AI in English language learning: a blessing or curse?

Michael Carrier

Highdale Learning

BESA 2026

What is AI?

- Already using ASR, real time translation, now LLMs

- It's based largely on probability

- It's dumb – it doesn't 'Know' things

- It makes mistakes

- It hallucinates – you need to fact-check it

- It can save time on admin work

- It can provide ideas and inputs

- It is hard to detect in student work

- It raises ethical issues

- IT IS HERE TO STAY

''AI is high tech plagiarism''
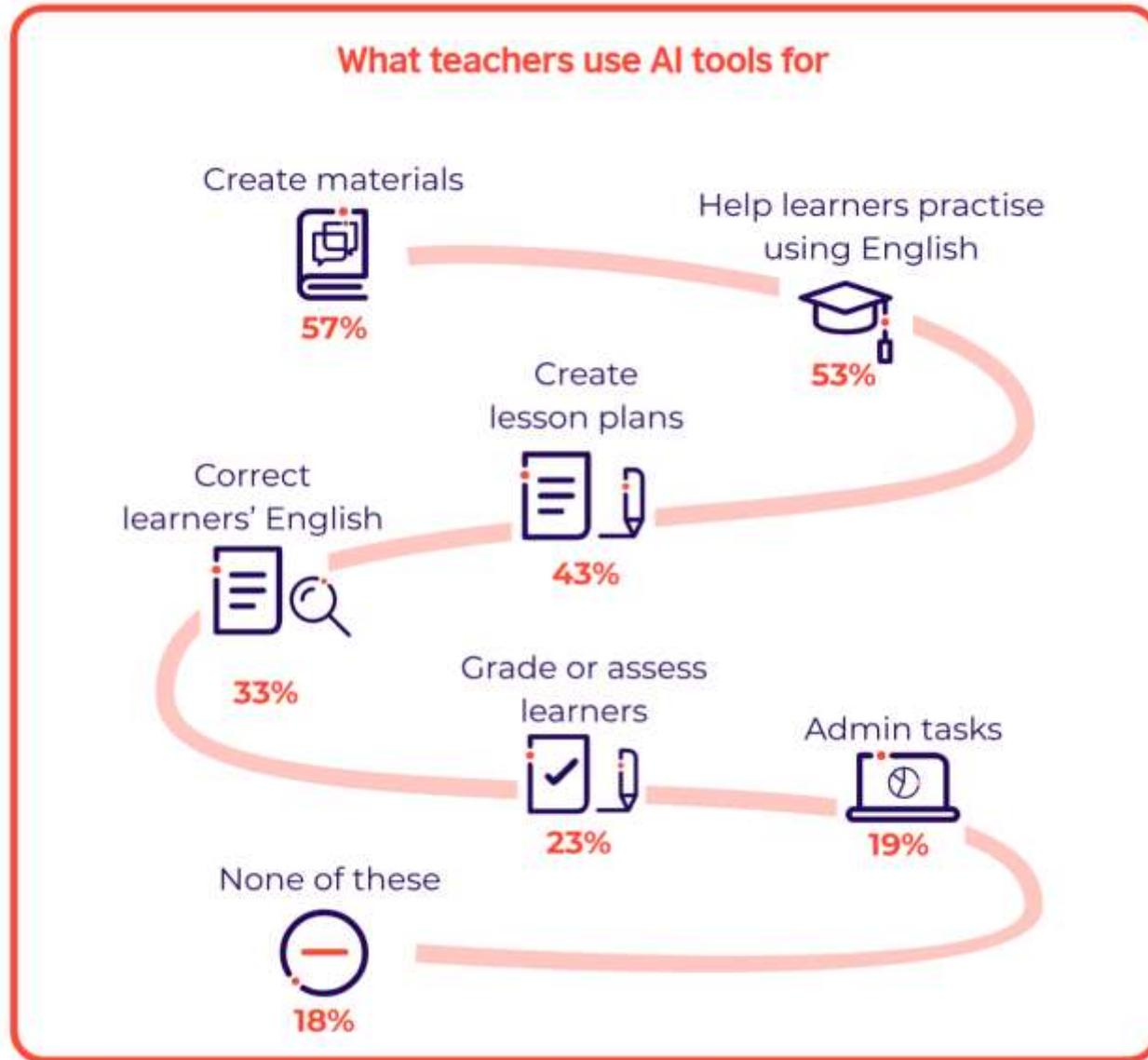Chomsky

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Positive opportunities

- New support for students

- New pedagogy

- New role for teachers

- Lower workload for teachers

- New content for class activities

- More interactive activities

- New student experience

  - Hyper-personalisation: adapt to pace, interests, deficits

  - Judgement-free zone

  - Gamification 2.0: AI can create real-world roleplays

  - Automated feedback

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How Teachers can benefit from AI

- AI is a powerful "force multiplier" for teachers:

- **Hyper-Personalization:** AI can instantly rewrite a single reading passage into five different versions, each tailored to a different proficiency level (e.g., A1 to C1).

