การใช้ GenAI ในการเรียนการสอนภาษาอังกฤษ: ความจำเป็นสำหรับแนวทางปฏิบัติ

Applications of Genai in English Language Teaching and Learning: The Need for Practical Guidelines

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บทคัดย่อ

การเกิดขึ้นของปัญญาประดิษฐ์ที่มีความสามารถในการสร้างเนื้อหา (Generative Artificial Intelligence, GenAI) ส่งผลกระทบต่อการศึกษาด้านภาษาเป็นอย่างมาก ซึ่งนำไปสู่การเปลี่ยนแปลงต่อประสบการณ์การเรียนการสอนอย่างไม่เคยปรากฏมาก่อน รูปแบบโปรแกรมภาษาขนาดใหญ่ เช่น ChatGPT-3.5/4 Google Gemini และ Copilot ของค่าย Microsoft ดึงดูดความสนใจจากวงการวิชาการ เนื่องจากความสามารถในการเลียนแบบความฉลาดของมนุษย์และผลิตผลลัพธ์ในรูปแบบต่าง ๆ ซึ่งสามารถใช้เป็นสื่อการสอนเสริมและเปลี่ยนแปลงกระบวนการเรียนรู้ได้อย่างดี งานวิจัยล่าสุดเน้นประโยชน์ที่อาจเกิดขึ้นจากการนำ GenAI มาช่วยผู้สอนตั้งแต่ขั้นตอนเริ่มต้นของการวางแผนและการออกแบบหลักสูตร ไปจนถึงการประเมินผลการเรียนรู้และการให้ข้อเสนอแนะแบบเฉพาะบุคคล ในทำนองเดียวกัน ทักษะทางภาษาของผู้เรียนสามารถพัฒนาได้ด้วยความช่วยเหลือจากเครื่องมือ GenAI อย่างไรก็ตาม แม้จะมีประโยชน์เหล่านี้ การใช้ GenAI ยังทำให้เกิดความกังวลหลายประการเกี่ยวกับความเหมาะสมในด้านจริยธรรมและวิธีการสอน จึงมีความจำเป็นที่จะต้องจัดทำกรอบแนวทางหรือแนวปฏิบัติเพื่อให้บุคลากรทางวิชาการและผู้เรียนสามารถใช้เทคโนโลยี AI นี้ได้อย่างมีจริยธรรมและมีความรับผิดชอบ บทความนี้ศึกษาการประยุกต์ใช้ GenAI อย่างกว้างขวางในการเรียนการสอนภาษาอังกฤษ ซึ่งนำไปสู่ความจำเป็นในการจัดทำแนวทางปฏิบัติในการใช้งานในห้องเรียนภาษาอย่างทันท่วงทีและรอบด้าน บทความนี้ยังเสนอกรอบปฏิบัติเพื่อแนะแนวทางให้แก่ผู้เรียนในการใช้เครื่องมือ GenAI ให้เต็มศักยภาพอย่างเหมาะสมและมีความรับผิดชอบ

คำสำคัญ: การสอนภาษาอังกฤษ; การเรียนภาษา; ปัญญาประดิษฐ์ที่มีความสามารถในการสร้างเนื้อหา (GenAI); ChatGPT; เทคโนโลยีการศึกษา

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Abstract

The emergence of Generative Artificial Intelligence (GenAI) has significantly impacted language education, leading to unprecedented change in teaching and learning experiences. Large-scale Language Models like OpenAI's ChatGPT-3.5/4, Google Gemini, and Microsoft's Copilot capture the academia attention due to their capabilities to imitate human intelligence and produce various forms of outputs that could promisingly serve as teaching supplementary and transform learning processes. Recent research highlights the potential benefits of GenAI to assist teachers from the initial stage of planning and designing syllabi to assessing learning outcomes and providing personalized feedback (Javaid et al., 2023). Similarly, students' language skills could be developed through the assistance of GenAI tools (Ou et al., 2024). However, alongside these benefits, the use of GenAI also raises several concerns regarding ethical and pedagogical appropriateness. This necessitates the provision of frameworks or guidelines to allow academic staff and students to use this AI technology ethically and responsibly. This paper explores the widespread application of GenAI in English language teaching and learning, leading to the need for timely and well-informed guidelines for such application in language classrooms. It also proposes a practical framework to guide students in responsibly and appropriately exploiting GenAI tools to their full potential.

