semi-structured interview. Administering the lessons using the adapted content proves to increase the learners' engagement in the classroom while the teacher achieves the desired learning outcomes expected by the original textbook. Moreover, the paper addresses the training and support required for the teacher to use ChatGPT. Using AI to democratise the process of adapting the global textbook promises a viable method for teachers to contribute to designing supplementary learning materials.

**Keywords:** ChatGPT, contextualizing ELT Materials, global textbook, prompt engineering, English as a Second Language

### Introduction

Global textbooks aim to provide an international perspective, including content from various cultures and global examples to give students a broader view of the world (Cambridge University Press, 2023). In the context of English Language Teaching (ELT), whether a learner is a native or a non-native speaker of English, these textbooks are often used to teach various cultural representations of the native-speaking community. They bring forth specific terms, phrases, and instances that could be foreign to a non-native learner. This could raise the affective filters among the learners, such as anxiety and boredom, thereby slowing down their pace towards learning the content and the language involved. Keeping in mind that these textbooks promote multiculturalism at a global level, it is advisable for the teachers to utilize

this opportunity to develop supplementary materials that allow more language production opportunities by putting the language in relatable contexts. This could be challenging for the teacher to implement due to time constraints. But what if we propose that an Artificial Intelligence (AI) model can generate supplementary material? If the language learning content is designed strategically by prompting ChatGPT, it could even enable dialogic, experiential learning that is rooted in learners' lived realities (Alm & Watanabe, 2023).

Hong (2023) argues that ChatGPT allows for personalized and interactive learning through its dialogic affordances. Besides, Tlili et al. (2023) affirm the need for a new pedagogical approach that can use innovations catalyzed by AI. Therefore, as part of this study, ChatGPT was used by the teacher to generate the adapted text by providing original content from the source material (the global textbook) into the prompt for it to work with. The AI model was able to keep the language difficulty and vocabulary intact while changing the whole content so that the undergraduate learners could relate to it. Thereby engaging them with familiar content after the intercultural exposure they received from the textbook.

ChatGPT, or Chat Generative Pre-trained Transformer, is an AI language model developed by OpenAI that excels in natural language understanding and generation. It uses deep learning to produce high-quality text. This study serves as a tool or platform for adapting the global textbook content to a familiar regional context to make it more relevant and accessible to the learners. Adaptation, here, refers to the process of customizing the global textbook content to better suit the cultural and linguistic needs of the learners in the Indian context. It addresses the challenges they face when exposed to culturally distant and linguistically unfamiliar content. These challenges include reduced engagement and comprehension difficulties. An objective was to prompt ChatGPT to adapt the global textbook, providing learners with content they can relate to and engage with more effectively. Prompts are provided to a language model as specific instructions or questions to generate a particular type of text or dialogue (Sarrion, 2023). OpenAI (2022) trained the ChatGPT model to interact in a dialogue format to answer follow-up queries, admit its mistakes, and challenge incorrect responses.

The tool requires the user to be able to provide clear and precise prompts for the responses to be effective. Prompt engineering, an integral skill under AI literacy, is a crucial technological skill for the 21<sup>st</sup> century (Tlili et al., 2023). For a teacher, sufficient training is required in this skill to personalize learning experiences using ChatGPT. For example, tailoring content to specific regional contexts and creating a familiar territory for the learners to indulge in. This makes it easier for them to connect with the material supplemented by content that resonates with their cultural and linguistic backgrounds.

The study does not intend to convey that global textbooks are culturally biased. It finds a resolution to address the simple observable fact that the students find it difficult to use the language when it is exposed within unfamiliar contexts. On the other hand, several researchers have identified ELT textbooks that prioritize target cultural norms and values, which have been observed to impede both the learning process and learners' perceptions of both native speakers and themselves (Ndura, 2004). Similarly, Yuen's 2011 study examined the cultural components within ELT textbooks used in secondary schools in Hong Kong. The results of the investigation indicated an emphasis on American culture, while African cultures were notably marginalized (Yuen, 2011).