- **Real-time Pronunciation Feedback:** Tools now provide visual speech patterns, allowing students to see exactly how their intonation or stress differs from a target model.

- **Reducing "Prep" Burden:** AI can generate lesson plans, texts & quizzes in minutes, allowing teachers to focus more on 1-to-1 mentoring.

- **Lowering Speaking Anxiety:** AI chatbots provide a "safe" space for students to practice conversational English without the fear of judgment.

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Teacher Benefits 2

What teachers use AI tools for

Create materials
57%

Help learners practise using English
53%

Create lesson plans
43%

Correct learners' English
33%

Grade or assess learners
23%

Admin tasks
19%

None of these
18%

- Support lesson planning & materials
- Support adaptive learning/tailored interaction
- Personalise learning content
- Free teachers to give individual tutoring support
- Help students find ideas & resources
- Help students write and correct drafts

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AI - Limitations

AI tools:

- Can be inaccurate
- Can 'hallucinate'
- Can lead students to believe the AI actually *knows* things.
- Are only as good as the data that powers them
- Can be over-used and lead to over-reliance which leads to ethical issues
- Can undermine critical thinking skills

- ChatGPT has no understanding or knowledge
- merely collates bits of words together based on statistical probabilities to produce useful texts - no concept of how any of the words it produces relate to the real world
- helpful assistant

Rose Luckin Professor of Learner Centred Design at the UCL Knowledge Lab

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Teacher concerns

- Loss of human connection: over-reliance on chatbots for speaking practice will strip away the cultural and interpersonal nuances that are critical to true fluency.

- less demand for classes because of translation devices

- lower motivation

- lower concentration

- poor writing skills

- reducing cognitive skills - lack of critical thinking

- Cheating: 2025 data shows that over 60% of educators have encountered students using AI for academic shortcuts.

- AI detector software: unreliable

- Lack of AI literacy training for teachers

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Will AI replace role of teachers?

Some displacement:

- Many entry-level tutoring roles may disappear.

- Teacher jobs won't disappear but they may need re-skilling - increased demand for "language tech specialists," "AI-linguists," and "Intercultural facilitators"

Teachers' Advantage

- to teach students how to use AI as a "bicycle for the mind" while providing the human dimension, motivation, and cultural context that AI cannot provide - AI can teach "what" to say, it struggles with "why" it matters in a specific social context

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Teacher employment changes

RISKS

- lower salaries for general low-level teaching

- Duolingo, ELSA Speak etc can replace entry-level, low-cost conversational tutoring.

- AI might be used to justify larger class sizes or reduced funding for human-led instruction.

- issue of adaptive learning & avatar teachers online

- Standardized Test Prep (eg FCE, IELTS) can be AI automated

OPPORTUNITIES for "Premium level" teaching

- **English for Specific Purposes (ESP):** Teachers specializing in *Medical / Legal / Business English* in demand

- **Intercultural Coaches:** employment is shifting toward "soft skills" & cultural nuance

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The Centaur model: teacher+AI

- The elephant in the room: Will AI replace teachers? In the EFL world, the answer is a nuanced 'no,' but it will replace the *tasks* we used to do.

- We are moving into the era of the **'Centaur Teacher.'** This is an educator who uses AI to automate the 'drudgery'—the grading, the repetitive grammar drills, the lesson planning—to spend more time on the ***'Human Premium****.'*

- That means empathy, motivation, and helping a student find their own voice in a second language.

In short:

- **AI won't replace EFL teachers, but EFL teachers who use AI will replace those who don't."**

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Shift in pedagogical roles

- **Death of the lecturer - rise of the 'architect':** Teachers shift toward Curriculum Curation—teachers will spend more time designing "AI prompts" for students to use at home.

- **Shift from "Grammar Authority" to "Linguistic Consultant":** The teacher's value shifts to helping students navigate pragmatics (e.g., "Is this email too aggressive for a British boss?") and cultural nuance – the human premium.

- **Emphasis on 'human dimension' in class:** Since AI handles the boring drills, classroom time becomes 100% focused on social interaction

- **Workload reduction:** AI handles grading, attendance, and lesson planning.

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New skills for teachers

Teachers need to learn:

- **Prompt Engineering for ELT:** Knowing how to prompt an LLM to generate a level-appropriate reading passage or a set of comprehension questions.

- **Data Literacy:** The ability to look at an AI-generated "student progress dashboard" and decide which pedagogical intervention is needed.

- **AI Ethics & Bias Awareness:** Identifying when an AI tool is teaching "Western-centric" values or biased linguistic norms and correcting that for the student

- **Find new Assessment Models:** Traditional homework, such as essay writing or summary tasks, can now be completed by AI in seconds, rendering many existing grading rubrics obsolete.

