

## Chapter 4

# Enriching the Teaching– Learning Experience by Using AI Tools in the L2 Classroom

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### **ABSTRACT**

*Artificial intelligence (AI) has emerged as a transformative force in second language (L2) education, reshaping teaching and learning methodologies. This chapter explores AI's impact on L2 educators and learners through insights from questionnaires and a follow-up conversation. Initial apprehension towards AI is counterbalanced by curiosity about its potential to enhance educational practices. The chapter provides practical guidance, showcasing how AI tools can be aligned with key language learning skills and offering structured examples of activities to enhance these skills. It highlights AI's role in providing immediate feedback, simplifying complex concepts, and creating inclusive classrooms tailored to individual learning styles and needs. The discussion also addresses educators' recognition of AI's potential and underscores the need for clear guidelines and training in ethical AI implementation. As AI technology evolves, it promises a more personalized, dynamic educational journey, enriching the L2 learning process.*

### **INTRODUCTION**

The integration of Artificial Intelligence (AI) in educational settings is a burgeoning discourse, particularly in the United States, where educators express a mix of doubt, insecurity, and skepticism about this emerging technology. Concerns range from viewing AI as a potential threat to student cognition to an under-recognition of its nuanced intelligence applications. Some institutions are banning AI use due to concerns over facilitating plagiarism, while others emphasize responsible usage but struggle to define and clarify its ethical boundaries (Singer, 2023). Conversely, higher education institutions in Asia and Europe are increasingly adopting AI, not only in remote learning platforms (Adipat et al., 2022) but also

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in administrative systems (Sellar & Gulson, 2019), fostering innovative pedagogies like flipped learning and universal design teaching.

Recent studies, focusing on the need for regulatory frameworks and examining AI's impact on learning outcomes and classroom integration (Zheng et al., 2021), have yet to fully uncover AI's potential in education. Specifically, in second language (L2) classrooms, there are many doubts about how this technology can truly enhance learners' linguistic skills without doing the work for them. Questions arise about the extent to which these tools might minimize effort but jeopardize learning, or conversely, support the language learning process. Furthermore, most studies focus on perceptions of current AI tool users, such as those using ChatGPT and Grammarly, leaving the actual improvement in their performance largely unassessed.

Additionally, many technology experts are still learning about the capabilities of these new tools and are tasked with guiding educators on their usage. This leads to the central challenge: exploring how to ethically incorporate these tools in the classroom, ensuring they fulfill their intended purposes. A pivotal question emerges: How can educators be best prepared, through targeted training or orientation, to navigate a future increasingly intertwined with AI? This chapter contributes to the ongoing dialogue about AI in higher education by presenting an in-depth analysis of second language (L2) educators' and learners' perceptions, with a focus on face-to-face learning environments. It examines their readiness to adopt AI tools for diverse linguistic needs, specifically in areas such as time management and planning, memorization, interpersonal communication, presentation, and creative and critical thinking – all crucial for mastering a second language. Furthermore, the chapter offers practical insights, aligning specific AI tools with these key language skills and providing structured activity examples. This approach demonstrates how AI can be effectively integrated into classroom activities and pedagogical practices, enhancing the language learning experience.

## **LITERATURE REVIEW**

Previous research on AI in language education spans a diverse range of areas, from ethical considerations to the facilitation and personalization of learning experiences. This body of work converges on a key consensus: the integration of AI necessitates a deep ethical awareness and a nuanced understanding of its implications for learners. Highlighting this, studies emphasize fostering critical thinking in learners, enabling them to navigate the ethical dimensions inherent in the use of AI in education.

This integration of AI use into the curriculum assumes a role of preponderant significance, not only in fostering a futuristic pedagogical outlook but also in nurturing the professional mindset of potential developers and consumers of this emerging technology (Borenstein & Howard, 2021). Emphasis on AI ethical use in education is exemplified in Sabuncuoglu (2020) which demonstrates how incorporating AI into curricula can enhance not just subject knowledge, like mathematics and science, but also students' understanding of AI's ethical implications. Building on this, a novel area of exploration is AI's application in classroom teaching analysis. Roschelle et al. (2020) and Sun et al. (2023) illustrate how AI can meticulously scrutinize classroom dynamics, behavior patterns, and knowledge representation. This multidimensional assessment serves to refine classroom management and enhance teaching and learning practices. By recognizing and deciphering behavioral trends, educators can optimize their teaching methodologies, aligning with data-informed pedagogical movements and equipping them to tailor learning experiences.

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