Irrespective of whether language learning materials exhibit cultural focus, foreign content invariably has the potential to induce anxiety and confusion in learners, a reaction rooted in natural psychological processes. A teacher can address this by supplementing contextualized learning contents relevant to the original textbook so that the lessons do not hinder the

development of their intercultural competence - which is what most of the English global textbooks intend to do. In this study, the challenges of doing this manually are overcome using the affordances of ChatGPT. It culminates after realizing and confirming the successful implementation of this approach when the teacher achieves the desired learning outcomes after supplementing the lessons with a contextualized text that the language model generated.

### *Research Objectives:*

1. To examine the effects of administering lessons using the AI-adapted text on the content comprehension and language application of undergraduate learners in the Indian ESL classroom
2. To discover the key challenges and benefits experienced by the teacher while planning and administering the contextualized lessons using ChatGPT
3. To realize whether the desired learning outcomes could be achieved more efficiently in the classroom after administering the contextualized lessons and compare them with the outcomes obtained from the original lessons

### *Methodology Overview*

The study employs a qualitative embedded case study design. An embedded case study includes more than one sub-unit of analysis (Yin, 2002). Scholz, the proponent of the research design, suggests that “case is faceted or embedded in a conceptual grid” which enables the identification of important aspects of human and environmental systems (Scholz & Binder, 2011). The present study examines the teacher, the students, and the adapted textbook content within a single case, i.e., the classroom using AI-driven textbook content adaptation.

An informed consent form was distributed to the teacher and the students after getting the approval of the Vice Principal. They were assured that their personal details and affiliation would remain anonymous. Data collection involved writing classroom observation notes, other fieldwork notes, a semi-structured interview with the teacher, and a classroom focus group discussion.

We were only permitted 4 hours of classroom time with the undergraduate students and their English teacher. The college schedules each class or period with 30 minutes. Therefore, the fieldwork was carried out in 4 phases, including 8 lesson iterations of a specific chapter in a month. Moreover, the semi-structured interview with the teacher happened beyond the purview of the permitted classroom time.

The study involved 53 learners and an English language teacher at a college in the Ernakulam district of Kerala, India. Classroom observations allowed us to assess the practical implementation of the AI-adapted text in a real educational setting, whereas the focus group discussion helped us collect data regarding the learners’ perspectives. A semi-structured interview was conducted at the end of the study to obtain the perspectives of the teacher. Qualitative data obtained from the classroom observation notes, fieldwork notes on lesson planning, and the transcripts from the focus group discussion and the interview were coded and analyzed to identify the recurring themes and patterns of the study.

Some of the themes have been set in the traditional educational settings before the age of AI and have been recalled throughout this study. The themes discuss how teachers have contextualized language learning materials using simple methods like providing relevant examples or using authentic materials that facilitate language use within the learners’ familiar context. However, the exponential growth of 21st-century digital tools has influenced language education remarkably. One such instance is the advent of ChatGPT into the realm of ELT. A

review of relevant literature can pinpoint the themes to present them coherently within a timeline, followed by a thematic analysis in the subsequent sections.

## Literature review

Contextualization of textbooks significantly shapes the possibility for student interactions and communication, both among peers and with teachers. This, in turn, directly influences students' overall language learning experience and effectiveness. When language textbooks lack adequate social and cultural contextualization, students may not perceive them as relevant to their daily lives, leading to reduced engagement with the language (Huang, 2019).

Huang (2019) investigated textbooks' influence and contribution to enhancing interactions and the extent to which their content is contextual and communicative. Grounded in social learning and sociocultural theory, this investigation explored whether English textbooks possess sufficient contextualization to aid students in their English learning and communication endeavors. A thorough analysis of a series of secondary English textbooks, specifically *Project English* used in China, was conducted to accomplish this. Besides, the actual experiences of those who used these textbooks for learning and using English were explored. The findings revealed that the textbooks' topics, texts, and tasks lack contextualization in terms of authenticity, levels of communication, diversity, and representation of cultures.

Drawing from Vygotsky's social learning theory, the emphasis lies on the genuine social context as a vital component in the learning process. In this regard, foreign cultural representations in textbooks could be categorized secondary to that, as it could be entirely unfamiliar for non-native learners to relate to. When assessing the contextualization of textbooks, the importance of authenticity cannot be overstated, as it serves as a fundamental prerequisite for constructing meaning during social interactions (Huang, 2019).