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Changes for Language Schools

- **Reduced demand** – for beginners, general English

- **Increased demand** – for higher levels, for specialised English relating to employment or higher education; for open conversation fluency meet-ups

- **Shift in expectations** – *away* from grammar and accuracy *to* cultural awareness, communication strategies, creativity, harnessing AI sensible; *to* tech inside classroom

- **Change of focus** – *away* from classroom *to* hybrid online/mobile + classroom; reduction of in-person class frequency (to 1x week: depends on parking)

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AI tools for teachers

Benefits
- Teachers have more time to focus on student needs
- Change pedagogy to use new tools to help in a new way
- Change what we do, as well as how we do
- Embrace AI but in a critical way

Tools can:
- Create lesson plans & language teaching materials
- Create exercises tailored to needs, interests & language level of learners
- Create reading texts and comprehension questions
- Re-level a text to new CEFR level

Tools include:
- WEXT.ai   exercises
- Twee   https://twee.com/
- LearnCube   https://go.learncube.com/ai-teacher-assistant
- Avallain   TeacherMatic

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Tool	Focus Area	Best For...	Classroom "Win"
Twee	Material Design	Transforming any YouTube video or text into a CEFR-aligned lesson.	Take a trending 2-minute TikTok or YouTube clip and instantly generate transcriptions, vocabulary lists, and open-ended discussion questions.
Mizou	Spontaneous Speaking	Creating safe, teacher-controlled AI chatbots for 1-on-1 roleplay.	Set up a "Hotel Receptionist" bot. Students must "check in" using specific polite forms you taught. You get a full transcript of their conversation to grade later.
ELSA Speak	Phonology	Advanced pronunciation coaching with phoneme-level accuracy.	Have students complete a 5-minute pronunciation "diagnostic." Use the data to see that 80% of your class struggles with the "th" sound, then target that in your next live session.
Diffit	Differentiation	Levelling the same resource for mixed-ability classes.	Take a complex news article and instantly create three versions: one for A2 (beginner), one for B2 (intermediate), and one for C1 (advanced) so the whole class can discuss the same topic.
Langua	Immersion	Human-like AI conversation with "transcribe and translate" features.	Assign students to debate a topic with Langua's "cloned human voices." Students can click any word the AI says to see an instant translation or save it to a personal flashcard deck.

AI tools - Lesson plans

Prompt:

"Give me a lesson plan for a 45 minute English language class of multinational teenagers at A2 level:
- using the topic of climate change,
- with 5 comprehension questions
- a 6-item fill-in-the-gap activity
- and discussion questions for pairwork - with suggested answers."

(Full plan on michaelcarrier.com)

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Objective: Practice reading comprehension skills and introduce vocabulary related to climate change.

- **Text (for reading):**

  "Climate change refers to long-term changes in temperature, weather patterns, and environmental conditions. Scientists say that human activities, like burning fossil fuels, deforestation, and industrial processes, have caused an increase in greenhouse gases, which trap heat in the Earth's atmosphere. As a result, global temperatures are rising, leading to extreme weather events like storms, droughts, and flooding. Climate change affects ecosystems, wildlife, and people, especially in poorer areas. It's important for everyone to take action to reduce emissions and protect the environment."

- **Comprehension Questions:**
  1. What is climate change?
  2. What causes climate change?
  3. How does climate change affect the Earth?
  4. What can we do to reduce climate change?
  5. What areas of the world are most affected by climate change?

Suggested Answers:

1. Climate change refers to long-term changes in temperature, weather patterns, and environmental conditions.
2. Climate change is caused by human activities, like burning fossil fuels, deforestation, and industrial processes.
3. Climate change leads to rising temperatures, extreme weather events, and affects ecosystems, wildlife, and people.
4. We can reduce emissions and protect the environment by taking action.
5. Poorer areas of the world are most affected by climate change.

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3. Fill-in-the-Gap Activity (10 minutes)

Objective: Practice vocabulary and context understanding.

- Provide students with the following sentences with gaps. They must fill in the missing words (based on the reading text):

Fill-in-the-gap Activity:

1. Climate change refers to long-term changes in _____ and environmental conditions.
2. Human activities like burning _____ fuels and deforestation contribute to climate change.
3. Greenhouse gases _____ heat in the Earth's atmosphere.
4. Rising global temperatures lead to extreme _____ events, like storms and flooding.
5. Climate change affects _____ and wildlife.
6. It's important to take _____ to protect the environment.

Suggested Answers:

1. temperature
2. fossil
3. trap
4. weather
5. ecosystems
6. action

4. Pairwork Discussion (15 minutes)

Objective: Develop speaking and critical thinking skills through pairwork discussion.

- **Instructions:** Divide the class into pairs. Give each pair a set of discussion questions to talk about. Encourage them to express their opinions and ideas.