Keywords: English language; teaching (ELT) ; language learning Generative Artificial Intelligence (GenAI) ; ChatGPT; educational technologies

Introduction

Generative Artificial Intelligence (GenAI) refers to technology that employs advanced natural language processing and deep learning techniques to create human-like content across multiple modalities including text, images, audio, video, and code (OpenAI, 2024b). Gaining the most popularity, text generation bots or chatbots such as Chat Generative Pre-trained Transformer (ChatGPT) developed by OpenAI, Google Gemini, Microsoft's Copilot, Claude, and Perplexity have increasingly been accepted as effective tools for educators, researchers, and students globally (Mekara et al., 2023; Rasmussen & Karlsen, 2023). This is mainly due to their capability to understand and respond to user questions or requests, engage in meaningful conversations, and provide contextually relevant information (Chan, 2023; Javaid et al., 2023). As a result, high-quality teaching and learning content can be generated and provided by these tools.

GenAI technologies also cater to various language levels, providing a range of individualized learning plans, interactive exercises and opportunities for real-time practice and feedback; therefore, they make language learning more engaging and efficient (Dilzhan, 2024; Furze et al., 2024; McGuire et al., 2024). With its remarkable capability to transform learning experiences, GenAI is disrupting traditional pedagogical practices, forcing educators to embrace this cutting-edge technology to keep up with the rapid change of teaching and learning landscape in the digital age (Aroonmanakun, 2023).

In the similar vein, the field of English language teaching (ELT) has seen continuous growth in GenAI application. Recent studies demonstrate the widespread use of GenAI tools for academic pursuits (Marzuki et al., 2023; Ou et al., 2024; Pham et al., 2023). Language learners potentially benefit from using GenAI to improve their writing, reading, and

communication skills (Marzuki et al., 2023; Pham et al., 2023). However, there is a concern that students becoming overly reliant on AI-powered tools, hindering their ability to develop independent learning and critical thinking skills (Chan & Lee, 2023; UNESCO, 2023). Content generated by GenAI may also cause controversies due to biases in AI algorithms and their input data (Mekara et al., 2023).

This paper begins by exploring the widespread adoption of GenAI in ELT and then discusses how this advanced technology reshapes existing educational practices. Following, the paper addresses ethical and pedagogical considerations posed by GenAI application, hence the need for practical guidelines to ensure responsible and effective utilization of GenAI.

Applications of GenAI in English Language Teaching and Learning

Avargil et al. (2012, p. 210) argued that "Innovating teachers initiate and try new ideas, design new curriculum, hold practical approaches to teaching, and are aware of advantages of new technologies". This defines the core quality of a good teacher who keeps themselves updated with change in educational landscape. It is incumbent on teachers to regularly revisit their pedagogical approaches, experiment with new teaching ideas, and embrace innovative technologies to improve the quality of teaching and learning. By leveraging the capabilities of GenAI, ELT teachers can optimize their instructional methods and create more engaging learning experiences (Dilzhan, 2024; Moorhouse & Kohnke, 2024; Pham et al., 2023).

GenAI can assist teachers in creating lesson plans, exercises, test questions, and assessment rubrics (Javaid et al., 2023; McGuire et al., 2024). By automating these tasks, teachers can focus more on improving teaching efficacy; for instance, they can develop creative teaching strategies to stimulate active learning and student interaction. In large class size, ELT teachers can employ chatbots, powered by GenAI, to encourage real-life conversations and provide students with opportunities to practice communication skills. Chatbots serving as conversational agents can engage students in dialogues, answer their questions, and offer language support, enabling students to improve their language proficiency (Belda-Medina & Calvo-Ferrer, 2022).

