## **Generative AI in Language Education: Rewards, Risks, and Reboots**

CERCLL webinar, University of Arizona March 13, 2024 Prof. Ilka Kostka Northeastern University i.kostka@northeastern.edu

## Cited Sources and Resources for Further Reading

- Academy of Active Learning Arts and Sciences. (n.d.). *Updated definition of flipped learning*. <a href="https://aalasinternational.org/updated-definition-of-flipped-learning/">https://aalasinternational.org/updated-definition-of-flipped-learning/</a>
- Al Ethics Initiative. (2017). https://aiethicsinitiative.org/
- Al in the Classroom Interview Series. (Digital Futures Institute, Teachers College, Columbia University, USA). <a href="https://www.tc.columbia.edu/digitalfuturesinstitute/ai-in-education/artificial-intelligence-in-education/">https://www.tc.columbia.edu/digitalfuturesinstitute/ai-in-education/artificial-intelligence-in-education/</a>
- Banerji, O. (2023, August 3). How are schools coaching- or coaxing- teachers to use ChatGPT? EdSurge. https://www.edsurge.com/news/2023-08-03-how-schools-are-coaching-or-coaxing-teachers-to-use-chatgpt
- Baron, N.S. (2023). Who wrote this? How AI and the lure of efficiency threaten human writing. Stanford University Press.
- Bender, E.M., Gebru, T., McMillan-Major, A., & Shmitchell, S. (2021). On the dangers of stochastic parrots: Can language models be too big? 2021 ACM Conference on Fairness, Accountability, and Transparency (pp. 610–623). https://doi.org/10.1145/3442188.3445922
- Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. ISTE.
- Brinks Lockwood, R. (2014). *Flip it! Strategies for the ESL classroom*. University of Michigan Press.
- Dalalah, D., & Dalalah, O. M. A. (2023). The false positives and false negatives of generative Al detection tools in education and academic research: The case of ChatGPT. *The International Journal of Management Education*, *21*(2), 1-13. https://doi.org/10.1016/j.ijme.2023.100822
- Darby, F. (2023, November 13). Why you should rethink your resistance to ChatGPT. The Chronicle of Higher Education. <a href="https://www.chronicle.com/article/why-you-should-rethink-your-resistance-to-chatgpt">https://www.chronicle.com/article/why-you-should-rethink-your-resistance-to-chatgpt</a>
- Developing Innovation in English as a Second or Other Language (DITESOL) Podcast. https://diesol.org/
- dos Santos, A.E., Olesova, L., Vicentini, C., & de Oliveira, L.C. (2023). ChatGPT in ELT: Writing affordances and *TESOL Connections*. http://newsmanager.com/partners.com/tesolc/print/2023-05-01/2.html
- Edmett, A., Ichaporia, N., Crompton, H., & Crichton, R. (2023). *Artificial intelligence and English language teaching: Preparing for the future.* British Council. <a href="https://doi.org/10.57884/78EA-3C69">https://doi.org/10.57884/78EA-3C69</a>

- Eke, D.O. (2023). ChatGPT and the rise of generative AI: Threat to academic integrity?

