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AI-Driven Dynamics: ChatGPT Transforming ELT Teacher-Student Interactions

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ABSTRACT

In the rapidly evolving educational domain, where artificial intelligence (AI) is pivotal, English Language Teaching (ELT) witnesses profound transformations. This study, focusing on integrating ChatGPT, an AI-driven language model, illuminates its substantial impact on the dynamics between teachers and students within ELT. Pertinent to this research is the inquiry into how ChatGPT reshapes teacher roles, responsibilities, and pedagogical practices, an area previously overlooked in the realm of AI in education. Employing a theoretical lens, the study scrutinises active learning models, technology integration theories, and paradigms of teacher professional development. Such analysis is crucial in comprehending teachers' shift from traditional methodologies to more facilitative and supportive roles, emphasising the urgency of this investigation for active learning's progression. Utilising diverse analytical approaches, ChatGPT propels pedagogies encouraging active learning, notably blended, collaborative, and project-based learning, while accentuating the necessity of professional development and institutional support for teachers' successful transition to these novel roles. These findings offer pivotal insights for the higher education sector, underlining the imperative of embracing AI's transformative potential, particularly tools like ChatGPT. By delving into ChatGPT's influence on teacher-student interaction and pedagogical methods, the study carves a significant path for future exploration and application in technology-enhanced ELT.

Keywords: active learning, artificial intelligence, ChatGPT, English Language Teaching, teacher-student dynamics

INTRODUCTION

In an era marked by rapid advancements in artificial intelligence (AI), educational sectors are experiencing profound transformations. Pioneering AI tools, exemplified by ChatGPT, are reshaping long-established teaching and learning methods (Aoun, 2017; Martin, 2019; Luckin et al., 2016; Xie, Chu,

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Hwang, & Wang, 2021). This evolution engenders opportunities for more personalised, enhanced educational experiences, prompting educators and researchers to critically reassess traditional pedagogical approaches and established paradigms (Porayska-Pomsta, 2016).

AI technologies, particularly ChatGPT, emerge as significant catalysts in this evolving educational landscape, fostering learner-focused methodologies and environments that nurture creativity, analytical thinking, and collaborative efforts (Graesser, Li, & Forsyth, 2014; Majumdar, 2015). As these tools permeate the educational sphere, stakeholders must consider their implications, weigh their benefits and challenges, and envisage the future of education in an era increasingly characterised by technological interconnectedness (Cope & Kalantzis, 2017; Dwivedi et al., 2023; Sharma et al., 2022).

In the context of English Language Teaching (ELT), ChatGPT, as an advanced linguistic model, demonstrates significant promise (Kohnke, Moorhouse & Zou, 2023). Its ability to generate human-like text and engage in context-aware dialogues positions it as a vital tool for language educators, offering transformative prospects for the ELT landscape.

The integration of ChatGPT into ELT invites a thorough exploration of its potential effects (Baskara & Mukarto, 2023). Teachers may find this tool beneficial for enhancing student engagement, customising instructional materials, encouraging authentic language usage, extending the reach of conventional ELT methods and prompting educators to consider innovative pedagogical approaches in line with technological progress.

As ChatGPT and similar AI tools gain traction in educational settings, it becomes imperative to investigate their impact on teacher-student interactions, particularly in higher education (Reinders & White, 2020). Understanding how these technologies influence relationships, roles, and responsibilities in classroom environments can provide crucial insights for educators seeking to maximise their integration.

Furthermore, examining the effects of AI tools like ChatGPT requires a comprehensive review of pedagogical paradigms and practices. Questions arise regarding how these technologies might transform traditional teaching and learning methods and what opportunities for innovation and adaptation present. Such inquiries are essential for understanding AI's role in higher education and fostering more effective, engaging educational experiences.

Active learning, renowned for its focus on student engagement and critical thinking, has gained increased recognition in higher education for its effectiveness in promoting deep understanding and lasting knowledge retention (Freeman et al., 2014). Exploring ChatGPT's impact on active learning within ELT contexts contributes to the broader discussion on technology-enhanced pedagogy and its role in facilitating meaningful learning experiences.

