Teaching British Civilisation to EFL Learners in the AI Era

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Abstract

The emergence of artificial intelligence is reshaping the teaching of British Civilisation to EFL learners, offering both new opportunities and significant challenges. AI-powered tools enable access to authentic multimodal materials-historical documents, cultural artefacts, political data, and media representations—while providing personalised scaffolding that supports comprehension and engagement. Intelligent tutoring systems, chatbots, and automated summaries can help students navigate complex socio-historical content and develop intercultural awareness. However, the increasing reliance on AI raises pedagogical concerns, including the risks of factual inaccuracies, cultural oversimplification, algorithmic bias, and diminished critical inquiry. Educators must balance AI's efficiency with the humanities-driven goals of interpretation, contextual analysis, and reflective thinking. Effective teaching of British Civilisation in the AI era requires cultivating students' AI literacy, fostering critical engagement with sources, and preserving the human dimension of cultural learning. This integrated approach ensures that technology enhances rather than replaces the deep cultural understanding essential to civilisation studies.

Keywords: *Artificial Intelligence, AI Literacy, British Civilisation, Cultural Studies, Critical Thinking, Digital Pedagogy, EFL Learning, Intercultural Competence*.

1. Introduction

The rapid integration of Artificial Intelligence (AI) into educational systems is transforming how knowledge is produced, accessed, and evaluated. In the field of English as a Foreign Language (EFL) education, AI-driven tools-ranging from adaptive learning platforms to generative AI models such as ChatGPT, Gemini, and Claude-are increasingly used to support grammar instruction, vocabulary building, and writing skills (Godwin –Jones, 2023; Holmes et al., 2019). However, AI is now extending beyond linguistic competence to reshape content-based learning, including subjects such as British Civilisation. Traditionally, British Civilisation courses aim to develop learners' understanding of the United Kingdom's historical evolution, political institutions, cultural identities, social transformations, and contemporary debates (O'Driscoll, 2009, McDowall, 2017). These courses rely heavily on textual interpretation, critical thinking, and reflective discussion-skills that are profoundly influenced by the presence of intelligent technologies.

In the AI era, learners have unprecedented access to machine-generated summaries, virtual simulations of historical sites, data-driven analyses of British society, and personalized explanations of complex political or social phenomena. AI can create timelines of the Industrial Revolution, simplify the British constitutional system, or generate multiple perspectives on issues such as multiculturalism or Brexit. Such tools offer significant opportunities: they facilitate access to cultural knowledge, personalise learning pathways, and enhance motivation through multimodal content (Hockly, 2014; Chapelle, 2003). For students who may never visit the UK, AI powered virtual tours, digital museum archives, and interactive maps can create new forms of cultural immersion.

However, the integration of AI into civilisation teaching also has introduced pedagogical and ethical challenges. Generative AI systems frequently produce inaccurate, biased, or overly simplified accounts of British history and society due to limitations in their training data (Bender et al., 2021; Crawford, 2021). The risk of cultural stereotyping, factual distortion, and homogenisation of narratives is particularly acute in civilization courses, where nuance, context, and multiple perspectives are essential. Moreover, students may become overly dependent on AI-generated content, weakening their analytical skills and reducing engagement with primary and academic integrity, authenticity, and responsible use in higher education (QAA, 2023). Teachers also face new expectations: they must not only master AI tools but also guide learners in developing AI literacy, critical digital skills, and ethical awareness (Long & Magerko, 2020; Schiff, 2022).

This changing landscape places British Civilisation teaching a crossroads. On the one hand, AI offers powerful opportunities to enrich cultural learning; on the other hand, it challenges fundamental pedagogical principles concerning interpretation, authenticity, and critical inquiry. As Civilisation courses are deeply rooted in human interpretation of cultural phenomena, it becomes crucial to understand how AI can be integrated without undermining the intellectual and intercultural aims of the discipline.

Given the pedagogical, epistemological, and ethical implications of AI, the central question guiding this study is: How can AI be effectively integrated into the teaching of British Civilisation for EFL learners that enhance learning without compromising cultural accuracy, critical thinking, academic integrity, or the human-centered nature of intercultural education?