GenAI facilitates personalized practice by offering customized learning materials tailored to individual needs and preferences of each student (Marzuki et al., 2023). This approach tackles traditional one-size-fits-all models, allowing students to gain more effective learning experiences. Thus, AI-powered tools can be used to create language exercises, quizzes, and interactive activities that satisfy students' specific interests and match their current knowledge levels. This ensures that students are neither overwhelmed by overly challenging content nor bored by material that is too easy for them (Krashen, 1985).

Furthermore, teachers can use GenAI tools to accommodate a wide range of students, including those with disabilities or low English proficiency (Perkins et al., 2024). GenAI can generate content with varying levels of linguistic complexity or offer translations and explanations in the student's native language. This inclusivity ensures that all students have access to personalized education. Additionally, in larger or mixed-ability classes, it can be challenging for teachers to devote time and attention needed to all students adequately (Adhikary, 2023). Exploiting GenAI technologies to produce tailor-made content for students simultaneously improves time management, allowing teachers to allocate more quality time to providing guidance and support addressing students' specific needs.

This personalized content generated by GenAI tools also motivates learning because it corresponds to learners' interests and learning styles (Perkins et al., 2024). To complement extensive reading tasks, for example, GenAI systems can create a reading comprehension exercise based on a student's favorite book genre or topic of interest. This relevance to personal preferences can increase motivation and make the learning experience more meaningful and enjoyable.

GenAI-driven systems may also be utilized to monitor and analyze students' progress through various assessments and interactions (Javaid et al., 2023; McGuire et al., 2024). Based on this data, the system can adjust the difficulty and focus of subsequent learning activities. As a result, additional exercises and further explanations on the topic that students struggle with can be specifically provided. This ensures a targeted and effective learning experience.

Following the completion of assignments and practice exercises, teachers may employ GenAI tools to offer real-time feedback (McGuire et al., 2024). This instant feedback is crucial as it helps students recognize and correct their mistakes promptly, allowing for reinforcement in learning and self-correction (Vattøy & Smith, 2019). Eventually, detailed explanations can be offered upon student demand to recommend alternatives for revision and refinement.

Using GenAI is as beneficial to English language courses as to any others. Students find GenAI systems very useful, especially to find meanings of words. However, translation means not only conveying the "meaning" of words, but also expressing emotions and feelings of the speakers. A complete use of GenAI to translate a text, therefore, can always cause something to be lost in translation, particularly if any cultural aspect is involved. Failure to take into account cultural differences and nuances can inevitably cause mistranslation. It is vital for GenAI users to be aware of potential limitations and sensitivity. Ethical and pedagogical concerns will be addressed further in the following part.

Ethical and Pedagogical Concerns

The fast pace of GenAI development remarkably enhances learning experiences. Nonetheless, it tends to trigger the problem of overdependence on this technology (Belda-Medina & Kokošková, 2023; Bhardwaj & McKenzie, 2024). Students may refer to GenAI for personalized tutoring, which helps them complete or refine homework assignments and eases their learning difficulties. Such assistance and convenience might compromise the whole educational process and goal. Education is meant to push students to progressively acquire knowledge and develop independent learning skills. Throughout the course of their academic journeys, students have undergone painstaking but worthwhile processes of learning. They have been taught to value hard work and consistent practice. Given that these processes are undermined by GenAI assistance, students may not exercise their best efforts in achieving learning goals.

It would not be an overstatement to say that any technology is a double-edged sword. The use of GenAI in education is no exception. This applies to most, if not all, content courses in which students' intrinsic specific knowledge, understanding and skills are to be assessed. Using GenAI systems in translation courses, for instance, English-Thai translation and vise-versa can be relatively challenging. Like many other Asian languages, Thai has significant different linguistic structures from English.