  Journal of Responsible Technology, 13, 1-4. https://doi.org/10.1016/j.jrt.2023.100060
- Elgersma, C. (2024, March 6). *Here's what educators can do as artificial intelligence evolves.* Common Sense Education. <a href="https://www.commonsense.org/education/articles/chatgpt-and-beyond-how-to-handle-ai-in-schools">https://www.commonsense.org/education/articles/chatgpt-and-beyond-how-to-handle-ai-in-schools</a>
- Farrokhnia, M., Banihashem, S. K., Noroozi, O., & Wals, A. (2023). A SWOT analysis of ChatGPT Implications for educational practice and research. *Innovations in Education and Teaching International*, 1–15. <a href="https://doi.org/10.1080/14703297.2023.2195846">https://doi.org/10.1080/14703297.2023.2195846</a>
- Gao, Y., Wang, Q., & Wang, X. (2023). Exploring EFL university teachers' beliefs in integrating ChatGPT and ther large language models in language education: A study in China. *Asia Pacific Journal of Education*, *44*, 1-16. <a href="https://doi.org/10.1080/02188791.2024.2305173">https://doi.org/10.1080/02188791.2024.2305173</a>
- García-Peñalvo, F.J. (2023). The perception of Artificial Intelligence in educational contexts after the launch of ChatGPT: Disruption or panic? *Education in the Knowledge Society, 24,* 1-9. https://doi.org/10.14201/eks.31279
- Harvard Derek Bok Center for Teaching and Learning (2023, October 28). *Generative Artificial Intelligence and Writing Assignments*. <a href="https://firstyearseminarprogram.college.harvard.edu/sites/">https://firstyearseminarprogram.college.harvard.edu/sites/</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://firstyearseminarprogram.college.harvard.edu/sites/</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://firstyearseminarprogram.college.harvard.edu/sites/</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://firstyearseminarprogram.college.harvard.edu/sites/</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://firstyearseminarprogram.college.harvard.edu/sites/</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://firstyearseminarprogram.college.harvard.edu/sites/</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://files/bok\_ctr-a.i.</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://files/bok\_ctr-a.i.</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://files/bok\_ctr-a.i.</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://files/bok\_ctr-a.i.</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://files/freshmanseminars2/files/freshmanseminars2/files/bok\_ctr-a.i.</a>
  <a href="projects.ig.harvard.edu/files/freshmanseminars2/files/bok\_ctr-a.i.">https://files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/files/freshmanseminars2/
- Herft, A. (2023). A teacher's prompt guide to ChatGPT. https://www.herfteducator.com/
- Hié, A. (2023, April 6). ChatGPT in higher education... or the fear of a revolution in the making. *Governance Now*. <a href="https://www.governancenow.com/views/columns/chatgpt-inhigher-education-or-the-fear-of-a-revolution-in-the-making">https://www.governancenow.com/views/columns/chatgpt-inhigher-education-or-the-fear-of-a-revolution-in-the-making</a>
- Hockly, N. (2023). Artificial Intelligence in English language teaching: The good, the bad and the ugly. *RELC Journal*, *54*(2), 445-451.
- Holmes, W., & Tuomi, I. (2022). State of the art and practice in Al in education. *European Journal of Education*, *57*(4), 542–570. <a href="https://doi.org/10.1111/ejed.12533">https://doi.org/10.1111/ejed.12533</a>
- Holmes, W., Porayska-Pomsta, K., Holstein, K., Sutherland, E., Baker, T., Buckingham Shum, S., Santos, O.C., Rodrigo, M.T., Cukurova, M., Bittencourt, I.I., & Koedinger, K.R. (2021). Ethics of AI in education: Toward a community-wide framework. *International Journal of Artificial Intelligence in Education, 32,* 504-526. https://doi.org/10.1007/s40593-021-00239-1
- IBM. (2023, August 14). New IBM study reveals how AI is changing work and what HR leaders should do about it. IBM. <a href="https://www.ibm.com/blog/new-ibm-study-reveals-how-ai-is-changing-work-and-what-hr-leaders-should-do-about-it/">https://www.ibm.com/blog/new-ibm-study-reveals-how-ai-is-changing-work-and-what-hr-leaders-should-do-about-it/</a>

- International Society for Technology in Education. (n.d.). *Bringing AI to school: Tips for school leaders*. <a href="https://www.iste.org/areas-of-focus/AI-in-education">https://www.iste.org/areas-of-focus/AI-in-education</a>
- Kim, S, Shim, J., & Shim, J.(2023). A study on the utilization of OpenAI ChatGPT as a second language learning tool. *Journal of Multimedia Information Systems*, 10(1),79-88. https://doi.org/10.33851/JMIS.2023.10.1.79
- Kohnke, L., Moorhouse, B.L., Zou, D. (2023). ChatGPT for language learning and teaching. *RELC Journal*, *54*(2), 537-550. <a href="https://doi.org/10.1177/00336882231162868">https://doi.org/10.1177/00336882231162868</a>
- Klepper, D. (2023, January 24). Learning to lie: Al tools adept at creating disinformation. *AP News*. <a href="https://apnews.com/article/technology-science-business-artificial-intelligence-afb4618ff593db9e3e51ecbd91dc3eef">https://apnews.com/article/technology-science-business-artificial-intelligence-afb4618ff593db9e3e51ecbd91dc3eef</a>
- Kostka, I., & Toncelli, R. (2023). Exploring applications of ChatGPT to English language teaching:

  Opportunities, challenges, and recommendations. *The Electronic Journal for English as a Second Language*, *27*(3), 1-19. <a href="https://doi.org/10.55593/ej.27107int">https://doi.org/10.55593/ej.27107int</a>
- Liang, W., Yuksekgonul, M., Mao, Y., Wu, E., & Zou, J. (2023). GPT detectors are biased against non-native English writers. *Patterns*, *4*(7),1-4. https://doi.org/10.1016/j.patter.2023.100779
- Lo, L. (2023, August 4). Human meets Al: Helping educators navigate their emotions about technological hange. *EdSurge*.
- MLA-CCCC Joint Task Force on Writing and Al. (2023). *Overview of the issues, statement of principles, and recommendations*. <a href="https://hcommons.org/app/uploads/sites/1003160/2023/07/MLA-CCCC-Joint-Task-Force-on-Writing-and-Al-Working-Paper-1.pdf">https://hcommons.org/app/uploads/sites/1003160/2023/07/MLA-CCCC-Joint-Task-Force-on-Writing-and-Al-Working-Paper-1.pdf</a>
- Mollick, E. (2023, July 23). On holding back the strange tide AI tide. *One Useful Thing*. https://www.oneusefulthing.org/p/on-holding-back-the-strange-ai-tide
- Paiz, J. M. (forthcoming). Collaborative AI: Artificial intelligence, expertise, and pedagogy in English language teaching and research. Equinox UK.
- Paiz, J.M., & Kostka, I. (2023, August 1). Deciphering AI speak: A primer for English language educators. *TESOL Connections*. (\*Please email me for a pdf of this article; TESOL is currently migrating content to a new site, and the original link for this article is unavailable.)
- Pelletier, K., Robert, J., Muscanell, N., McCormack, M., Reeves, J., Arbino, N., Grajek, S., Birdwell, T., Liu, D., Mandernach, J., Moore, A., Porcaro, A., Rutledge, R., & Zimmern, J. (2023). 2023 EDUCAUSE Horizon Report, Teaching and Learning Edition. <a href="https://library.educause.edu/resources/2023/5/2023-educause-horizon-report-teaching-and-learning-edition">https://library.educause.edu/resources/2023/5/2023-educause-horizon-report-teaching-and-learning-edition</a>
- University of Sydney (n.d.). Al in education (Canvas course). https://canvas.sydney.edu.au/courses/51655/modules