The study focuses on personal authenticity. This dimension revolves around whether the information presented is meaningful to learners and aligns with their interests, individuality, life experiences, and the society they inhabit. Textbooks with personal authenticity are relevant and engaging for students, offering opportunities for them to relate to the information and encouraging them to freely use the language to express their ideas (Huang, 2019).

Emphasizing the role of textbooks as potential tools for imparting knowledge about nurturing intercultural communication competencies among learners, Nguyen et al. (2020) conducted a study in Vietnam, investigating the alignment of locally produced English textbooks with pedagogies informed by English as an international language (EIL). Their research sought to ascertain the extent to which these materials prepare students for effective English usage in intercultural contexts. The study's outcomes reveal a significant limitation: the textbooks primarily concentrate on equipping students to communicate with Anglophone English users, thereby inadequately addressing the diverse communicative requirements in the real world. This underscores the crucial need to shift towards an EIL-oriented approach in developing and utilizing ELT materials.

With the innovative ChatGPT architecture, teachers can now contextualize or localize textbooks efficiently by prompting AI to produce authentic texts based on the source content type and language. Moreover, they can use the adapted content that is culturally familiar to create language production tasks for their learners.

For a teacher to effectively use ChatGPT or any generative AI for the matter of contextualizing textbooks, they need to have a basic understanding of how it works. Prompt writing is a crucial

skill required to use the tool to its full potential, widely known as ‘prompt engineering.’ It is also an emerging field that requires creativity and attention to detail. This involves selecting the right words, phrases, symbols, and formats to guide the model in generating high-quality and relevant texts. The goal of prompt engineering is to enhance the language model’s effectiveness by offering input that is clear, concise, organized, and customized to the task or purpose for which the model is applied. For instance, teachers can use ChatGPT to create lesson plans by giving it specific prompts, including details about the format, headings, subheadings, tabular organization, etc. This study considers prompt engineering as an essential aspect of teacher competency for the 21st century.

Using AI models for ELT can be challenging for teachers. It can arise from the tool’s limitations or due to teachers finding its User Interface (UI) and User Experience (UX) difficult. In a study conducted by Mohamed (2023), the focus was on understanding how ten faculty members teaching English as a Foreign Language (EFL) at Northern Border University perceived the utility of ChatGPT in assisting their students with English language learning. Several faculty members recognized its value in promptly delivering precise answers to various questions. However, some expressed reservations, fearing that ChatGPT might impede the development of critical thinking and research skills among students and, in some cases, inadvertently promote biases or misinformation. An article (Jimenez, 2023, para. 7) in USA Today talks about a survey that found that more than 70% of teachers “have not received any faculty guidance on ChatGPT, 43% think ChatGPT will make their jobs more difficult,” capturing teachers’ apprehension about AI. On the other hand, Limna et al. (2023) gauged the perspectives of educators and students on using ChatGPT, where they found it to be a helpful tool for providing immediate feedback, answering questions, and providing support to students.

Similarly, Nguyen & Tran (2023) interviewed the teachers at the University of Foreign Languages, Da Nang, to understand their perspectives on ChatGPT in language teaching. The interview responses indicate that they perceive the language model to help reduce teachers’ workload but that it can only replace human teachers partially. Consistent with the current study’s motive, Nguyen & Tran (2023), through their research, support AI as a potential complement to human teaching.

Moreover, a comprehensive literature review of the research on AI in language learning specifies instances of AI-utilized lessons significantly motivating L2 practices and promoting learner autonomy (Huynh, 2024). For instance, Wei (2023, as cited in Huynh, 2024) investigated 60 Chinese EFL learners at a Chinese University. After ensuring homogeneity through a proficiency test, they were divided into two groups: the control group who administered the traditional teaching method, and the experimental group who received the AI-instructed lesson. They were required to complete a test that included vocabulary, grammar, reading comprehension, and writing before and after 10 weeks. To investigate students’ motivation and autonomy, 14 students from the experimental group were subject to completing the Self-Report Questionnaire (SRQ) and the semi-structured interviews. The findings reveal that the experimental group had the better outcome, showing the positive impact of AI on learners’ skills in their learning process.