2. Literature Review

This section situates the study within the broader theoretical and conceptual frameworks that inform the use of Artificial Intelligence in education and language learning. It examines key perspectives on AI-enhanced pedagogy with particular attention to its implications for EFL instruction and content-based courses such as British Civilisation. By reviewing foundational theories of technology-mediated learning, intercultural competence, and critical digital pedagogy, this section establishes the conceptual basis for analyzing both the opportunities and the challenges posed by AI integration. The discussion provides a framework for understanding how AI tools can support learning while also shaping knowledge construction, learner agency, and cultural representation.

2-1 The Changing Ecology of Education and AI's Structural Role

Contemporary reviews and monographs argue that all AI has moved from experimental pilot tools to a structural educational force that affects curriculum design, assessment, and institutional practices (Holmes et al, 2019; Zawacki-Richter et al, 2019). Research highlights the capacity of adaptive tutoring systems and learning analytics to personalise learning pathways but also stresses uneven pedagogical adoption and unclear impacts on teacher agency (Holmes et al., 2019; Zawacki-Richter et al., 2019). Scholars recommend careful alignment of AI affordances with clear pedagogical aims, rather than technology-driven adoption (Holmes et al., 2019; Luckin et al., 2016).

2.2 AI in language learning: potential and limits

Applied linguistics literature documents show that AI can foster EFL learning-supporting practice, feedback, and scaffolding for writing and speaking (Godwin-Jones, 2023; Kessler, 2018). Generative models enable simulated interlocutors, tailored explanations, and immediate corrective feedback, which can increase practice opportunities beyond the classroom (Chapelle, 2003; Hubbard &Levy, 2006). However empirical findings emphasise that learning gains depend heavily on task design, teacher mediation, and learners' prompting skills; technology alone is insufficient (Zawacki-Richter et al., 2019).

2-3 Ethics, Reliability, and Epistemic Risk

A large critical literature highlights the limits of Large Language Models LLMs –particularly issues of hallucination, biases in training data, and the production of plausible but inaccurate text (Bender et al., 2021). Critics stress environmental, governance, and fairness concerns, urging tranparent, accountable, and human-centered deployment of generative AI in education (Crawford, 2021; UNESCO, 2023; European Commission, 2021). For content-based cultural teaching, these risks are especially consequential because civilization knowledge is contested and requires contextual nuance.

2-4 Intercultural Competence and Civilisation Pedagogy

Byram's intercultural communicative competence framework (1997) remains central: civilization teaching should cultivate the ability to interpret, relate, and critically evaluate cultural differences (Byram, 1997; Deardorff, 2009). Kramsch (1993, 2013) advocates dialogic, context-rich approaches emphasizing learners' interpretive agency. These perspectives imply that technological mediation must preserve dialogical practice, plural perspectives, and critical reflexivity-areas where unmediated AI outputs may fall short.

2-5 British Civilisation: Plural Narratives and Contested Knowledge

Studies in British cultural studies and political emphasise plurality and contestation in narratives about British identity, class, empire, and constitutional politics (Colls & Dodd, 1986; Gamble, 2014; Pilkington, 2011). Contemporary phenomena- Brexit, devolution, immigration debates- continue to reconfigure cultural meanings, complicating reliance on single-source or machine-curated narratives (Evans & Menon, 2017). Thus AI's curation of culture must be examined for whose voices are amplified and what interpretive frames are privileged.

2-6 Synthesis and Gaps

In Sum, the literature is conditionally optimistic: AI offers multimodal resources and personalised pathways that can enrich civilisation teaching, but it also presents unique epistemic risks. Crucially, gaps remain: empirical studies have focused mostly on language skills rather than content courses that require interpretive judgment; there is limited research on AI's effects in intercultural competence; and institutional guidance often lacks classroom-level models for integrating AI while preserving critical pedagogy (Zawacki-Richter et al., 2019; UNESCO, 2023). These lacunae motivate the pedagogical framework proposed below.