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Examining ChatGPT's role in active learning reveals potential synergies between AI-driven tools and modern pedagogical practices. Investigating how ChatGPT aligns with or diverges from active learning principles enables researchers to identify opportunities for improved educational experiences that harness both the capabilities of advanced technology and the advantages of student-centric teaching approaches.

This paper addresses the question: How does ChatGPT modify teacher roles, responsibilities, and pedagogical practices in ELT? By exploring the potential repercussions of integrating ChatGPT, this study aims to enlighten educators and researchers about the transformative effects of AI-driven tools on active learning in higher education.

METHOD

This study employs an argumentative review strategy to pursue insights into the posed research question. This method involves intensive scrutiny and integration of relevant literature to form a coherent argument about the interplay between ChatGPT, teacher-student interactions, and active learning in ELT (Bazerman & Prior, 2004). This approach, merging theoretical insights with empirical evidence, enables a comprehensive understanding of the complex dynamics at play in the integration of AI-driven tools in educational settings.

At the heart of this methodology lies an examination of critical theories and models, notably those concerning active learning, technology integration, and teacher professional development (Yilmaz, 2020). A systematic exploration of these theoretical frameworks in relation to ChatGPT's role in ELT illuminates potential shifts in pedagogical practices, teacher roles, and classroom interactions. This synthesis not only informs present pedagogical practices but also highlights areas ripe for future research and innovation in the domain of technology-enhanced education.

In exploring ChatGPT's impact on active learning, the study rigorously examines relevant theories that champion student-centred pedagogies, engagement, and critical reflection (Bonwell & Eison, 1991). This investigation, grounded in the principles of active learning, seeks to uncover the relationship between ChatGPT's integration and the enhancement of meaningful learning experiences.

This investigation delves into the theoretical underpinnings of active learning, drawing on constructivist, social constructivist, and socio-cultural theories (Vygotsky, 1978; Piaget, 1970; Lave & Wenger, 1991). Interweaving these perspectives into the analysis fosters a nuanced comprehension of ChatGPT's interplay with active learning principles, revealing the transformative potential of AI tools in fostering student engagement, collaborative learning, and higher-order thinking within ELT.

This study also investigates theoretical concepts associated with the incorporation of technology, particularly the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006). By

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applying this framework, valuable insights are gained regarding the effective integration of ChatGPT in English Language Teaching (ELT) approaches, resulting in improved active learning and pedagogical strategies.

Furthermore, this research examines the theories related to the development of teachers in an academic setting, specifically highlighting the importance of ongoing learning, reflection, and adjustment in response to changing educational environments (Avalos, 2011). This emphasises the crucial requirement for educators to adapt to new roles and responsibilities after implementing ChatGPT in English Language Teaching (ELT) situations.

Using the argumentative review methodology, this study thoroughly analyses the literature on AI-driven tools in ELT. This involves synthesising information from various sources, including empirical research, theoretical papers, and case studies. This approach enables a comprehensive understanding of the current knowledge and the impact of ChatGPT on active learning in higher education.

Through this examination of pertinent literature and theoretical frameworks, the study identifies existing knowledge gaps and areas for future inquiry. In highlighting these areas, the research contributes significantly to the discourse on the transformative impact of AI tools like ChatGPT in ELT, offering valuable directions for forthcoming scholarly endeavours.

FINDING AND DISCUSSION

Delving into the analysis of pertinent literature reveals a significant transformation in teacher roles attributable to ChatGPT's integration into ELT. Traditionally, educators primarily served as knowledge dispensers; however, AI tools have catalysed a shift towards more facilitative and supportive functions (Passey, 2019). ChatGPT, with its language practice and feedback capabilities, empowers teachers to guide learners more effectively, fostering critical thinking and addressing individual needs, thus stimulating active learning (Richards & Rodgers, 2014).

This pedagogical shift, driven by ChatGPT, encourages active learning by prompting students to assume greater responsibility for their educational journeys. Utilising AI tools like ChatGPT, learners engage in self-directed language practice, receive instant feedback, and tailor their learning paths to their unique preferences and needs. Consequently, this fosters a more learner-centred approach, emphasising autonomy and self-regulation.

