

The AI-Driven Language Course Syllabus: The New Age of Instruction

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Abstract

The advance of technology, specifically with the introduction and domination of Artificial Intelligence (AI), has impacted education and has altered teaching and learning models in unprecedented ways. Language instruction should cope with this new technological era otherwise teaching methods will be considered obsolete, primitive, and outdated. This study is both theoretical and empirical in nature as the first part serves as a main pillar for the practical research study that will be conducted in the Fall Semester of 2025-2026 academic year. The study aims to build a language model that utilizes solely AI platforms to achieve the learning outcomes, as introduced in an academic syllabus, of an entire course. The instructor's job is to guide the learners through the process by applying the model. The prototype with all its key instructional components (topics, assessment activities, and learning activities) is founded on the ChatGPT AI platform. The prototype is the base of the action research that will entail entire learning classrooms in a university semester. It will be implemented in two sections of a course (30 students each) in the Fall Semester. The significance of the project is that it will establish a model that language instructors can adopt in their teaching process confirming that course learning outcomes can be realized through the sole use of AI. In short, this theoretical and empirical study is a two-part project with part one focusing on the model and another on the application of this model to test its validity.

Keywords: AI, new age, instruction, syllabus, prototype, theoretical, empirical