### *Research Questions*

The subsequent sections of the study will answer the following research questions:

1. How do the lessons administered using the AI-adapted text affect the content comprehension and language application of the undergraduate learners in the Indian ESL classroom?

2. What are the key challenges and benefits experienced by the teacher while planning and administering the contextualized lessons using ChatGPT?
3. What learning outcomes are achieved in the classroom after administering the contextualized lessons? How do these compare to the outcomes obtained after completing the original lessons?

## Methodology

### *Pedagogical Setting & Participants*

The research was conducted for a month in the first semester of the 2023-2026 BA English Language and Literature program at a college located in the Ernakulam district, Kerala, India. This study involved the active participation of 53 undergraduate students along with their English language teacher. Convenience sampling was chosen as the preferred method due to the accessibility and immediate availability of these participants to meet the study's objectives.

### *Design of the Study*

A qualitative embedded case study design was used to conduct the study. To address the research questions, the following qualitative research methods were employed:

1. Analysis of the dialogue between the teacher and ChatGPT using the content from the Cambridge IGCSE Coursebook
2. Classroom observations of 8 classes
3. Focus group discussion with the students
4. Semi-structured interview with the teacher
5. Data coding: The collected data, including classroom observation reports, fieldwork notes, student worksheet responses, feedback from the focus group discussion, and interview transcripts, were subjected to systematic coding.
6. Thematic analysis: Following coding, a thematic analysis was performed on the coded data to identify recurring themes and patterns.

### *Data Collection & Analysis*

The fieldwork initially involved the researchers and the teacher meeting online to devise lesson plans together for the two versions of the textbook content – the original and the AI-adapted. Before that, homework time and a class period were spent training and instructing the teacher to use ChatGPT and provide prompts to get the desired results. Afterwards, two worksheets were created with the teacher, including activities like the ones in the original text, to evaluate their comprehension and language production at the end of the lessons. Both the worksheets had tasks adhering to the difficulty level of the ones in the original text. The only difference in the content was that the former represented a context foreign to the learners and the latter involved the same language (identical vocabulary and same level of language complexity) but within a familiar context. With the materials ready, the teacher was given the green light to proceed with the lessons.

As the fieldwork was carried out through 8 lesson iterations in a month, the qualitative research methods listed in the previous subsection were carried out respectively in four phases as listed below:

Phase 1: Initial intervention and lesson planning with the teacher



## Phase 2: Completion of the lessons with the textbook content (as shown below in Picture 1)

## Somewhere for the weekend ... Bilbao

This artistic city celebrates its heritage with a flamboyant fiesta, set amidst Spain's most dramatic new architecture.

Now is the time to head south-west to see Bilbao at its most active, as celebrations of the city's heritage reach a climax with the Aste Nagusia festival. This is one of Spain's liveliest fiestas, comprising eight days and nights of processions, parades, concerts, dances, demonstrations of rural sports (including stone-lifting, log-chopping and hay-bale tossing) and bullfights. There are also nightly firework displays, best viewed from the city's bridges. Bus stops and street crossings are repainted gaudily, and bright scarves are draped around the necks of the city's statues.

Bilbao was founded in 1300 and is Spain's fourth biggest city (after Madrid, Barcelona and Valencia). Straddling the Nervion river, it is Spain's largest port. There are two official languages, Spanish and Euskara (the Basque language); most signs are bilingual.

The main tourist office is at Calle Rodrigo Arias ([www.bilbao.net](http://www.bilbao.net)). It opens 9 a.m.–2 p.m. and 4–7.30 p.m. from Monday to Friday. On Saturdays, the hours are 9 a.m.–2 p.m., on Sundays 10 a.m.–4 p.m. A more useful operation is run at the airport (daily 7.30 a.m.–11 p.m.). There is also a tourist office at

the Guggenheim Museum at Avenida Abandoibarra 2, open 10 a.m.–3 p.m. and 4–7 p.m. daily, though not on Sunday afternoons.


Many visitors and locals forsake sit-down meals in favour of nibbling at bars. Eating is no trivial matter, however. In the evenings, restaurants rarely open before 9 p.m. Traditional dishes revolve around veal, lamb and fresh fish (especially cod), often in olive-oil sauces.