Educators can enhance their instructional approach by shifting towards facilitative and supportive roles, prioritising the creation of learning environments that foster collaboration, reflection, and inquiry (Almubarokah & Arifiani, 2021; Lestari & Budianto, 2022; Sujiatmoko, 2021). This shift enables instructors to design activities that stimulate higher-order thinking skills, including analysis, synthesis, and evaluation (Anderson & Krathwohl, 2001). Consequently, the incorporation of ChatGPT facilitates active learning by facilitating in-depth exploration of intricate linguistic concepts and encouraging collaborative problem-solving.

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In order to effectively utilise AI tools in English Language Teaching (ELT), it is necessary to develop new competencies that align with the changing roles of teachers. Consequently, ongoing professional development is imperative for successfully integrating ChatGPT into classroom practices. By engaging in continuous professional learning, educators can enhance their comprehension of AI technologies and improve their instructional strategies, thereby optimising the advantages offered by ChatGPT.

Adequate support from educational institutions plays a crucial role in the successful implementation of ChatGPT and the subsequent transformation of teacher roles. These establishments should invest in the required infrastructure, facilitate access to training and resources, and encourage a culture of innovation and collaboration among faculty members. By receiving appropriate support, instructors can effectively address the difficulties associated with adopting AI tools and take advantage of the opportunities they offer for enhancing English Language Teaching (ELT).

The integration of ChatGPT in the field of English Language Teaching (ELT) represents a significant change in the role of teachers, emphasising their role as facilitators and supporters of active learning. This change necessitates continuous professional development and support from educational institutions to ensure the successful implementation of AI tools. Furthermore, this implementation has the potential to significantly impact higher education and bring about a revolution in language teaching and learning.

The introduction of AI tools such as ChatGPT signifies a new era in the field of English Language Teaching, prompting educators to modify their teaching methods. By incorporating ChatGPT's functionalities into classrooms, teachers are able to prioritise active learning, student independence, and individualised instruction. These modifications enhance comprehension of linguistic principles and foster an atmosphere that facilitates collaborative problem-solving and critical thinking.

However, the transformation in teacher roles and effective ChatGPT integration necessitates ongoing professional development and institutional support. Investing in training, resources, and infrastructure enables educational institutions to facilitate the successful adoption of AI tools, promoting a culture of innovation and collaboration among faculty. As AI technologies like ChatGPT continue to evolve, educators, researchers, and institutions must keep pace with advancements and explore new methods for enhancing teaching and learning experiences in higher education.

Incorporating blended learning approaches, which combine traditional face-to-face instruction with online activities, is one significant pedagogical shift observed. ChatGPT, adept at interactive, context-based language practice, seamlessly integrates into blended learning environments, allowing students to independently engage with the AI tool and apply their learning in the classroom under teacher guidance (Al-Harbi & Alshumaimeri, 2016).

ChatGPT's integration has also heightened the focus on collaborative learning, wherein students work in groups or pairs to build knowledge, solve

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problems, and share experiences. Incorporating ChatGPT as a resource enables teachers to design collaborative learning tasks that utilise the AI tool's capabilities for facilitating meaningful discussions and enhancing peer-to-peer interactions, thereby enriching active learning in ELT.

Additionally, there is a growing interest in project-based learning (PBL) in ELT, where students engage in long-term, inquiry-based activities culminating in a final product or presentation (Larmer & Mergendoller, 2010). ChatGPT serves as a valuable resource in PBL, providing linguistic support, feedback, and scaffolding as students tackle complex, real-world tasks requiring collaboration, critical thinking, and problem-solving skills.

Continuing professional development and institutional support play a vital role in the successful integration of ChatGPT in English Language Teaching (ELT) (Kirkwood & Price, 2014). The goal of professional development should be to provide educators with the essential skills to adjust their teaching approaches and effectively utilise ChatGPT (Ertmer & Ottenbreit-Leftwich, 2010). Furthermore, institutions must ensure the availability of necessary resources and infrastructure for a seamless implementation process, fostering a supportive environment that promotes experimentation and innovation (Graham, 2011).