As part of cultural differences, the Thai pronoun system is well known for its complexity (Pathanasin, 2013). Thai personal pronouns can be exceptionally confusing due to politeness, social distance, intimacy, and situational context. Some general nouns can also be used as a personal pronoun such as career terms and kinship words. In such cases, the speaker has more than one choice to refer himself or herself and to the listener. Some exact same personal pronouns can function as either first or second person. For instance, 'we' can be either a first or a second person pronoun, and either singular or plural.

In addition, when translating cultural items, Baker (1992) has proposed translation taxonomy to deal with non-equivalent texts on word levels. There are eight translation strategies; (1) a more general word, (2) a more neutral/less expressive word, (3) a cultural substitution, (4) a loan word plus explanation, (5) paraphrase using a related word, (6) paraphrase using an unrelated word, (6) omission and (7) illustration.

It is apparent that GenAI can never replace humans, at least, for the time being. Human editor is, therefore, inevitably needed to refine drafts, initially generated by GenAI. It is essential that students are aware of such limitations. A Thai experienced translator, Pinmanee (2019) has suggested using computer-assisted translation for five purposes; (1) on-line dictionaries, (2) grammar checkers, (3) spelling checkers, (4) terminology databanks and (5) automated specialized information sources. In addition, sophisticated technology needs to understand lexical and structural ambiguities such as morphology, words with different functions, and words with different meanings, in order to translate as well as humans (Pinmanee, 2019).

Thus, human judgement and oversight plays a significant role in ensuring appropriate application of GenAI technologies in English language learning. To tackle the ethical considerations and to mitigate potential problems that may arise, the authors propose a practical framework to guide GenAI usage in language learning. The next section delves into underlying concepts and details of this framework.

Recommended Guidelines for GenAI Application

Encouraging the use of GenAI in the process of researching and brainstorming is considered helpful as it facilitates students to gather information and organize ideas for their papers or other types of work (Javaid et al., 2023; Perkins et al., 2024). On the contrary, in the writing process, the extent to which or even whether GenAI tools should be allowed remains questionable. Considering the capability of GenAI systems to refine written texts resulting in the final product surpassing the genuine ability of students, this can do more harm to students' academic integrity, leading to unethical authorship claims or plagiarism (Bhardwaj & McKenzie, 2024; Mekara et al., 2023).

Banning GenAI tools is, however, not feasible in an increasingly AI-driven world (Aroonmanakun, 2023; Chan & Lee, 2023). In 2023, UNESCO formulated the guidance for generative AI in education and research based on a human-centered approach (UNESCO, 2023). It proposes that the use of GenAI must align with students' needs and intrinsic motivation, aims at improving learning quality, and does not impede critical thinking and creativity. Teachers need to familiarize students with guidelines or frameworks for GenAI application and to monitor their application process and progress. This is to ensure responsible and appropriate use of GenAI technologies in learning.

Drawing on the UNESCO's guidance, this paper proposes a practical framework for GenAI application in language learning (See Table 1). This framework employs an AI-human collaboration approach to foster interaction between students and GenAI tools. Students are encouraged to increasingly engage with content suggested by GenAI in a greater and more critical degree by taking varying roles as users, collaborators, and reviewers (Perkins et al., 2024).

Table 1 Recommended Framework for GenAI Application

Category	Degree of Acceptance	Recommendation for AI Application
1	Zero AI	No GenAI tools are allowed. Students can only use their own knowledge and skills to complete assigned tasks.
2	AI Copilot	GenAI tools are used in an assistive role to gather information, provide explanations, and enhance understanding.
3	AI Co-designer	GenAI tools are used in a collaborative role to produce engaging and creative content.
4	AI Commentator	GenAI tools are used to assess students' work and provide feedback for revision and refinement.
5	Human Commentator	Students critically review and evaluate accuracy and credibility of GenAI created content.