Adapted from an article in *The Independent Review*.

Picture 1. The reading passage from the global textbook

## Phase 3: Completion of the lessons with the ChatGPT-adapted content (as shown below in parts as Screenshots 1, 2 and 3, respectively)



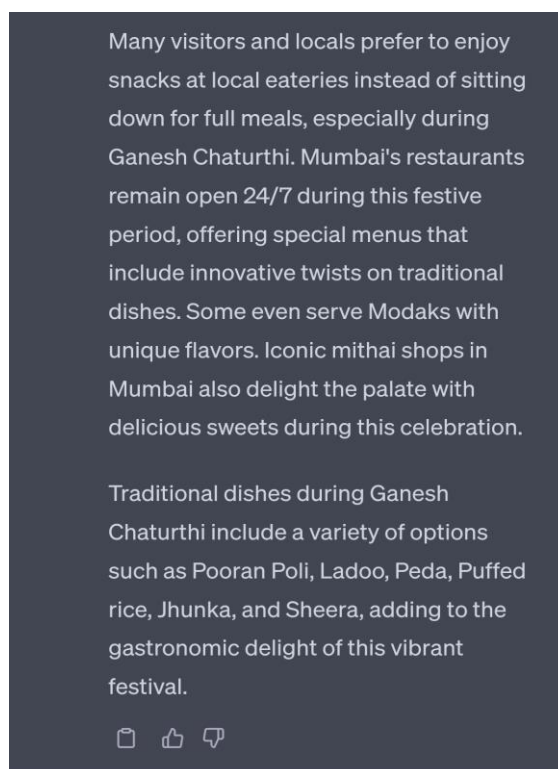
This vibrant city, flamboyantly celebrating its rich heritage, is nestled on the west coast of India, straddling the Arabian Sea. Mumbai, India's second most populous city (after Delhi), was founded around 1000 BCE. Its earliest recorded celebration of Ganesh Chaturthi dates back to the 17th century, during the reign of King Shivaji.

Now is the perfect time to visit Mumbai as the city's heritage celebrations culminate in the Ganesh Chaturthi Festival. This festival, known for its flamboyant and gaudily adorned idols of Lord Ganesha, lasts for ten days and nights. The streets come alive with processions, parades, concerts, traditional dances, and elaborate decorations. Each night, the skies light up with dazzling fireworks, best viewed from the city's iconic beaches.

For travelers seeking information, the main tourist information center is located on Dr. Dadabhai Naoroji Road (<https://www.maharashtratourism.gov.in/-/mumbai>). It is open from 9 a.m. to 1 p.m. and 3 p.m. to 6:30 p.m. from Monday to Friday, 9 a.m. to 1 p.m. on Saturdays, and 10 a.m. to 3 p.m. on Sundays. Additionally, a convenient tourist information center operates at Chhatrapati Shivaji International Airport, open 24/7. Another tourist office can be found at the Gateway of India, open from 10 a.m. to 4 p.m. daily, except on Sunday afternoons.

Screenshot 1

Screenshot 2



Screenshot 3

Phase 4: Conducting a classroom focus group discussion and a semi-structured interview with the teacher

## Findings and Discussion

Before initiating the lessons, the first output sought was from ChatGPT. After guided instructions, the teacher prompted the AI to adapt the global textbook content to a culturally familiar one for the learners (as shown in Picture 1, Screenshots 1, 2, and 3 in the previous section). The entire conversation between the teacher and ChatGPT is recorded and can be accessed through the link below:

Link: <https://chat.openai.com/share/6b77ba11-ad1a-432f-a066-7eeb9a6133c3>

The conversation analysis revealed that the teacher needed to offer three prompts to elicit the desired response. The second and third prompts had to be revised multiple times by the teacher to fact-check the language model to get the desired response. The prompts included the textbook reading content as it was copied to the clipboard from the PDF version of the textbook. This step was necessary because ChatGPT lacked internet access to retrieve the text directly. Subsequently, with the teacher's efforts, the language model attempted to adapt the passage content, originally centered on the Bilbao festival in Spain, to the Ganesh Chaturthi Festival that is relevant to the Indian context. The last response, featuring the adapted passage, was considered the final iteration and was successfully administered for the lessons during the third phase of the study.