Discussion Questions:

1. What are some ways people can help reduce climate change?
2. Do you think climate change will affect your country? How?
3. Why do you think some people don't believe in climate change?
4. What should governments do to stop climate change?
5. Do you think young people can make a difference in fighting climate change? How?

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AI – new classroom approach

Aspect	Traditional Classroom	AI-Enhanced Classroom
Pace	Fixed by the syllabus	Adaptive to the individual
Speaking Time	~2 minutes per student/class	Unlimited 1-on-1 practice
Material	Standardized textbooks	Culturally & personally relevant, AI-curated content
Assessment	High-stakes exams	Continuous, data-driven progress tracking

AI – new activity approach

Activity Type	Traditional Approach	AI-Era Update
Writing	Students write an essay at home and submit it.	Students use AI to generate an outline, then write the essay in class; or they must "critique" an AI-generated essay for errors.
Reading	Students summarize a text.	Students fact-check an AI-generated summary against the original text, identifying "hallucinations" or biases.
Speaking	Student speaks to the teacher.	Students engage in a "multi-step debate": Researching with AI, debating a chatbot, then performing a live debate with peers.
Vocabulary	Memorizing word lists.	"Prompt Engineering" games: Students must write specific prompts to get an AI to use target vocabulary words in a creative story.

AI - Sample activities

- chat with characters from history and ask them questions using Character.AI
- write a biography of Person XX
- write arguments For and Against Topic XX
- ask AI to write a 'letter of job application'

- ask for "collocates with verb ''make'' with definitions and example sentences"
- ask AI to 'convert text to more formal English' – or vice versa
- use AI to 'write a story about XX with these words XX'
- ask a chatbot to play a "sceptical interviewer" who pushes back on their arguments, forcing the student to use complex English to defend their position

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Ethical prompt library

Stage 1: Brainstorming (The "Idea Partner")

Goal: Get ideas without the AI writing the actual sentences.

The "Outline Only" Prompt:

- "I need to write an essay about [Topic]. Do not write the essay for me. Instead, give me a bullet-point outline with 3 main arguments and suggest 2 vocabulary words I should use for each argument."

The "Ask Me Questions" Prompt:

- "I want to write about my favorite childhood memory. Ask me 5 questions (one by one) to help me remember specific details like smells, sounds, and feelings. Once I answer, help me organize my thoughts into a plan."

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Ethical prompt library

Stage 2: Drafting (The "Language Scaffold")

Goal: Getting help with specific grammar or vocabulary.

The "Synonym Finder" Prompt:

- "In this sentence: '[*Paste sentence*]', I used the word 'good' too many times. Can you suggest 5 more descriptive adjectives that are appropriate for an Intermediate English student?"

The "Grammar Explain" Prompt:

- "I wrote this sentence: '[*Paste sentence*]'. Is the grammar correct? If not, please explain the rule I missed, but do not rewrite the whole paragraph for me."

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Ethical prompt library

Stage 3: Editing (The "Writing Coach")

Goal: Improving the flow and checking for errors in the student's own work.

The "Highlight the Weakness" Prompt:

- "Here is my paragraph: [*Paste text*]. Please highlight the 3 weakest sentences and tell me *why* they are weak (e.g., too simple, repetitive, or unclear). I will rewrite them myself."

The "Tone Check" Prompt:

- "Does this email sound too rude or too formal? Please tell me which phrases sound wrong for a [friend/boss/teacher] and suggest the 'vibe' I should use instead."

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More prompt ideas for students

The Prompt: *"I am an intermediate English learner. I want to use the word [insert word]. Give me 3 example sentences: one for a professional email, one for a chat with friends, and one for a news report. Explain the difference in tone for each.“*

The Prompt: *"Act as a friendly barista at a busy London coffee shop. I am a customer who is indecisive and has a food allergy. Start the conversation by greeting me. Correct my English only if I say something that makes it hard for you to understand me.“*

The Prompt: *"Explain the difference between 'I have been working' and 'I worked' as if I am a 10-year-old. Use an analogy involving a movie or a sports game to make it clear."*

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The Prompt: *"Here is a paragraph I wrote: **[Insert text]**. Can you suggest 3 ways to make it sound more academic using 'Passive Voice' and 'Relative Clauses'? For each suggestion, explain why it sounds more professional."*

The Prompt: *"I am practicing for the IELTS Writing Task 2. Here is my essay: **[Insert text]**. Grade this based on 'Grammatical Range' and 'Lexical Resource.' Don't rewrite it for me—instead, give me 3 specific bullet points on how I can move from a Band 6 to a Band 7."*

The Magic Prompt: get students to add this to the end of **any** prompt to ensure they are actually learning:

"After you answer, ask me a follow-up question to test if I understood your explanation."