3. Pedagogical Framework for AI-Enhanced Civilisation Teaching: Principles and Propositions

To reconcile AI's affordances with the goals of civilisation teaching, I propose a human-centered pedagogical framework based on six principles:

1- **AI as complementary, Not Authoritative**. AI should be used to scaffold inquiry, not to replace interpretive judgment. Teachers present AI outputs as provisional, to be verified and discussed (Byram, 1997; Kramsch, 2013).

2- **Critical AI Literacy**. Students must learn to interrogate AI-generated content-checking for bias, factual accuracy, and source provenance-and to understand basic model limitations (Long & Margeko, 2020; OECD, 2021).

3- **Dialogical and Collaborative Learning**. Group projects and debates should integrate AI as a voice among many, encouraging negotiation of meaning and reflexive discussion (Byram, 1997; Kramsch, 1993).

4- **Ethical and Institutional Safeguards**. Clear guide lines on transparency (disclosing AI use), citation norms, and assessment integrity must be established (QAA, 2023; UNESCO, 2023).

5- **Teacher Professional Development**. Continuous training in AI literacy, digital pedagogy, and intercultural facilitation is essential (Hubbard & Levy, 2006; Schiff, 2022).

4. Practical Classroom Applications

This section presents a set of detailed, pedagogically grounded classroom applications that integrate AI into the teaching of British Civilisation for EFL learners. Each activity is designed to balance AI affordances with critical, source-based, and dialogical learning processes essential for civilisation courses. The activities are organized into five clusters, each with objectives, procedures, benefits, and cautionary notes for teachers.

4.1 AI-Supported Comparative Inquiry Tasks

Objective

The goal of this activity is to develop learners' critical thinking and historical literacy by comparing AI-generated accounts of British historical or political events with primary and secondary resources.

Sample Topics

- The Industrial Revolution
- The British Empire and its Legacies
- The Magna Carta and constitutional history
- The Victorian Era and Social Reforms
- Post-War Immigration and Multicultural Britain.

Procedure

1- Prompting Phase:

Students ask an AI tool (eg. ChatGPT) to explain a specific British historical event. Example prompt: "Explain the causes and consequences of the Industrial Revolution in Britain in 250 words."

2- Source Collection Phase:

Teacher provides 2-3 examined sources (primary documents, textbook excerpts, academic commentary).

3- Comparative Analysis Phase:

Students identify similarities, differences, inaccuracies, omissions, and biases in the AI text.

4- Interpretation Phase:

Students discuss:

- "What perspective or voice dominates the AI version?"
- "What important interpretations are missing?"
- "How reliable is AI in representing contested events?"

5- Written Output:

Students write a critical report (300-400 words) assessing the accuracy and narrative framing of AI-generated history.

Learning Benefits

- Strengthens historical reasoning
- Builds AI literacy (accuracy checking, source evaluation)
- Reinforces academic English writing skills

Teacher Notes/Risks

- Highlight that AI explanations often lack citations
- Warn students about hallucinations and oversimplification
- Encourage triangulation with scholarly sources.

4.2 AI-Augmented Virtual Fieldwork on British Institutions

Objective

To enhance cultural immersion and observational skills using virtual tours supported by AI-generated guiding questions, context notes, and reflection prompts.

Possible Virtual Locations

- The Houses of Parliament
- The British Museum
- Buckingham Palace
- The National Gallery
- The Tower of London

Procedure

1- **Virtual Tour Exploration:**
Students explore a virtual museum or institutional website individually or in groups.

2- **AI-Assisted Interpretation:**
Students use AI to request explanations of artifacts, paintings, or architectural elements. Example: "Explain the symbolic significance of the crown jewels in British history."

3- **Observation Grid:**
   - Description
   - Interpretation
   - Historical context
   - Personal reaction
   - AI query record (what they asked, and how accurate the answer seemed)

4- **Post-Visit Reflection:**
Students discuss representation, cultural narratives, curatorial choices, and what is not being shown.

Learning Benefits

- Encourages independent inquiry
- Provides multimodal exposure to British cultural heritage
- Strengthens content-based vocabulary.

