

Addressing the Challenges of Generative AI in English Language Teaching

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Abstract: Issues such as plagiarism, copyright infringement, unethical uses of computer programs and multimedia resources, as well as the unreasonable use of resources for educational purposes are becoming ever more complicated with the exponential development of generative artificial intelligence (gAI) tools. Do gAI tools violate academic integrity? Will they encourage scientific fraud? How could gAI be used to personalize and differentiate language learning acquisition? Will educators stop assigning reflective essays? Do we need AI literacy? The main purpose of this paper is to explore some of these questions, with an emphasis on teaching English as a second language in higher education.

Keywords: generative AI, English language teaching (ELT), higher education

1. Introduction

Considered to be the next great technological revolution, artificial intelligence (AI) has seen an incredibly rapid development and has been much talked about in 2023 (Korotenko 2024). In fact, Collins dictionary (Collins 2023) has chosen AI as word of the year.

It is important to distinguish between general AI (a broad term that refers to any technology that is capable of intelligent behaviour) and generative AI (specific type of AI capable of generating new content). Most people are already familiar with general AI tools which include automatic translation (Google Translate), online recommendations (Netflix, TikTok), image analysis (Google Lens), spell check and error correction, writing assistants (Grammarly), GPS, etc. On the other hand,

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