



## **Future of GenAI in Language Learning**

Summary of Todd (2025)

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### **Academic Insights**

This summary explains how the future of education with AI may disrupt language education. Generative AI tools are increasingly used for writing, speaking, and feedback tasks. The study applies disruptive innovation theory to language teaching. It identifies three patterns of AI use in education. The first supports existing teaching practices. The second challenges them through AI supported active learning. The third represents full disruption with minimal teacher involvement. Most institutions currently adopt only supportive uses. However, more disruptive models are emerging. These models challenge traditional assumptions about teaching roles and assessment. The study argues that disruption can increase learner independence. It also warns that poor design may weaken educational values. The study concludes that educators must actively guide AI use. Learning goals must shape innovation in the future of education with AI.

### **Apply These Now**

- Identify where AI shifts teaching authority
- Protect learning tasks needing human guidance

### **Add These in Your Lesson**

- Use AI supported writing activities
- Discuss responsibility for learning

### **Avoid This Mistake**

- Treating generative AI only as a time saving writing tool

### **Keywords**

Generative AI, language education, disruption, teaching roles

### **Reference**

**Todd, R. W.** (2025). Generative AI as a disrupter of language education. *International Journal of TESOL Studies*, 1–9.

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### **Suggested Citation**

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