Teacher Notes/Risks

- Encourage students to validate AI interpretations with museum websites or scholarly sources
- Discuss issues of representation, heritage politics, and cultural authority.

4-3 Debate and Argumentation with AI-Generated Perspectives

Objective

The aim is to develop argumentative skills and intercultural understanding by analyzing and critiquing AI-produced viewpoints on British political and cultural issues.

Sample Debate Topics

- Should the UK abolish monarchy?
- Is multiculturalism successful in Britain?
- Should the House of Lords be reformed?
- Was Brexit beneficial for the UK?
- Should Britain return artifacts to former colonies?

Procedure

1- AI Arguments Generation:

Students ask AI to produce arguments for or against a stance.

2- Critical Evaluation:

In groups, students identify:

- Biases
- Logical misconceptions
- Missing historical facts
- Over-generalisations
- Cultural assumptions

3- Reconstruction phase:

Students rewrite the arguments using stronger evidence, citations, and original critical insight.

4- Class Debate:

Teams debate using a mix of AI-sourced ideas (clearly labelled) and human-developed arguments.

Learning Benefits

- Develops critical and rhetorical skills
- Encourages intercultural perspectives-taking
- Models responsible and transparent AI use

Teacher Notes/Risks

- Emphasise that AI-generated arguments must be verified
- Make students cite AI as a tool, not as an authoritative source.

4.4 AI-Integrated Digital Cultural Portfolios

Objective

The purpose is to support knowledge consolidation through the creation of personalised, multimodal portfolios on British cultural themes.

Components of the portfolio

- Timeline of a British historical period
- Biographical sketches of key figures
- Cultural artefacts(poems, speeches, paintings)
- AI-assisted summaries (annotated for accuracy)
- Reflective journal on AI use and reliability

Procedure

1- Students select a theme (e.g., "The evolution of British democracy").

2- AI assists in drafting outlines, generating vocabulary lists, or suggesting multimedia resources.

3- Students annotate all AI-generated content with comments such as "I verified this with source x" and AI's interpretation here seems biased toward an institutional perspective."

4- At the end, students submit a critical reflection on how AI shaped their learning.

Learning Benefits

- Encourages autonomy and metacognition
- Provides a comprehensive demonstration of content knowledge
- Helps students develop academic and digital literacies.

Teacher Notes/risks

- Portfolios allow for repetitious work, reducing the risk of AI-produced plagiarism.
- Ensure that students differentiate between AI-assistance and their own writing.

4.5 Assessment Innovation in the AI Era

Purpose

To redesign assessments that protect academic integrity while utilizing AI as a learning tool.

Assessment Models:

1- In-Class Synthesis Tasks

Students read short texts on British history during class and produce a synthesis without AI.

2- Oral Examination with AI Audit Trail

Students explain how they used AI during their research.

3- AI Critique Assignments

Students must critique a flawed AI-generated explanation

4- Process-Based Assessment

- Students document drafting stages (AI use must be annotated
- Emphasises learning process over product.

Teacher Notes

- Provide rubrics that reward AI literacy
- Make expectations for permitted AI use explicit and transparent.

This section reinforces the core thesis: AI can enrich British civilisation teaching only when guided by critical pedagogy and ethical integration. The AI can be used as a scaffold not a replacement for interpretation. Besides it can be used as a comparative tool by exposing inaccuracies. It can also be used as a stimulus for discussion rather than a source of truth. AI can also be a partner in inquiry, with human judgment at the center.

5. Policy Frameworks, Teacher Development, and institutional Responsibilities in the AI Era

The effective integration of AI into the teaching of British Civilisation to EFL learners cannot be understood solely as a pedagogical matter. It is equally a question of educational policy, institutional governance, and professional development. Research on AI in education consistently demonstrates that without coherent regulatory and pedagogical frameworks, AI adoption tends to be fragmented, technology-driven, and misaligned with learning objectives (Holmes, Bialik & Fadel, 2019; Zawacki-Richter et al., 2019). This risk is particularly acute in civilisation courses, where interpretation, critical judgment, and cultural sensitivity are central.

