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## 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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generative AI (gAI) can produce new texts, images, music, it can make summaries, book reviews, tell jokes, it can even write code or poetry, and generate many other types of content. The best known example of gAI is ChatGPT. More significantly, generative AI is seen as a disruptive technology since it makes use of the most advanced technology ever created by humans: language (Bozkurt 2024, 2).

The current paper sets out to look at the challenges and opportunities of incorporating generative AI tools in English language teaching (ELT). Due to the topic's novelty, the available literature is rather scarce, but more and more studies are starting to demonstrate how gAI can improve ELT by offering individualized, interesting, and varied language experiences (Ironsi 2024, 164). Hence, some essential questions emerge:

- How can gAI be used to enhance the learning experience for students?
- What pedagogical strategies can work to the benefit of teachers and students?
- What assignments using gAI tools have teachers used successfully to critically engage students?
- In light of the growing capabilities of gAI, how should educators adapt their methods of instruction and evaluation? (Bower et. al. 2024)
- What ethical considerations must be taken into account when incorporating gAI into language teaching? How can they be efficiently addressed?

After reviewing the existing literature on the topic, we move to exploring the main aspects connected to the integration of generative AI into English language instruction, while also providing some examples of best practices. Issues surrounding digital ethics and the role(s) of language teachers in the AI era will also be discussed before concluding the paper with a tentative look towards the future of language teaching with gAI.

### 2. Literature review

Despite being in the early stages of their use in education, breakthrough AI technologies are already very popular. For instance, ChatGPT dominated with more than 60% of access from September 2022 to August 2023, racking up 14.6 billion visits to their website (Conte 2024). Perez-Nunez (2023, 356) underlines the idea that although ChatGPT as a powerful generative AI model can produce human-like text and engage in natural conversations with users, it can also be used to generate language teaching materials, provide automatic feedback in writing, and offer conversation practice in multiple languages. However, using ChatGPT raises issues such as ethical concerns, lack of accuracy, and difficulty of evaluating students' contribution that need to be addressed before it can be widely adopted in foreign language education.

As Mills and Goodlad (2023) prompt, gAI can automate grading and assessment, hence reducing the amount of time teachers spend grading assignments and tests. They can provide instant feedback, as well as personalized learning paths for students (e.g. Duolingo and AI chatbots such as HelloTalk, Brainly, Quizlet) which increases their engagement. gAI tools can enable teachers to identify areas

where students need more practice and provide them with targeted resources to help them improve (Fengchun and Wayne 2023).

Finley (2023) also asks what teachers can do with gAI, focusing on ChatGPT. They can prepare for classes, provide instructional assistance, design assessments, create study aids, develop classroom activities, and more (Skrabut 2023), because gAI can even invent dialogue, stories, create essays or limericks (Nast 2023). In fact, it generates elaborate text in response to any prompt you can imagine, which might sound alarming to some, but can also be seen as an opportunity by others (AI, for instance, has the ability to greatly increase the scope of task that is assigned). By including ChatGPT in the task, for example, students can submit several models or solutions and complete tasks that previously required multiple assignments in one assignment, as opposed to standard assignments that only require one. To put it simply, "gAI has the potential for students to learn exponentially faster" (Chilton 2023). When Liao, Xiao and Hu (2023) discuss the educational applications and prospects of generative artificial intelligence, taking ChatGPT as an example, they show how it can assist non-native English learners in improving their four language skills: listening, speaking, reading, and writing, and calls for more empirical research in this field.

Konke, Moorhouse and Zou (2023) review the literature on the potential and challenges of AI in education, the digital competencies and pedagogical knowledge required to use AI tools effectively, and the professional development opportunities and strategies to support teachers in adopting AI.

Meanwhile, Barett and Pack (2023) argue that the potential for generative artificial intelligence to write academic papers at a level comparable to human ability suggests potential misuse of gAI in the classroom. However, Sharples (2022) warns that the arrival of gAI may signal the end of writing assignments altogether—and, as Herman (2022) wrote, "maybe even the end of writing as a gatekeeper, a metric for intelligence, a teachable skill". Although the technology only scratches the surface and fails to effectively incorporate quotes from the source books, the concepts are sound and should be sufficient to get any learner started without much effort.