The proposed framework categorizes GenAI applications into five distinct groups, each corresponding to a different learning stage, with varying degrees of GenAI usage accepted at each stage. In an early and fundamental stage represented by Category 1, the use of GenAI tools is not allowed. Students need to activate their own knowledge and skills to complete learning tasks. Zero usage of GenAI should be encouraged when learning tasks primarily aim at cultivating foundational skills and promoting originality and creativity. Examples of such tasks are summarizing reading texts using one's own words, responding to discussion questions, and writing compositions. While practicing these skills, students internalize vocabulary, grammar, and syntax which is essential for language proficiency. Therefore, it is imperative that any shortcuts including GenAI tools are avoided, or else students' core learning abilities might be undeveloped (UNESCO, 2023).

After students have acquired significant foundational skills, GenAI applications can be introduced in the next stage, referred to as Category 2. We define the use of AI tools in this category as GenAI Copilot to highlight its supportive role in enhancing understanding and increasing productivity (Moorhouse & Kohnke, 2024). Students are allowed to seek personalized assistance from their AI companions for various tasks such as organizing thoughts, gathering information, answering queries, elaborating on complex topics, and providing additional practice. This integration leverages versatile capabilities of GenAI to help students learn faster and complete tasks more efficiently. For example, models like Perplexity AI or Microsoft's Copilot can serve as effective research tools, saving time on data collection. Another example, applicable to teaching presentation skills, is using GenAI

systems to create a mind map or outline on a specified topic, facilitating students' idea presentation and organization. Table 2 explicates how GenAI Copilot can be applied in an English course to develop debating skills.

Table 2 Utilizing GenAI tools to practice making arguments and rebuttals in a debate

Motion: GenAI should be banned in schools.	
Arguments (created by students)	**Counterarguments generated by ChatGPT (OpenAI, 2024b)**
The use of GenAI demotivates learners from putting time and effort into completing homework assignments by themselves, causing over-reliance on AI tools and affecting students' academic progress.	"Generative AI can be designed to complement rather than replace traditional learning methods. By integrating AI tools thoughtfully into the curriculum, teachers can ensure that students use these tools to enhance their learning rather than replace their efforts. AI can provide personalized feedback and additional practice opportunities, which can actually motivate students to engage more deeply with the material. Moreover, AI tools can help identify areas where students struggle, allowing teachers to provide targeted support that improves academic progress".
Outputs generated by GenAI have an authoritative voice and sound convincing, though the content may not be accurate. Students may accept the information provided at face value, impeding their critical thinking skills.	"This issue can be addressed through proper guidance and education on how to use AI tools critically. Teachers can encourage students to verify AI-generated content against reliable sources and to question the information they receive. Integrating lessons on digital literacy and critical thinking into the curriculum can empower students to use AI responsibly. By teaching students to evaluate and cross-check information, educators can enhance rather than impede critical thinking skills".
The use of GenAI kills student creativity. Students can overly rely on GenAI tools to create content and outputs for them. As a result, they never think and learn by themselves, and they won't be able to think creatively.	"Generative AI can be used as a tool to stimulate creativity rather than hinder it. For example, AI can provide prompts, generate initial drafts, or offer alternative perspectives that students can build upon and refine. Educators can design assignments that require students to use AI as a starting point and then add their own creative input. This approach can inspire creativity by exposing students to new ideas and encouraging them to think critically about how to improve and personalize AI-generated content. Furthermore, by setting clear guidelines and expectations, teachers can ensure that students use AI as an aid rather than a crutch".

Prompt: Make counterarguments to respond to the following arguments.

As seen in Table 2, GenAI tools can be utilized to aid in debate preparation. In a debate, both proposition and opposition teams formulate logical arguments to justify their positions (see Arguments created by students in Table 2). They then need to anticipate their opposing side's counterarguments in order to make strong rebuttals. GenAI tools may be integrated into this process to suggest possible counterarguments helping students prepare beforehand (see Counterarguments generated by ChatGPT in Table 2). This reduces preparation time for students, allowing them to focus more on crafting convincing rebuttals. Thus, it can be noted that using GenAI Copilot promisingly empowers students to develop strong debating skills.