5.1 Educational policy and Governance in the AI Era

At the policy level, international organizations increasingly emphasise the need for human-centered and ethically grounded AI in education. UNESCO's *Guidance for Generative AI in Education and Research* explicitly stresses transparency, accountability, inclusivity, and the primacy of human agency, warning against uncritical automation of teaching and assessment (UNESCO 2023). These principles are especially relevant to British Civilisation courses, which deal with contested histories, political institutions, and cultural identities.

National and institutional policies must therefore define clear parameters for AI use, distinguishing between acceptable support functions (idea generation, linguistic scaffolding, formative feedback) and academically unacceptable practices (unacknowledged AI-generated assignments). Selwyn (2019) argues that policy silence often leads to covert AI use by students and inconsistent enforcement by teachers, undermining trust and academic integrity.

Furthermore, governance frameworks must acknowledge disciplinary differences. Zawacki-Richter et al. (2019) note that much AI policy assumes standardised knowledge domains, whereas humanities subjects require interpretive flexibility. British Civilisation teaching thus requires policy models that allow pedagogical discretion while maintaining ethical safeguards.

5.2 Redefining the Role of the Teacher in AI-Mediated Classrooms

The growing presence of AI does not diminish the role of the teacher; rather, it reconfigures pedagogical authority. In AI- mediated classrooms, teachers act less as transmitters of factual knowledge and more as epistemic guides who help students evaluate sources, interrogate narratives, and contextualise information (Holmes et al., 2019).

This role is particularly crucial given the documented limitations of large language models. Bender et al. (2021) demonstrate that AI systems can produce fluent yet misleading or biased content, especially when dealing with historical or political topics. In British Civilisation courses, teachers must therefore explicitly guide students in questioning AI outputs, identifying omissions, and recognizing ideological framing.

Moreover, teachers model ethical academic practice by demonstrating transparent AI use and explicitly discussing its limits. Such practices align with Byram's (1997) emphasis on developing critical cultural awareness, reinforcing the idea that cultural knowledge is constructed, contested, and subject to interpretation rather than algorithmic certainty.

5.3 Teacher Training and Professional Development

For AI integration to be pedagogically meaningful, teacher training must go beyond technical competence. Research stresses that educators require critical AI literacy, including an understanding of how AI systems generate outputs, where biases originate, and why inaccuracies occur (Selwyn, 2019; Crawford, 2021).

In the context of British Civilisation teaching, professional development should focus on four clusters. First designing inquiry-based tasks supported-but not replaced- by AI. Besides, to enhance both the teachers' and the students' facilities there should be identifying cultural and historical bias in AI-generated content. Third, teaching verification strategies using scholarly sources. In addition to cope with this era, developing assessments that reward critical engagement rather than textual production has to take place. Holmes et al.(2019) argue that continuous professional development is essential because AI systems evolve faster than traditional curriculum cycles. Institutions must therefore support ongoing training through workshops, communities of practice, and interdisciplinary collaboration, ensuring that AI adoption remains pedagogically driven rather than technologically deterministic.

5.4 Institutional Responsibilities and Infrastructure

Institutions play a decisive role in shaping classroom-level AI practices. Crawford (2021) warns that reliance on commercial AI platforms without institutional oversight raises serious concerns related to data privacy surveillance, and power imbalances. Universities must therefore provide secure, transparent infrastructures and clear guidelines on data protection and consent.

Equally important is fostering an institutional culture of reflective innovation. Selwyn (2019) notes that when innovation is framed purely in terms of efficiency or competitiveness, humanities disciplines are often marginalised. Institutions should instead encourage pedagogically informed experimentation, recognizing that critical reflection is as valuable as technological adoption.

Embedding AI literacy as a transversal learning outcome further ensures that responsible AI use becomes a shared institutional objective rather than an individual teachers' burden (UNESCO, 2023).

5.5. Equity, Access, and the Global EFL context

AI integration also raises pressing equity concerns, particularly in Global South EFL context. Unequal access to stable internet connections, institutional subscriptions, and digital devices risks deepening existing educational gaps (UNESCO, 2023). Institutions must therefore prioritise inclusive access strategies and avoid assessment designs that privilege technologically advantaged students.