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Ethics Framework - green, yellow, red

Core Philosophy: AI as a Tutor, Not a Ghostwriter

We view AI as a **"Bicycle for the Mind."** A bicycle helps you get to your destination faster, but you still have to pedal.

- **Permitted:** Using AI to explain a grammar rule, brainstorm ideas, or practice conversation.
- **Prohibited:** Submitting AI-generated text as your own work.

Category	Level of AI Use	Examples
🟢 **Full Integration**	Encouraged. Use AI to generate ideas, check grammar, and refine tone.	Brainstorming for a presentation; practicing a roleplay before class.
🟡 **Assisted Use**	Limited. You may use AI for feedback after you have written a draft. You must submit your "AI Conversation History."	Drafts of formal emails; vocabulary expansion exercises.
🔴 **Human Only**	None. No AI tools allowed. This is about your raw, "organic" ability.	In-class timed essays; oral exams; spontaneous debates.

The goal is your growth, not a perfect grade

"AI Transparency" Requirement

- *"I used [Name of Tool] to help me with [Grammar/ Vocabulary/ Ideation]. The original draft was my own, and I made the following changes based on the AI's suggestions: [List 2-3 changes]."*

Academic Integrity & "Proof of Process"

- I reserve the right to ask any student to defend their written work in a 1-on-1 "viva" (oral interview). If you can write a C1-level essay with AI but cannot explain the vocabulary used or speak at a B1-level in person, this will trigger an academic integrity review. **The goal is your growth, not a perfect grade.**

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AI detection approaches

- **"The AI Vocabulary":** Watch for overused "corporate" or "academic" transitions that students at the B1/B2 level rarely use naturally, such as: *"In the ever-evolving landscape of...",* *"It is crucial to delve into...",* or *"This underscores…"*

- **Perfect Uniformity (no "Burstiness"):** Human writers naturally vary sentence length (short, punchy sentences followed by long ones). AI writing tends to have a "steady beat" where sentences are similar in length and complexity.

- **Nominal Loading:** AI prefers heavy nouns overactive verbs. (e.g., AI writes: *"The implementation of the strategy was a success,"* whereas a student usually writes: *"The plan worked well."*)

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AI detection 2

Forensic Methods

- **Check "Version History":** In Google Docs or Microsoft Word, look at the history. A human-written essay shows hundreds of small edits over hours. An AI essay is usually pasted in one or two large blocks.

- **The "Explain Your Logic" Viva:** If you suspect a student cheated, ask them: *"Can you explain why you chose this specific word?"* or *"What did you mean by this paragraph?"*

- A student who used AI as a shortcut will often be unable to paraphrase their own "writing."

- **Handwritten samples**: get the whole class to write an essay on paper in class in a timed session; keep these wriring samples to compare with later work

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Pedagogies - Encouraging good use of AI

1. Prompt Log - Tell students that if they use AI, they must submit a **Prompt Log** (a simple list of the prompts they used) with their final paper. It makes the student conscious of their "collaboration" with the AI. If the log says "Write my essay," they know they failed the assignment's ethical guidelines.

2. The "Before & After" Task: Have students submit two versions of their work:

- **Version 1:** Their original draft (with errors).

- **Version 2:** The version they improved *after* using AI

3. The "Human Touch" Bonus

- Award points for **"Personal Voice."** Tell students: *"AI is boring. It doesn't know your family, your city, or your jokes. If your essay has a personal story that an AI couldn't know, you get a higher score."*

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Pedagogies - AI teacher tips to avoid cheating

- **Experiment with AI platforms** yourself

- **Get to know students' writing** as much as possible

- **Do some writing in class on paper**

- **Use formative assessment** to get snapshots of progress over time

- **Test AI tools together** and discuss their limitations

- **Include a "trojan horse"** word or phrase in your assignment that isn't visible to the student

- **Use AI detectors** like AI Detector, GPTZero

https://www.commonsense.org/education/articles/how-to-help-prevent-ai-use-for-plagiarism

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Safe vs unsafe use of AI

🟢 SAFE (Learning)	🔴 UNSAFE (Cheating)
Asking for a list of synonyms.	Asking "Write 300 words on…"
Asking "Why is this verb wrong?"	Asking "Fix all my mistakes."
Asking for an outline or structure.	Copy-pasting the AI's first response.
Fact-checking the AI's output.	Assuming the AI is always right.

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AI student contract

1. The Purpose of this Class

- I understand that the goal of this English class is to improve **my** ability to speak, read, and write. If I let an AI do the work for me, I am not learning, and I am wasting my time and my teacher's time.

2. My "Green Light" (Allowed) Activities

- I agree to use AI **only** for the following tasks:

- **Brainstorming:** Getting ideas or outlines for my writing.

- **Vocabulary:** Asking for synonyms or definitions of difficult words.

- **Grammar Feedback:** Asking the AI to explain a specific rule I don't understand.