Bannister, Urbieta and Penalver (2023) show that although gAI has great potential to transform higher education, especially by providing novel and engaging learning experiences, supporting personalized and adaptive learning, and enhancing cross-cultural communication and collaboration. They also acknowledge the ethical, social, and pedagogical challenges and risks of using gAI, and call for more research and evaluation on the real impact and actual effectiveness.

Indeed, some behaviors in the digital world (may) lead to breaches of academic integrity (academic fraud or dishonesty) when it comes to digital assessment: plagiarism, copying during (online) exams, fabrication of data or results, using paper writing services (paper mills, ghostwriting), misusing information sources (misinformation, unauthorized data etc.). And there is also the danger of over-reliance on AI – on both sides (i.e. teachers can also neglect their own professional judgment and expertise).

# 3. Best practices for incorporating generative AI tools in English language teaching

As already mentioned, chatbots can act as research assistants, digital tutors, help with problem-solving, translations, study aids, discourses, creating/building resumes/CVs, summarizing articles, conversational practice, clarifying topics, vocabulary building, brainstorming or creating first drafts, reading comprehension, communication and pronunciation skills, quizzes, speech and presentations, digital storytelling etc. But, the main issue is how to incorporate gAI in education responsibly. We can use it as an addition to classwork and be transparent when using it in class. Moreover, we should choose the tools carefully and ask ourselves: Are they accurate? What's their potential for bias? How is using this particular gAI tool going to enhance teaching and learning? Students using AI text generators to write papers/do assignments – are they cheating? Is gAI a tool that violates academic integrity? Will gAI promote scientific fraud? Should we acknowledge gAI as cocreator (Bozkurt 2024, 5)?

These are questions that require clarification and clear guidelines, with responses provided by different scholars, research organizations, HE institutions, or other entities such as the European Commission (2022) or UNESCO (2024), some of which have already drafted relevant documents. But, whereas gAI offers exciting possibilities for enhancing English language teaching, to create personalized learning experiences, generate content, or assist with assessments (Miller 2023), it can also push us to re-evaluate what we are teaching and how.

Here are some further ideas of activities educators can explore, that come from our experience with students:

- Automated Language Generation Activities. Use generative AI chatbots to create customized language exercises for students. For example, ask a chatbot to generate sentences with specific grammar structures or vocabulary words. Students can then analyse and discuss these sentences.
- Create writing prompts. Students can respond to these prompts, and the chatbot can provide instant feedback on their writing.
- Teach students the basics of prompt engineering (telling gAI what you want it to do). Writing prompts is almost certainly going to be an essential skill of the AI era, so start learning how to craft, refine, and iterate on the commands you feed into whatever tools you are using (see some examples at Notion n.d.). Play with image generators, too (e.g., tell gAI to create an image based on the lyrics of a song).
- Addressing "prompt competition" Watkins (2022) suggests an activity that involves several steps: a) Students are asked to compose a prompt for ChatGPT to respond to course' topics. b) Following this, students are encouraged to reflect and improve upon the output of ChatGPT, by using a track system either in MS Word or in Google Docs (e.g. to fix typos, correct errors, improving clarity or detecting misinformation, expand on shallow content). c) After that, students are invited to revise (write again) ChatGPT's output from a different viewpoint (for instance, take a different perspective, apply a critical lens, expand on a particular concept, or correct

aspects of the output that could cause their peers to misunderstand or misinterpret). d) Finally two assignments are given to the students: one for those who chose to use ChatGPT and the another for those who do not.

- Interactive Storytelling. Collaborate with students to create an interactive story. Start a story using generative AI, and then have students continue the narrative. This encourages creativity, vocabulary use, and collaborative writing.
- Language Expansion. Ask generative AI chatbots to provide synonyms, idiomatic expressions, or phrasal verbs related to specific words. This helps students enrich their vocabulary and explore language nuances.
- •Language Exploration word associations using gAI. For instance, input a word, and the chatbot generates related words or concepts. Discuss these associations in class.
- Debates and Discussions. Use generative AI to generate debate topics or discussion questions. Students can then research and prepare arguments based on these prompts. Encourage students to engage in virtual debates with AI chatbots. They can practice persuasive language and critical thinking.
- Creative Writing Challenges. Challenge students to write poetry, short stories, or dialogues based on generative AI prompts. These prompts can be quirky or unexpected, sparking creativity. Explore genre-specific writing (e.g., science fiction, mystery) by using generative AI-generated story starters.
- •Language Learning Games. Develop language learning games using generative AI. For instance, create a vocabulary guessing game where students guess the word based on AI-generated clues. Design role-playing scenarios using AI-generated character profiles. Students can practice language in context.