Category 3 introduces the application of GenAI as Co-designers to assist students in producing engaging and creative content. At this stage, the user-driven approach, in which GenAI responds to students' prompts as mentioned in the previous category, shifts to a human-AI collaboration approach. This means students work collaboratively with GenAI to enhance the creativity and engagement of their generated content. Meanwhile, GenAI assumes a more proactive role in crafting students' final products. For instance, students can use various GenAI systems to generate outputs across multiple modalities, such as text, images, audio, and video, to create eye-catching visuals or craft top-tier designs for their project presentations (see Figure 1). This will be particularly useful in English courses that incorporate digital technologies into curriculum and assessment to promote innovative and creative ideas (Javaid et al., 2023).

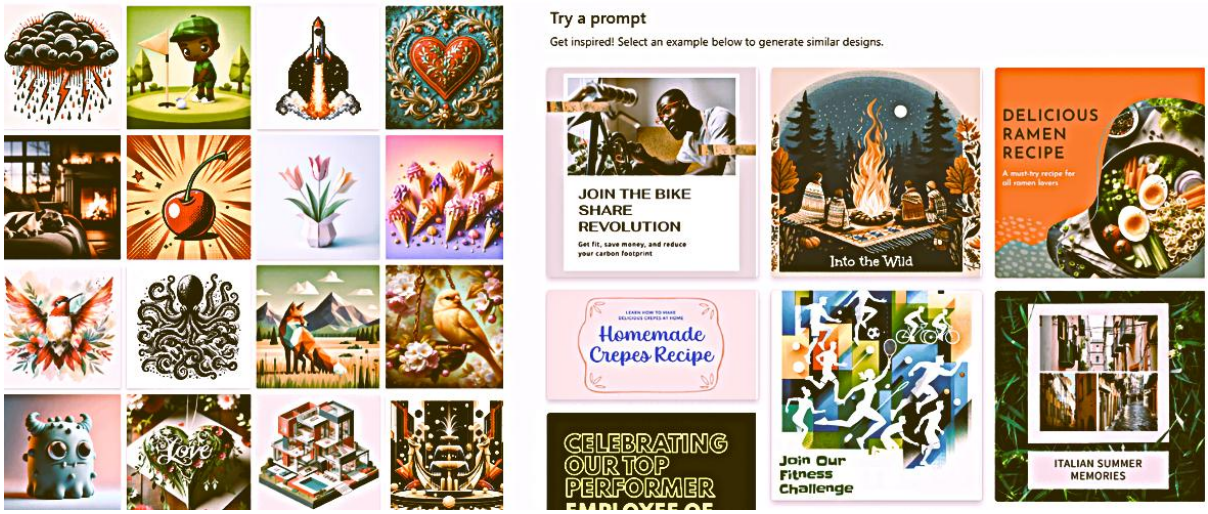

Figure 1. Microsoft Designer's Highlighted Features: Image and design creators

Source: Microsoft (2024). *Microsoft Designer (July 22 version)*. https://www.microsoft.com/en-in/microsoft-365/microsoft-designer#feature-highlights

Figure 1 illustrates the feature highlights of Microsoft Designer, a multimodal system powered by GenAI technology, capable of producing outputs that integrate both textual and visual data. This powerful AI tool can co-design various assigned projects, sparking students' creative ideas and enhancing their learning experiences. For example, Design Creator can be used to complement writing projects such as creating a curriculum vitae or LinkedIn post to

showcase talents and qualifications for a specific job. It can also be used in an English for Specific Purposes course, like English for Tourism, to help students design travel brochures.