The integration of ChatGPT into ELT practices requires educators to evaluate its implications and effectiveness carefully. The findings of this study suggest that incorporating ChatGPT into ELT brings about changes in teacher roles, promotes pedagogical practices that encourage active learning, and necessitates increased professional development and institutional support.

In the academic context, it is essential for educators and researchers to thoroughly assess the potential disadvantages and limitations associated with integrating AI tools such as ChatGPT into English Language Teaching (ELT). It is essential to address concerns regarding the reliability and accuracy of AI-generated language, as well as the potential negative impact on human interaction within the teaching and learning process. Future research should be conducted to explore these issues, aiming to strike a balance between the innovative potential offered by ChatGPT and the traditional values of ELT.

Additional research is needed to investigate the long-term effects of ChatGPT on student achievement, language proficiency, and the development of critical thinking and problem-solving abilities. These studies will determine the usefulness of ChatGPT in English Language Teaching (ELT) and guide educators in effectively utilising AI tools for active learning.

In summary, this study underscores ChatGPT's transformative potential in ELT and its impact on teacher-student dynamics, pedagogical practices, and professional development. As AI tools advance and reshape the educational landscape, educators, researchers, and institutions must remain adaptive and forward-looking, embracing innovation while preserving teaching and learning's essential human aspects.

Table 1:

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Impact of ChatGPT Integration on English Language Teaching: Pedagogical Shifts and Implications

Aspect	Description	Implications
Teacher Roles	Transition from traditional knowledge dispensers to facilitative and supportive roles due to ChatGPT integration.	Teachers guide learners more effectively, focusing on critical thinking and personalised learning.
Pedagogical Practices	Shift towards active learning; increased student responsibility and self-regulation.	Students engage in self-directed language practice and tailor learning to individual needs.
Learning Environment	Creation of environments fostering collaboration, reflection, and inquiry.	Design of activities that promote higher-order thinkin skills and collaborative problem-solving.
Professional Development	Need for developing new competencies related to AI tool utilisation in ELT.	Continuous professional development for educators to understand and maximise ChatGPT's benefits.
Institutional Support	Requirement of adequate infrastructure and resources for AI tool integration.	Investment in training and resources by educational institutions to facilitate successful AI adoption.
Blended Learning	Incorporation of blended learning approaches, combining traditional and online activities.	ChatGPT aids in seamless integration, enhancing independent and classroom-based language learning.
Collaborative Learning	Increased emphasis on collaborative learning tasks using ChatGPT.	Use of ChatGPT for facilitating discussions and peer interactions, enriching active learning.
Project-Based Learning (PBL)	Growing interest in PBL, with ChatGPT supporting linguistic tasks.	ChatGPT provides support and scaffolding for complex, real-world tasks requiring collaboration and critical thinking.
Evaluation of AI Tools	Assessment of implications and effectiveness of ChatGPT in ELT.	Ongoing evaluation to optimise the use of AI tools and address potential limitations.

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Aspect	Description	Implications
Future Research Directions	Exploration of long-term impact, reliability, and balance between AI innovation and traditional ELT values.	Investigations into student achievement, critical thinking, and problem-solving skills to determine ChatGPT's value in ELT.

DISCUSSION

In the realm of English Language Teaching (ELT), engagement with ChatGPT exhibits substantial potential for advancing active learning within higher education settings. This AI tool not only facilitates interactive content engagement but also provides personalised feedback, nurturing student autonomy and cognitive skill development. Such interaction with language learning resources empowers students to assume control of their educational journeys, resonating with the principles of active learning pedagogy.

Furthermore, ChatGPT's integration into ELT propels instructors towards innovative teaching strategies that spotlight collaboration, critical thinking, and problem-solving. Leveraging the capabilities of AI-driven tools, educators can craft learning activities that encourage cooperative learning and intellectual exploration. This approach enables students to engage more profoundly with course material, thereby enhancing comprehension and retention of crucial concepts.