Data collected through the aforementioned qualitative methods were coded to reveal valuable findings to answer the research questions through a thematic analysis. The following themes were identified.



### *Learners' Comprehension and Interaction Enhancement*

Upon observing the classroom interactions, it was evident that they were more engaged with the text when the teacher introduced the AI-adapted passage for reading comprehension and language use. Their responses to the reading comprehension questions were assessed by the teacher. Upon review, it was found that the students' answers to the reading comprehension questions of the adapted text revealed more understanding of the passage when compared with the responses to the questions based on the original text. Apart from the reading comprehension questions, the worksheet also involved prompts for speaking tasks. The learners were more willing to participate with the text that had the cultural references they were familiar with. However, the students were attentive in class during phase 2 and phase 3 when the textbook content and the adapted content were introduced, respectively. A possible reason could be that the classroom was being observed for the study. The students participated in the lessons seriously.

Classroom focus group discussion revealed that cultural familiarity was the sole reason that motivated the students to participate more on Day 3 of the study. This aligns with the relevant literature about contextualizing or localizing textbook content to significantly shape student interactions and communication among peers and teachers (Shin et al. 2011, p.256). The teacher agreed with us regarding the positive change during the interview, stating that "the students may have perceived the adapted text as (more) authentic...which led to the increase in their willingness to participate and communicate".

### *Text Authenticity*

The adapted passage represented the 'personal dimension' of authenticity as Huang (2019) stated. ChatGPT was able to change the content that revolved around the Spanish context to fit the Indian context while keeping the vocabulary and language difficulty of the original content intact. ChatGPT suggested the 'Ganesh Chaturthi' festival. The text was adapted to that topic as it aligned with the students' interests, life experiences, and community. Thereby, the students found it more interesting to engage with. They expressed during the discussion that the adapted content was relatable and was, therefore, easier to comprehend. Besides, it encouraged them to use the language with less anxiety.

### *Affective Filters of the Learners - Learner Perspectives*

Classroom observation showed that they were more actively involved with the adapted text than the original. However, it was necessary to triangulate this with the findings from the interview and the discussion with the students. The findings were consistent in revealing that the students' affective filters were high when they participated in the lessons that used the passage from the original textbook. The unfamiliar context induced anxiety for the students while interacting with the text as well as with the teacher and their peers. Whereas they were more engaged with the adapted text. The teacher found it easier to complete the lesson that used the passage adapted by ChatGPT.

Stephen Krashen's Affective Filter Hypothesis suggests anxiety as a factor that can inhibit language acquisition (Krashen, 1986). Administering the lessons with the adapted text can be considered a scaffolding strategy to reduce the learners' anxiety levels. Scaffolding is an important teaching tool. It has the potential to develop the ability of learners to complete their language tasks while promoting learner autonomy (Yildiz & Celik, 2020).

The lessons were designed to support the students in engaging with the content with lowered affective filters. It also ensured that they learned and produced the language expected by the

original textbook's learning outcomes. This was achieved because of the scaffolding strategy that included the following aspects:

1. Bridging prior knowledge and the new vocabulary introduced in the original text
2. Reducing cognitive load
3. Maintaining the linguistic complexity to engage the students with the expected proficiency level – Zone of Proximal Development (ZPD)

### *Prompt Engineering - Questioning Teacher Competency in the Age of AI*

Artificial Intelligence has already started revolutionizing the realm of ELT. Therefore, it is important to address the competencies required by teachers to integrate and utilize the affordances of AI for their English language classrooms. One such application, specifically, contextualizing textbooks, is what was dealt with in this study. During the interview, the teacher stated, “To bring in relatable contexts into some lessons, I used to supply my students with authentic materials involving content relevant to the objectives and language use sought by the curriculum. But ChatGPT provided me with an alternative. It is more efficient. But I need to learn how to ask for my needs the right way”.