- **Conversation Practice:** Chatting with an AI to build confidence before a speaking task.

3. My "Red Light" (Forbidden) Activities

- I agree that I will **never**:

- **Copy and Paste:** I will not copy blocks of text from the AI into my assignment.

- **Ghostwrite:** I will not ask the AI to "Write a 300-word essay for me."

- **Translate Entirely:** I will not write my essay in my native language and ask an AI to translate the whole thing into English.

- **Submit without Checking:** I will not submit AI-suggested text without reading it and ensuring I understand every word.

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AI student contract 2

4. My Responsibility

- If my teacher asks me to explain a word or a sentence in my assignment and I cannot explain it, I understand that the assignment may be marked as **Incomplete** or **Plagiarized**.

5. Transparency

- I agree to be honest about my AI use. If I used AI to help me with an assignment, I will include a small "AI Disclosure" at the bottom of my work:

- *"I used [AI Name] to help me with: [e.g., finding synonyms / creating an outline]."*

Teacher Promise to the student:

- I will use AI to provide you with faster feedback, more interesting materials, and a more personalized learning path. I will not use AI to replace my attention to your individual needs.
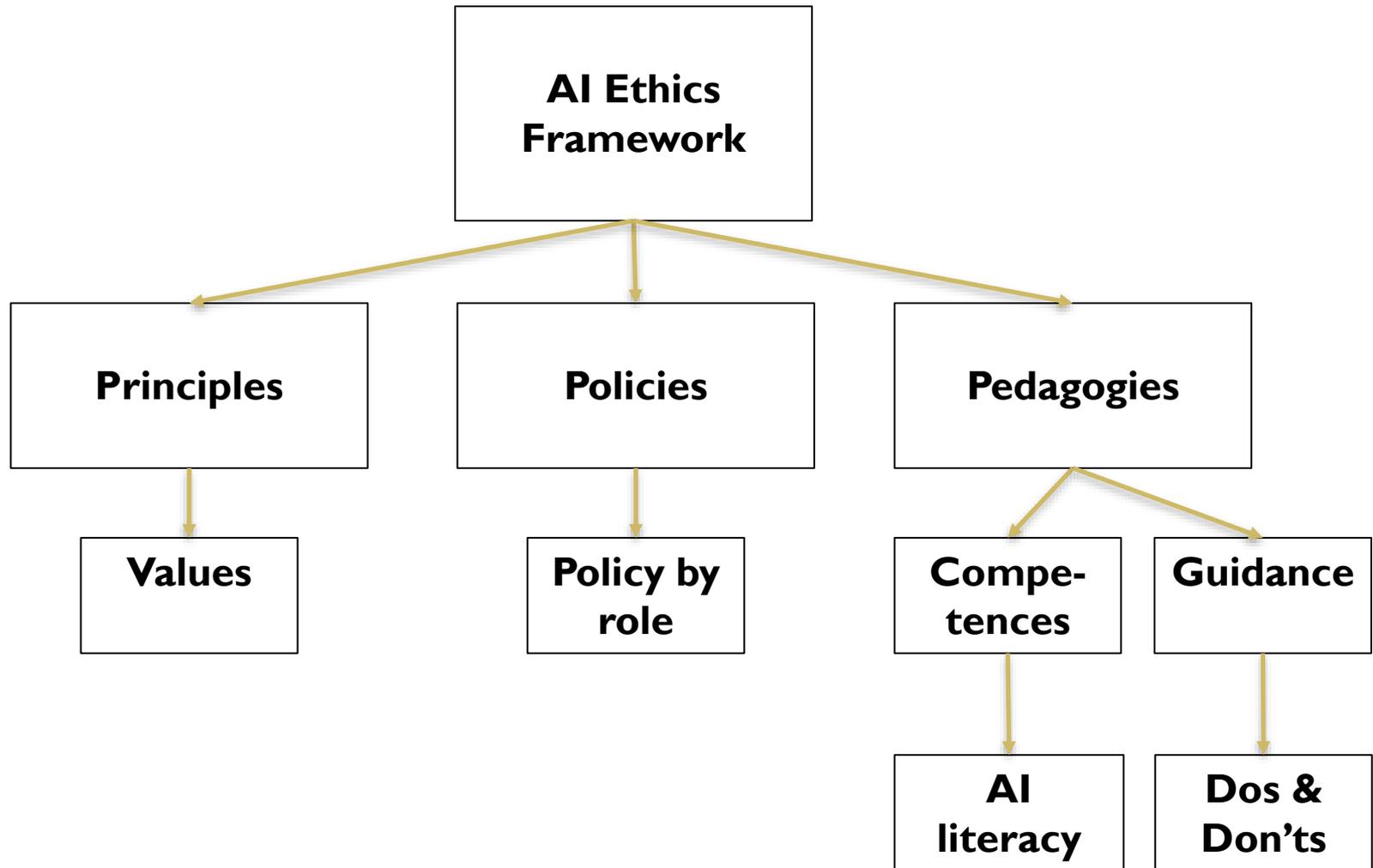
Student Promise to the Teacher:

- You will use AI to challenge yourself, not to take the easy way out. You will prioritize the struggle of learning over the speed of completion.