Moreover, AI systems trained predominantly on Anglophone and Western datasets may produce Eurocentric or Anglo centric perspectives, reinforcing dominant narratives of British history and culture (Bender et al., 2021; Crawford, 2021). In British Civilisation teaching, this necessities pedagogical strategies that foreground comparative perspectives and encourage learners to critically position British culture in relation to their own socio-cultural contexts, in line with intercultural pedagogy (Byram, 1997).

5.6. Towards Sustainable and Ethical AI integration

Sustainable AI integration requires long-term institutional vision rather than short-term technological enthusiasm. (UNESCO, 2023) emphasizes the importance or regular policy review, organisation consultation, and ethical oversight mechanism. Institutions should involve teachers as well as students in evaluating AI practices to ensure alignment with educational levels.

Ultimately, the goal is not AI-dependent learners but critically autonomous individuals capable of navigating complex cultural narratives in digital environments. In British Civilisation courses, this means fostering historically informed, culturally reflexive, and ethically aware learners-outcomes that remain fundamentally human, even in the AI era.

To sum up, this section demonstrated that the integration of AI into the teaching of British Civilisation to EFL learners is fundamentally shaped by policy decisions, institutional governance, and teacher preparedness. AI cannot be treated as a neutral or purely technical enhancement; it rather operates within social, ethical, and disciplinary frameworks that directly influence how cultural knowledge is produced and interpreted. Without clear policies, structured professional development, and institutional support, AI risks reinforcing superficial learning, epistemic bias, and inequitable access. AI should be approached not as a substitute for human expertise but as a pedagogical tool requiring ethical governance and critical mediation. In Civilisation courses, where cultural narratives are complex and contested, teachers play a crucial role in guiding interpretation and fostering intercultural awareness. A sustainable and equitable approach to AI adoption therefore relies on aligning technological innovation with educational values, academic integrity, and human-centered pedagogy.

6. Research Agenda and Methodological Considerations

The rapid integration of AI into education has outpaced systematic empirical research, particularly within humanities-oriented and content-based courses such as British Civilisation for

EFL learners. While existing scholarship has largely focused on language skills development and learning analytics, comparatively little attention has been paid to how AI shapes cultural understanding, historical reasoning and intercultural competence. This section proposes a future-oriented research agenda and outlines methodological considerations necessary for investigating AI-enhanced British Civilisation teaching in a rigorous, ethical, and context-sensitive manner. It aims to bridge theoretical insights from applied linguistics, cultural studies, and educational technology with empirically grounded research designs.

6.1 Research Agenda: Key Areas for Future Inquiry

6.1.1- AI and Intercultural Communicative Competence

One central area for future research concerns the relationship between AI use and the development of Intercultural Communicative Competence (ICC). While AI tools can expose learners to diverse cultural representations, there is limited empirical evidence on whether such exposure fosters critical cultural awareness or merely reinforces dominant narratives (Byram, 1997; Kramsch, 2013). Future

studies should investigate how AI-mediated tasks influence learner's ability to interpret, compare, and critically evaluate British cultural practices and values in relation to their own socio-cultural contexts.

6.1.2. Epistemic Trust, Authority, and Historical Knowledge

Another priority involves examining how learners perceive the epistemic authority of AI-generated content. Research has shown that students may attribute undue credibility to fluent AI outputs, even when such outputs contain inaccuracies or ideological bias (Bender et al., 2021; Crawford, 2021). In British Civilisation courses, where knowledge is often contested, future research should explore how AI affects students' understanding of historical complexity, source reliability, and interpretive plurality.

6.1.3- Teacher Agency and Pedagogical Decision-Making

Teacher beliefs and practices play a decisive role in shaping AI integration. While policy documents emphasise ethical AI use, little empirical research has examined how teachers in humanities and EFL contexts negotiate institutional expectations, technological affordances, and disciplinary values (Holmes, Bialik &Fadel, 2019; Selwyn 2019). Future studies should explore how teachers conceptualise AI's role in civilisation teaching and how professional development influences pedagogical choices.