ChatGPT's impact on active learning in higher education highlights the necessity of embracing AI tools within ELT. As technology continues its trajectory of reshaping educational practices, educators, researchers, and institutions bear the responsibility of staying abreast of pioneering tools like ChatGPT and assessing their potential to foster improved learning experiences. In doing so, higher education can continue evolving, nurturing a generation of critical thinkers, problem solvers, and autonomous learners well-equipped for 21st-century challenges.

Integrating ChatGPT within ELT presents a complex array of challenges and opportunities. Among these challenges, paramount is the need for professional development to ensure educators possess the essential skills and knowledge for effective utilisation of such innovative tools. Providing sufficient training and support for educators is vital in bolstering their confidence and competence in navigating the constantly evolving technological landscape.

Simultaneously, concerns arise regarding potential reductions in teacher-student interaction due to increased reliance on AI tools like ChatGPT (Lin, 2018). Preserving meaningful connections between educators and learners is imperative for maintaining educational quality and fostering a sense of community within learning environments. Hence, balancing technology integration with human interaction is essential for optimising educational experiences and outcomes.

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On the other hand, embracing ChatGPT in ELT unveils numerous opportunities, including enhanced student engagement, access to diverse learning materials, and improved monitoring of student progress (Heift & Schulze, 2019; Kessler, 2018). These benefits highlight the transformative potential of AI tools in revolutionising ELT and contributing to enriched, personalised learning experiences. By recognising and addressing these challenges while capitalising on the opportunities, stakeholders in higher education can harness technology's power to advance ELT.

In ELT, the emergence of AI tools like ChatGPT raises various ethical considerations and potential limitations that require thoughtful examination. Paramount among these is the concern of data privacy, as the extensive information processed and stored by AI systems could pose risks to user confidentiality and security. Ensuring adherence to stringent privacy standards is crucial in maintaining user trust and confidence, especially in educational contexts.

Additionally, the issue of algorithmic bias is a significant concern, as AI-generated content may unintentionally perpetuate existing language use inequalities or biases. To mitigate this issue, diligent efforts are required from developers and researchers to refine and evaluate AI models, aligning them with fairness and inclusivity principles. Such efforts are crucial in realising AI tools' transformative potential in fostering equitable and diverse learning experiences.

Moreover, the possibility of overreliance on AI tools raises concerns about the erosion of human interaction and empathy within the learning process (Bennett et al., 2019; Stickler & Hampel, 2020). The significance of human connection in education is profound, as it contributes to forming supportive learning communities and developing socio-emotional competencies. Therefore, striking a balance between integrating AI tools and preserving human interaction is vital for educators and institutions.

The integration of ChatGPT into ELT implies broader implications for technology-enhanced education. As AI tools gain prominence, educators must adapt to novel pedagogical approaches, promote digital literacy, and address potential digital divides (Pegrum, 2019). Additionally, the rapid advancement of AI technology necessitates ongoing research and collaboration among educators, technologists, and policymakers to ensure ethical and practical implementation in education (Selwyn, 2019; Tegmark, 2018).

In light of these developments, continuous evaluation and adaptation of teaching practices have become crucial for institutions and educators. Engaging with ChatGPT and similar AI tools can enrich learning experiences and outcomes for students, fostering essential 21st-century skills. Therefore, stakeholders in higher education must remain open to novel possibilities, actively exploring and implementing innovative solutions.

Collaboration among educators, researchers, and policymakers is essential in this evolving landscape. Sharing knowledge and resources enables higher education institutions to navigate AI tool challenges and opportunities

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more effectively, ensuring teaching practices align with diverse learners' needs and expectations. A collective approach to addressing ethical considerations and potential limitations of AI in ELT will facilitate responsible and sustainable technology integration guidelines and frameworks.

Lastly, acknowledging the importance of lifelong learning for educators in the AI age is crucial. As technology reshapes ELT, educators must stay informed and update their skills and competencies accordingly. By fostering a culture of continuous professional development and growth, higher education institutions can empower their educators to thrive in AI-enhanced teaching and learning environments.