In addition, Image Creator can be used to improve students' descriptive writing by enabling them to visualize their ideas and descriptions. After students have learned and practiced writing descriptive paragraphs, teachers could encourage them to use their descriptive writing as prompts to guide the AI system in generating images. The outputs created will show students whether their descriptions are clear and detailed enough to achieve the desired results. If the generated outputs are not accurate or relevant, students may need to refine their prompts (see Figure 2 for ideas on how to design and refine prompts to get the best results). During the process of crafting and refining prompts, students must apply all the language skills they have learned, including vocabulary, grammar, and syntax, to guide the AI system in producing the most accurate responses for their specific tasks. This process is known as prompt engineering, a field widely investigated due to its crucial role in optimizing GenAI performance (McGuire et al., 2024; Mekara et al., 2023).

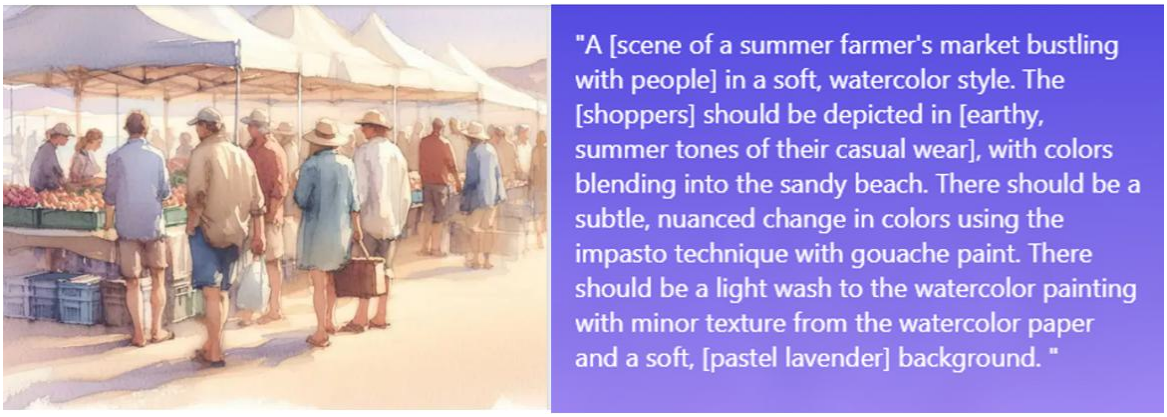

Figure 2. Microsoft Designer's image creator and prompt suggestions
Source: Microsoft (2024). *Microsoft Designer (July 22 version).*
https://www.microsoft.com/en-in/microsoft-365/microsoft-designer# feature-highlights

In Category 4, GenAI tools can be used to assess students' work and provide feedback, hence referred to as GenAI Commentator. At this level, students are encouraged to consult AI models like ChatGPT to improve the overall quality of their written work. ChatGPT can provide specific comments on major criteria such as content, clarity, organization, and readability, without rewriting the work for students (see Table 3). Consequently, it does not trigger academic dishonesty or plagiarism. More importantly, ChatGPT's comments are complimentary and supportive, ensuring that students' confidence is not undermined. In addition to benefiting self-assessment, integrating GenAI tools as commentators facilitates peer review by helping students provide constructive feedback on each other's work and identify areas for improvement. This not only fosters a collaborative learning environment, but also helps students develop analytical and critical thinking skills (McGuire et al., 2024).