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AI Policies

What others are doing....

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AI Ethics framework for school

AI permissions policy - TeachAI

Level	Definition	Instruction to students
Permissive	Students are allowed to utilize AI tools freely to assist in their assignments, such as generating ideas, proofreading, or organizing content.	*"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic."*
Moderate	Students can use AI tools for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original.	*"You can employ AI tools for initial research and data analysis, but the main content, arguments, and conclusions should be your own."*
Restrictive	AI tools are not permitted for the assignment, and all work must be the student's original thoughts and words.	*"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."*

https://www.teachai.org/toolkit-principles

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AI Citation policy

AI Sanctions policy

How do you cite text from AI tools?

Use a style guide:

- MLA Style - Generative AI

- APA Style - ChatGPT

- Chicago Style - Generative AI

OpenAI now has a "Get Citation" feature:

- "Text of prompt" prompt. (2023). ChatGPT (August 3 Version). https://chat.openai.com

''Violations of this policy will be dealt with in accordance with UMass Lowell's academic integrity policy. If you are found in violation of this policy, you may face penalties such as a reduction in grade, failure of the assignment or assessment, or even failure of the course. If you have questions, please speak with me first, as we navigate together how best to responsibly use these tools.''

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AI Guidance – for each role

Ethical use of GenAI: some key points concerning policy & guidelines development

Eaquals Excellence in Language Education

For Managers:

Develop and sustain a policy and guidelines in collaboration with students and staff;
Define what is acceptable use of GenAI (and what is unacceptable);
Provide supports for students and staff to learn about GenAI and their responsible use;
Enable development of GenAI literacy across the student and staff body to further foster a culture of academic integrity;
Enable authorised AI applications to be available to all to ensure equity;
Horizon scan regularly to mitigate future risk and identify future opportunities.

For Students:

Know and follow provider guidelines;
Understand what is authorised vs unauthorised use;
Engage with support in using AI tools etc responsibly;
Acknowledge use of AI tools, prompts etc in all work, particularly assessed work;
Understand the limitations of GenAI tools.

For Teachers:

Know and follow provider guidelines;
Understand what is authorised vs unauthorised use;
Engage in professional development for staff;
Acknowledge use of AI tools, prompts etc in course design, learning and teaching activities and assessments;
Ensure students understand the sanctions re inappropriate/ unauthorised use of GenAI.

Sue Hackett, EAQUALS November 2024

TIRF 10-Point AI Ethics Guidance for Learners

1. Use AI tools for brainstorming and generating ideas.
2. Don't use AI output as your own work – use it as an input for your own work.
3. Always cite the AI input you have used.
4. Check any AI output for accuracy or bias.
5. Ensure assignments are written in your own words.
6. Do not 'cut and paste' text from AI output into your written work – except when cited as a quotation.
7. Do not try to copy AI output and simply paraphrase or re-write it, substituting some words and phrases – this form of cheating can be detected.
8. The main arguments, content examples, and conclu... and in your own words.
9. Do not use AI tools to create deepfakes or anything... other people.
10. Copying text from an AI output, or any other kind of... suspension, reduced grades, or even failing the cou...

Credits: Michael Carrier & T...