Table 2:
Implications of ChatGPT Integration in English Language Teaching: Opportunities, Challenges, and Ethical Considerations

Aspect	Description	Implications
Engagement and Active Learning	ChatGPT facilitates interactive learning and personalised feedback, promoting student autonomy and cognitive skill development.	Enhances student engagement with course material, aligns with active learning pedagogy, and fosters deeper comprehension and retention of concepts.
Innovative Teaching Strategies	Encourages teachers to adopt collaborative, critical thinking, and problem-solving focused strategies.	Enables creation of cooperative learning activities and intellectual exploration, leading to meaningful student interactions with course material.
Professional Development	Need for professional development to adapt to AI integration and effectively utilise tools like ChatGPT.	Teachers gain skills and confidence to navigate technological advancements, enhancing their ability to integrate AI in pedagogical practices.
Teacher-Student Interaction	Potential reduction in direct teacher-student interaction due to reliance on AI tools.	Necessitates balancing technology integration with human interaction to maintain educational quality and community within learning environments.
Opportunities in ELT	Enhanced student engagement, access to	Transformation of ELT landscape, offering

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Aspect	Description	Implications
	diverse learning materials, effective monitoring of student progress.	enriched and personalised learning experiences.
Ethical Considerations: Data Privacy	Concerns about user confidentiality and security with AI systems processing vast amounts of information.	Ensuring stringent privacy standards and maintaining user trust, particularly in educational contexts.
Algorithmic Bias	AI-generated content may perpetuate language use inequalities or biases.	Requires efforts from developers and researchers to refine AI models, aligning them with fairness and inclusivity, ensuring equitable and diverse learning experiences.
Human Interaction and Empathy	Potential erosion of human interaction and empathy in learning due to overreliance on AI tools.	Critical to balance AI integration with preservation of human interaction for socio-emotional development and supportive learning communities.
Broader Implications in Education	As AI tools like ChatGPT gain prominence, educators must adapt to new pedagogical approaches and address digital divides.	Necessitates continuous evaluation and adaptation of teaching practices, fostering 21st-century skills and digital literacy among students.
Collaboration and Policy Development	Need for collaboration among educators, researchers, and policymakers in navigating AI integration challenges and opportunities.	Shared knowledge and resources ensure teaching practices align with diverse learners' needs, and ethical considerations are addressed in AI implementation.
Lifelong Learning for Educators	Importance of educators staying informed and up-to-date on AI advancements and	Empowers educators to succeed in AI-enhanced teaching and learning, fostering a culture of continuous professional

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Aspect	Description	Implications
	refining skills accordingly.	development and growth in higher education institutions.

CONCLUSION

The advent of ChatGPT as an AI-driven tool in English Language Teaching (ELT) heralds a new epoch of opportunities and challenges in higher education. Analysis of the findings reveals a transformational potential: ChatGPT supports a shift in teachers' roles and pedagogical practices, thereby promoting active learning. Such changes are ushering in a reevaluation of existing educational paradigms and the cultivation of novel approaches within ELT. For the educational benefits of AI tools like ChatGPT to be fully realised, institutions and educators must embrace technological integration into their teaching practices. Utilising AI's capabilities, higher education can foster environments conducive to active learning, thereby nurturing critical thinking, collaboration, and problem-solving skills among students. These competencies are indispensable for preparing learners to navigate the complexities of the 21st century.

Future research is called to explore the enduring impact of ChatGPT on the dynamics between teachers and students, with a focus on how it may reshape the future educational landscape. Further investigations should delve into the ethical considerations and constraints of AI-driven tools in ELT, aiming to identify potential risks and strategies for their mitigation. In addition, it is imperative to assess the efficacy of professional development programs and institutional support systems in equipping educators to integrate AI tools into their pedagogical repertoire. The integration of ChatGPT and similar AI tools in ELT signifies a pivotal shift in higher education. As teachers' roles evolve and pedagogical practices adapt to foster active learning, institutions must be poised to support these transformations. Acknowledging the transformative potential of AI-driven tools, educators and policymakers can ensure that higher education remains pertinent and responsive to the diverse needs of learners in a dynamically evolving global context (Selwyn, 2019; Stickler & Hampel, 2020).

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