Teachers need to familiarize themselves with AI tools and the affordances they can provide for teaching. ChatGPT was not created specifically to contextualize textbooks. It has a wide range of uses for disciplines of education and beyond. It is upon understanding the features of the tool that its ability to adapt the existing content meaningfully was recognized. Teachers may invest time in developing their digital literacy by exploring AI and its advantages for the language classroom. However, this can be challenging due to time constraints and a lack of resources.

### *Teacher Perspectives*

Before the intervention, the teacher had not been familiarized with ChatGPT. The teacher expressed difficulty in figuring out how to write prompts to get the intended responses. To resolve this, examples were demonstrated using specific language for the purpose. After multiple attempts, the teacher finally figured it out.

The second lesson, with the adapted reading passage, was rewarding. The teacher had positive comments on this during the interview: “I was happy with their responses to the second worksheet. They were eager to talk about their experiences during Ganesh Chaturthi. All I want in my class is for them (the learners) to use all the opportunities they get to speak English. The adapted content ensured that very well. I look forward to asking ChatGPT to help with my lessons from now on”.

Inferring from the interview responses, the teacher found the user interface of ChatGPT to be visually appealing and easy to navigate. However, the teacher admits the opposite view regarding experience in using the tool despite having “adequate” knowledge of using ICT tools for teaching and learning. Consistent with the findings of this paper, Iqbal et al. (2022) found that teachers lacked support for using ChatGPT as an educational tool.

### *User Interface (UI) and User Experience (UX)*

The inventions of mankind have exhibited unique features that facilitate their applications. With time, the practicalities of many of these inventions increase. Moreover, new necessities invoke more inventors and, subsequently, their inventions to make human lives easier. Open AI's ChatGPT is one such invention. The features that facilitate its application can be termed as its affordances. A good UI and UX highlight these affordances for the user. UI refers to a digital product's visual and interactive elements, while UX encompasses the overall user journey,

including emotions and interactions. UI design focuses on aesthetics and usability, while UX design aims to create a seamless and satisfying user experience by considering user needs and optimizing the entire journey. Both are crucial for a successful digital product design. With its affordances, ChatGPT promotes AI-assisted language learning in developing language abilities and scaffolding the teaching-learning process (Bin-Hady et al., 2023).

During the initial intervention, the teacher was expected to find it challenging to accustom to ChatGPT's interface. After familiarizing the tool, the teacher was able to interact with it seamlessly. The tricky part turned out to be writing prompts. According to what was needed, the tool required specific prompts to deliver the best possible response. While contextualizing the reading passage for this study, the teacher had to fact-check the tool many times as it got the information regarding the festival wrong in multiple instances. Even though the teacher found it efficient for this purpose, the teacher opined that the user experience depends majorly on the "ability of the user to ask the right questions".

## Conclusion

The present study explored the innovative use of ChatGPT to adapt the global textbook to the regional context (India). The findings shed light on several key aspects of this adaptation process and its impact on the learners.

The study emphasized the importance of contextualization and learner engagement in the language learning process. By adapting the textbook content to align with the cultural experiences of learners, ChatGPT proved to be an effective tool to help facilitate scaffolded teaching. Administering the worksheets and activities based on the adapted material resulted in better comprehension and reduced anxiety levels among the learners.

Prompt engineering is a crucial teacher competency in the 21<sup>st</sup> century. It is recommended that teachers learn how to write effective prompts to harness the full potential of AI tools like ChatGPT. Teachers require sufficient training and support to use AI tools effectively.

The study demonstrates the potential AI-driven adaptation using the global textbook. The adapted content turned out to be relevant and engaging for the students while adhering to the learning outcomes expected by the original textbook. The teacher created a more personalized and effective language learning experience for the learners. This research provides valuable insights for educators, teaching/learning material designers, and curriculum developers seeking to enhance English language education through AI-driven adaptation.

## Recommendations for Future Studies

- Researchers can investigate the multimodal potential of AI to adapt text and multimedia content, such as videos and interactive exercises, to enhance language learning experiences. Combining various forms of media may offer a more comprehensive and engaging approach.
- Future studies can explore how AI can be used to adapt materials for learners with special needs or specific learning preferences. Adapting content to individual learning styles and abilities could be a promising avenue for research.

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## Biodata

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