In what follows, we have listed some examples of gAI tools and apps (others than the well- known LLM models ChatGPT, Google Bard, Copilot) which address all the key skills - reading, speaking, writing, even listening and learning, involved in the acquisition and practice of English (see Table 1). Of course numerous other tools exist and their number keeps growing by the day, but the ones we have included below are tools that we tried with students in the past academic year and for which we can make a recommendation for use.

### 4. Challenges and concerns

There are a number of challenging aspects (Narasimhan 2023; UNESCO 2024) when integrating generative AI into English language instruction, especially when it comes to assessment (Cambridge University 2023; Bekiaridis and Graham 2023). The most common difficulties include:

• Plagiarism and preserving academic integrity. It can be problematic to determine if assignments or exams that students utilize artificial intelligence to complete accurately represent their own knowledge and abilities. Teachers must devise plans to make sure students are utilizing gAI tools responsibly and do not depend on them to complete tasks for them. As De Wilde (2022) observed, detecting and removing fake content requires patience and human involvement.

Table 1. Example of gAI tools in language teaching

Application / Tool	Use
Text Inspector (https://textinspector.com/who-are-we/)	text analyser for preparing teaching materials, tests and evaluating students' work
Twee (https://twee.com/), Magic School (https://www.magicschool.ai), Goblin (https://goblin.tools)	create lessons, streamline student feedback, generate insightful informational texts
LangAI (https://langai.io/)	ChatGPT's language learning app
Gliglish (https://gliglish.com/), LangTurbo (https://www.langturbo.com/)	language learning apps
Sensay (https://www.oksensay.com/)	pronunciation instant feedback
Overdub: fix audio mistakes by typing (https://www.descript.com/overdub)	uses AI voice cloning to replace awkward or incorrect audio. Just type what you actually meant to say.
Synthesia (https://www.synthesia.io/)	text to video
Voice Dictation - Online Speech Recognition (https://dictation.io/)	write by dictation
DeepL Translator (https://www.deepl.com/en/home)	trains artificial intelligence to understand and translate texts
Quillbot (https://quillbot.com/), Paraphraser (https://www.paraphraser.io/)	paraphrasing tools
Hemingway Editor (https://hemingwayapp.com/), Grammarly (https://www.grammarly.com/), InstaText (https://instatext.io/), Ludwig • Find your English sentence (https://ludwig.guru/)	free online writing assistants
Readwise (https://readwise.io/)	revisit and learn from ebook and article highlights
Idea Generator (https://www.ideagenerator.ai/)	Idea generator tool
DALL·E 2 (https://openai.com/product/dall-e-2), Lexica (https://lexica.art/)	image generators

- •Eliminating any biases in information generated by AI. The AI may generate biased evaluation content if it is trained on biased data, which could unjustly benefit or hurt particular student groups (Najarro 2023). This is especially concerning for non-native English speakers, as they can have more difficulties if the AI is not trained on a variety of linguistic data.
- Guaranteeing the validity and reliability of assessments. Personalized evaluations can be made with generative AI, but it is important to make sure they measure the things they are supposed to measure. For the AI to cover all the different facets of language proficiency, a large volume of data must be used for training. Furthermore, there is a chance that generative AI will produce content that is inconsistent with the learning goals or the level of the students being assessed.
- AI-based assessment is less secure than traditional methods when it comes to protection of students' personal data; it is impersonal, so it cannot be used for subjective assessments. But it can be helpful to automate grading, give instant and adaptive feedback (Creely 2023).
- The capabilities of AI hallucinations (the Cambridge Dictionary Word of the year 2023) extend beyond mere text or image generation to the creation of inaccurate, false or misleading information, which can directly impact learners' academic journeys and performance. This assertion finds support in scholarly articles about producing an entire academic paper with a genAI (Cotton, Cotton and Shipway 2023), collaborate as coauthors (Lee 2023), and even complete a full length book in a week (Mouriquand 2024).