Table 3 Utilizing GenAI tools for constructive feedback

Title: My favorite dish	
Student's paragraph	**ChatGPT's feedback (OpenAI, 2024a)**
My favorite dish of all time is Pork Soft Ribs Southern Thai Curry. It is a local dish in southern parts of Thailand, where is the region that my mother grew up. First of all, the reason why I choose this cuisine is that I like to consume a lot of spicy and hot food. Also, this cuisine consists of a variety of different kinds of herbs. For example, Black peppers make you feel hot and spicy in your mouth, and of course chilies that will make you feel even more spicier. My mother has usually cooked this dish a lot since I was young. While she was cooking this dish, she did it with a light smile on her face. And when she finished cooking this dish, I was the person who she always called to have a taste. After that I usually consumed a big portion of rice and empty the big pot myself. I still recognize the day that I ate, my stomach was full and I felt happy, although the day after I ate it will put my digestion at risk. I still love it. Somehow, the spicy taste in my tongue is hunting me till these days. Since I moved out from my hometown to Phuket, it is harder to find delicious cuisine as my mother did. In fact, it may be because of my bias on my mother's cooking. If I had time to go back home again, I would have asked her to cook this cuisine every day. Therefore, this cuisine is my favorite dish ever!	Your paragraph effectively conveys your love for Pork Soft Ribs Southern Thai Curry, incorporating personal anecdotes and vivid descriptions. Here's an evaluation breakdown: 1. **Content**: The paragraph provides insight into your favorite dish, Pork Soft Ribs Southern Thai Curry, and explains why you love it. You discuss your affinity for spicy food, the variety of herbs used in the dish, and the personal connection to your mother's cooking. 2. **Clarity**: The writing is generally clear and straightforward, although **there are some minor grammatical errors and awkward phrasings that could be improved for better clarity. For example, "the spicy taste in my tongue is hunting me till these days" could be clarified for smoother readability.** 3. **Organization**: The paragraph follows a coherent structure, beginning with an introduction to the dish and your reasons for loving it, then delving into personal experiences with your mother's cooking and your longing for it since moving away from home. The narrative flows logically from one point to the next, creating a cohesive story. 4. **Descriptive Detail**: You incorporate descriptive language to evoke the flavors and emotions associated with Pork Soft Ribs Southern Thai Curry. You describe the spiciness of the dish, the use of herbs like black peppers and chilies, and the fond memories of your mother cooking it with a smile. **However, more sensory details could be added to enhance the descriptive quality further.** 5. **Engagement**: The paragraph effectively engages the reader by sharing personal experiences and emotions related to the dish. Your nostalgia for your mother's cooking and your longing for the dish since moving away from home resonate with readers who have similar experiences of missing home-cooked meals. Overall, you demonstrate a genuine passion for Pork Soft Ribs Southern Thai Curry and effectively communicate your love for the dish through personal anecdotes and descriptions.

	With some minor improvements in grammar and the addition of more sensory details, the paragraph could be even more engaging and compelling.

Prompt: Please evaluate my paragraph writing.

Category 5 adopts UNESCO's (2023) human-centered approach to foster students' abilities to critically evaluate content produced by GenAI. Despite its versatile capabilities, this AI technology has shortcomings and potential risks related to the falsification and fabrication of outputs (Rasmussen & Karlsen, 2023; UNESCO, 2023). Hence, human judgement is indispensable. At this stage, students have experimented with a variety of applications of GenAI tools in their learning. It is likely that, alongside the benefits, they have encountered some limitations of using these tools. Therefore, teachers should foster students' critical judgement by teaching them to fact-check information or arguments presented by GenAI. Compared to GenAI Commentator in Category 4, students at this level reverse the role, acting as human commentators to validate GenAI outputs. Effective methods to facilitate students' abilities to do so include cross-referencing, checking citations, reflecting, using fact-checking tools, and consulting subject matter experts (Hervieux & Wheatley, 2020).

Conclusion

The application of Generative AI in English language teaching and learning offers numerous benefits, including tailor-made learning materials, adaptive learning styles, increased engagement, real-time feedback, and support for diverse learning needs. By harnessing the power of GenAI technologies, language educators can provide more effective and personalized learning experiences, ultimately improving language proficiency and learning outcomes. Nonetheless, like any preceding educational innovations, the use of GenAI has some limitations. Among these, those related to ethical and pedagogical appropriateness require immediate action and attention. This paper proposes a practical framework to guide students in responsibly and appropriately exploiting GenAI tools to their full potential. Future research may investigate the classroom implementation of this framework to examine its feasibility and effectiveness.

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