6.1.4. Equity, Context, and the Global EFL Classroom

A further research priority lies in examining AI use across diverse EFL contexts, particularly in regions where access to digital infrastructure is uneven. UNESCO (2023) highlights the risk that AI may exacerbate educational inequalities if contextual constraints are ignored. Comparative and cross-cultural studies are needed to understand how AI integration varies across institutional, national, and socio-economic settings, and how local pedagogical traditions shape AI adoption.

6.2. Methodological Considerations

6.2.1. Research Design

Given the complexity of AI-mediated learning, mixed-methods approaches are particularly well suited to this field of inquiry. Quantitative data (e.g. pre-and post-tests, surveys on AI attitudes) can capture measurable learning outcomes; with qualitative methods (e.g. interviews, classroom observations, discourse analysis) provide insight into interpretive processes and learner perceptions (Zawacki-Richter et al., 2019).

Design-Based Research (DBR) is also a promising methodology, as it allows researchers to iteratively test and refine AI-supported pedagogical interventions in real classroom contexts while maintaining theoretical grounding (Holmes et al., 2019).

6.2.2. Data Collection and Analysis

Data sources may include student portfolios and reflective journals documenting AI use. It may also embed classroom recording and interactional data. The AI can also generate texts annotated by learners. In addition there are teacher interviews and lesson plans.

Discourse analysis and qualitative content analysis are particularly appropriate for examining how learners engage with AI-generated cultural narratives and how critical awareness develops over time (Kramdch, 2013). Quantitative analyses may complement these findings by identifying trends in learner engagement or attitude change.

6.2.3. Ethical Considerations

Ethical considerations are central to AI-related research. Issues of informed consent, data privacy, transparency of AI use, and participant autonomy must be explicitly addressed (UNESCO, 2023). Researchers should ensure that students understand when and AI tools are used and that participation does not disadvantage learners with limited technological access.

Moreover, ethical research design must account for power dynamic between institutions, teachers, students and commercial AI providers, as highlighted by critical scholarship on educational data and surveillance (Crawford, 2021).

6.2.4.Validity and Limitations

Researchers must remain attentive to the limitations of AI-related studies. Rapid technological change may affect the replicability of findings, while contextual specificity may limit generalisation. Transparent reporting of tools, prompts, and pedagogical conditions is therefore essential to ensure methodological rigor and interpretive validity (Selwyn, 2019).

To sum, this section has outlined a forward-looking research agenda and methodological framework for investigating the role of AI in teaching British Civilisation to EFL learners. It has argued that future research must move beyond instrumental evaluations of technology to address deeper questions of cultural meaning, epistemic authority, teacher agency, and educational equity. Methodologically, interdisciplinary, mixed-method, and ethically grounded approaches are essential for capturing the complexity of AI-mediated learning in humanities contexts. By pursuing this research agenda, scholars can contribute to the development of pedagogically sound, culturally sensitive, and ethically responsible models of AI integration in civilisation teaching.

7. Conclusion

This article has examined the implications of Artificial Intelligence for the teaching of British Civilisation to EFL learners, addressing both the pedagogical opportunities and the challenges introduced by AI-driven educational technologies. AI can enhance access to information, support language development, and simulate inquiry-based learning. However, the study emphasises that AI should not be treated as an authoritative source; in civilisation courses, critical interpretation, historical reasoning, and cultural awareness remain central to meaningful learning.

The analysis also underscores the importance of teacher mediation, ethical governance, and institutional support. Effective AI integration depends on coherent policies, professional development, and equitable access to technology, ensuring that AI serves as a pedagogical tool rather than a substitute for human expertise. Classroom applications, including comparative analysis, debates, and digital portfolios, demonstrate how AI can be used responsibly to enhance engagement and critical thinking while preserving academic integrity.

Finally, the study highlights the need for future research exploring the impact of AI on learners' cultural understanding, epistemic trust, and teacher agency in diverse EFL contexts. By positioning AI as supportive and critically guided tool, educators can ensure that British Civilisation teaching remains intellectually rigorous, culturally sensitive, and human-centred in the AI era.

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