To address and surpass these difficulties, educators should consider the following:

- Provide clear guidelines and rules for the use of gAI in assessments and communicate these to students. This covers indications on how gAI can be used for assignments, the extent to which AI-generated content is allowed, and how to cite AI assistance properly. Establishing clear AI policies helps maintain academic integrity and ensures students use these tools ethically and effectively.
- Use AI as a supplement. Do not rely just on AI to evaluate students; instead, use it to enhance more conventional ways of evaluation and provide them more opportunity to practice. On the other hand, use open educational resources and other types of educational materials licensed Creative Common for personalization of content, contextualization, opportunities to apply innovative pedagogical methods (Open Educational Practices).
- Incorporate human judgment. Combine AI-generated assessments with human evaluation to ensure a more comprehensive assessment of student learning (Naramsihan 2023). Do not leave the thinking to AI, rather delegate repetitive tasks to it! Use the time saved to come up with engaging tasks that stimulate critical thinking and creativity. Get ready, because AI is transforming education and language learning.

- Understand the tool's capabilities and limitations. Constantly monitor and evaluate AI tools. It is important to familiarize ourselves with the tools to leverage their strengths effectively. Moreover, make sure the AI tools are delivering accurate and dependable assessments by periodically reviewing and assessing them.
- •Get rid of disposable assignments; create unique assignments; reshape assignments with the use of gAI (ChatGPT with Canva, MidJourney, Curipod, Tome, Gamma) as part of the assignment. Organize open book exams (clarity, plagiarism, rubrics, timeframe); have more oral exams; use traditional tools differently PowerPoint roulette, PK20x20; organize watch parties (Netflix which uses Teleparty); assign e-portfolios for skills articulation, etc.
- Educate students (Oliver 2024). Teach students how to use AI responsibly and critically, including how to evaluate the accuracy of AI-generated content.
- While generative AI presents great opportunities for unique, individualized assessments, in the context of teaching English educators have to stay informed about the latest advancements and continuously adapt to new educational realities, reflecting the need for continuous professional development as AI evolves (Bekiaridis and Graham 2023).

As possible approaches to these challenges at an institutional level, Andrews et al. (2022) propose establishing a digital ethics officer. Higher education institutions should provide a secure environment, using platforms protected against data security breaches, ID forgery, tampering, theft, deleted student responses or human error (Kenworthy and Houlden 2020). But generative AI applications can also be used in ways that support academic learning and achievement, rather than as a substitute for traditional forms of assessment. For instance, ChatGPT could provide personalized feedback and support to students, instead of being a mere tool for generating full papers or exams. Alternatively, it could be used to generate a text that can later be analysed critically by the students. It would become obvious that gAI applications do not always provide correct answers, lack factual accuracy, sometimes even present contradictory or repetitive ideas.

### 5. Conclusions

With its many benefits—including improved language acquisition, more learner engagement, and customized teaching methods—generative AI has become a powerful aid in language training. However, it is important to emphasize the role of the teacher in guiding students when using gAI to do so responsibly, critically evaluating its output, and combining it with other language resources.

In the AI era, as the changing roles of educators unfold (Bekiaridis and Graham 2023), teachers are expected to assume multifaceted roles (Stiegelbauer 2023). Thus, they can serve as facilitators of learning, (still) responsible for creating a supportive learning environment, providing guidance and direction, and helping students to develop critical thinking skills. In their capacity as curators of knowledge, teachers are responsible for curating knowledge and helping students to make sense of information, provide personalized feedback. Furthermore, they act as designers of

learning experiences, creating and personalizing learning materials that are engaging, interactive, and relevant to students' interests and learning needs. The recalibration of the curriculum to accommodate AI (rethinking/rewriting the curriculum), encompassing elements such as AI literacy and attribution to AI co-authors, is a paramount consideration, thus warranting a paradigm shift towards PedAIgogy (Clark 2023). Moreover, teachers fulfil the roles of mentors and role models, embodying positive behaviours and attitudes while helping students develop a sense of purpose and direction.

As Liu et al. suggest (2023), the future of language teaching with gAI involves a shift towards more personalized and efficient learning experiences, as well as a thoughtful consideration of the implications and challenges associated with the integration of these advanced tools in educational settings.

We can conclude that incorporating generative AI tools into English language teaching can significantly enhance the learning experience, offering personalized content, aiding in assessment, and providing innovative ways to engage students if and when used accurately and responsibly.

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