TIRF 10-Point AI Ethics Guidance for Teachers

1. Set clear learning objectives for the use of AI – select AI tools that meet those educational goals.
2. Promote AI Literacy – explicitly train students to understand AI and its limitations.
3. Understand the risks of AI – make students aware of plagiarism, bias, inaccuracy, & data privacy.
4. Explain to students why AI tools are used in your classroom and why not - set standards for use in and out of the class.
5. Develop critical-thinking skills for AI use – train students to be skeptical of the accuracy of AI output and warn them of over-reliance.
6. Set an AI usage policy – explain what constitutes acceptable and unacceptable use.
7. Set standards for citing the use of AI in assignments, with clear penalties.
8. Evaluate the use of AI in your class, and your own skills in using tools.
9. Develop your own skills in AI as part of CPD update knowledge & standards regularly.
10. Ensure that AI enhances human interaction and collaboration, not replaces it.
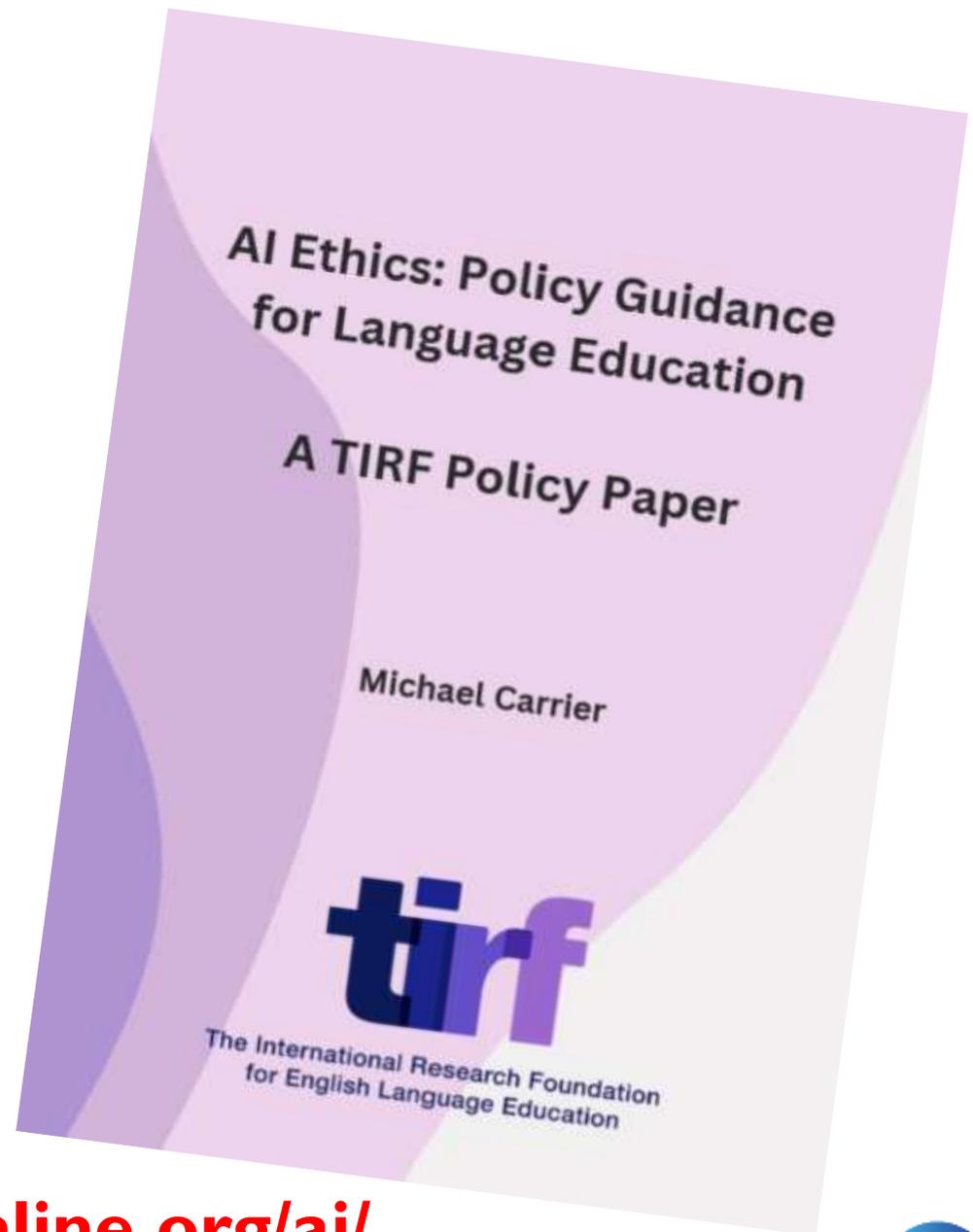
Credits: Michael Carrier & TIRF

https://www.tirfonline.org

Resources

'**AI Ethics Framework**'
booklet contains:

- Background to AI in ELT

- Background to AI literacy

- Examples of AI ethics policies
  from universities and institutions

- Guidance on Citation policies

- Guidance on Academic Integrity

- Guidance on Sanctions policies

- 10-point guidance for teachers & learners

- Resources & bibliography

AI Ethics: Policy Guidance for Language Education

A TIRF Policy Paper

Michael Carrier

tirf

The International Research Foundation
for English Language Education

https://www.tirfonline.org/ai/

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Takeaway

Using AI tools can help both teachers and learners

But:

- This involves being *responsible* about cheating, copyright, citation, plagiarism

- AI requires new *assessment* methods (eg orals, vivas)

- AI should not *undermine* critical thinking skills

- Learners must understand the *limitations* of AI tools

- AI should *support* learners' written work, but not *replace* it

- The *Human Dimension* should always be the most important

- Emphasise the *learning experience* – Growth not Grades

CHAT GPT

CHATGPT IN THE LANGUAGE CLASSROOM

By Nik Peachey

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AI in English language learning: a blessing or curse?

AI in English language learning: a blessing or curse?

YES!

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Thanks!

Copy of the presentation & sample lesson plan:

www.michaelcarrier.com

Comments:

michael@mcarrier.co.uk

**QR link to
MC's website:**

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