- Schroeder, R. (2023, July 19). Productively and painlessly integrating Gen AI into your fall classes.

  \*Inside Higher Ed. https://www.insidehighered.com/opinion/blogs/online\*trendingnow/2023/07/19/productively-and-painlessly-integrating-ai-classes\*
- Sinatra, G., & Wang, C. (2023). The promise and peril of using AI in college classrooms. *Critical thinking and ethics in the age of generative AI in education: A critical look into the future of learning*. USC Center for Generative AI in Society. <a href="https://rossier.usc.edu/documents/usc-center-generative-ai-and-society-report">https://rossier.usc.edu/documents/usc-center-generative-ai-and-society-report</a>
- Stanford University. (n.d.). *Classroom-Ready Resources about AI For Teaching* (CRAFT). <a href="https://craft.stanford.edu/dash/resources">https://craft.stanford.edu/dash/resources</a>
- Supiano, B. (2023, May 4). Will ChatGPT change how professors assess learning? *The Chronicle of Higher Education*. https://www.chronicle.com/article/will-chatgpt-change-how-professors-assess-learning
- Sullivan, M., Kelly, A. & McLaughlan, P. (2023). ChatGPT in higher education: Considerations for academic integrity and learning. *Journal of Applied Learning and Teaching*, *6*(1), 31-40. <a href="https://doi.org/10.37074/jalt.2023.6.1.17">https://doi.org/10.37074/jalt.2023.6.1.17</a>
- Tlili, A., Shehata, B., Adarkwah, M.A., Bozkurt, A., Hickey, D.T., Huang, R., & Agyemang, B. (2023). What is the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, 10, 1-24. https://doi.org/10.1186/s40561-023-00237-x
- Trust, T., Whalen, J., & Mouza, C. (2023). Editorial: ChatGPT: Challenges, opportunities, and implications for teacher education. *Contemporary Issues in Technology and Teacher Education,* 23(1). <a href="https://citejournal.org/volume-23/issue-1-23/editorial/editorial-chatgpt-challenges-opportunities-and-implications-for-teacher-education">https://citejournal.org/volume-23/issue-1-23/editorial/editorial-chatgpt-challenges-opportunities-and-implications-for-teacher-education</a>
- United Nations Educational, Scientific, and Cultural Organization. (2023). ChatGPT and artificial intelligence in higher education: Quick start guide. <a href="https://unesdoc.unesco.org/ark:/48223/pf0000385146">https://unesdoc.unesco.org/ark:/48223/pf0000385146</a>
- Walczak, K., & Cellary, W. (2023). Challenges for higher education in the era of widespread access to Generative Al. *Economics and Business Review*, 9(2), 71–100. <a href="https://doi.org/10.18559/ebr.2023.2.743">https://doi.org/10.18559/ebr.2023.2.743</a>
- U.S. Department of Education. (2023). *Artificial intelligence and future of teaching and learning: Insights and recommendations*. U.S. Department of Education, Office of Educational Technology. <a href="https://www2.ed.gov/documents/ai-report/ai-report.pdf">https://www2.ed.gov/documents/ai-report/ai-report.pdf</a>
- Warner, B. (2024, January 17). *5 ways to use Al-generated images in your classroom*. TESOL International Association. <a href="https://www.tesol.org/blog/posts/5-ways-to-use-ai-generated-images-in-your-classroom/">https://www.tesol.org/blog/posts/5-ways-to-use-ai-generated-images-in-your-classroom/</a>
- Warner, B. (2023, 22 February). 4 ways to use AI to build laser-focused custom content for your students. TESOL International Association. <a href="https://www.tesol.org/blog/posts/4-ways-touse-ai-to-build-laser-focused-custom-content-for-your-students/">https://www.tesol.org/blog/posts/4-ways-touse-ai-to-build-laser-focused-custom-content-for-your-students/</a>
- Yan, D. (2023). Impact of ChatGPT on learners in a L2 writing practicum: An exploratory investigation. *Education and Information Technologies*, 1-25. <a href="https://doi.org/10.1007/s10639-023-11742-4">https://doi.org/10.1007/s10639-023-11742-4</a>