AI Ethics: Policy Guidance for Language Education

A TIRF Policy Paper

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AI Ethics: Policy Guidance for Language Education

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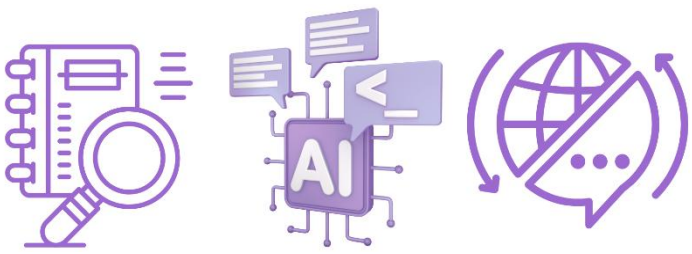


1 Framework Aims, Structure, & Content

1.1 Aims

The TIRF AI Ethics Framework aims to create a concise and accessible set of policy guidance to help teachers decide how and when to use *Generative Artificial Intelligence* (henceforth, "GenAI") tools in their English language teaching. AI is a broad field focused on creating systems that can perform tasks typically requiring human intelligence, like learning, reasoning, and problem-solving. GenAI is a subfield of AI specifically focused on generating new content, such as text, images, and audio, based on learned patterns from training data (also known as large language models – discussed in detail below).

Essentially, AI encompasses a wide range of technologies, while GenAI is a specific type of AI focused on content creation. In this paper, we will use "AI" to mean the broad use of any AI tool or system in society, and "GenAI" (or GenAI tools) to refer to the tools that we are concerned about that students use to create material in their educational contexts.

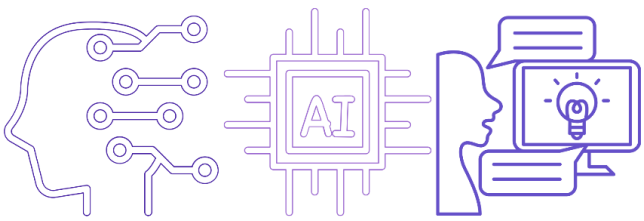
Content in this framework is presented in an accessible format for academics and laypeople alike, so that the most salient information colleagues need is readily accessible and implementable. The guidance offered includes the following:

- A set of **principles** for the use of GenAI in language teaching, which underpin the ethical use of AI;
- Examples of sample **policies** institutions can introduce to manage the use of GenAI, including examples of acceptable and unacceptable use of GenAI, as evidenced by the experience of institutions around the world; and
- A summary of **pedagogies** to implement these policy approaches into a set of accessible, concrete, and pragmatic guidance notes for teachers and for students.

Finally, the insight offered here is meant to provide a guide to ethical use of AI and guidance in setting AI usage policies. Therefore, this publication is both an ethics framework and a policy framework.

1.2 Structure & Content

The TIRF AI Ethics framework outlines what GenAI is, and what it can do to assist teachers and students. Its components are summarized here in Figure 1:



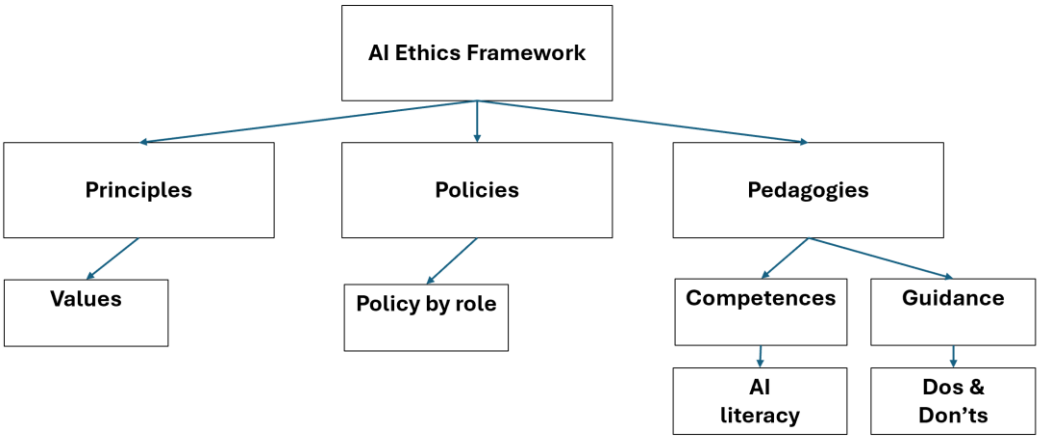


Figure 1: TIRF AI Ethics Framework outline of structure and content

In addition, the TIRF AI Ethics Framework seeks to:

- Outline pros and cons of GenAI, look at the benefits and concerns, and suggest areas for mitigation of these risks;
- Ask what are the ethical issues that teachers need to be aware of and how teachers should engage with parents and workplace sponsors (henceforth, "sponsors") to help them understand the benefits and concerns of using GenAI tools; and
- Provide practical advice and guidance, demonstrated as a set of 10-point Dos and Don'ts, in a chart format that can be used in the classroom – one set for teachers and one for students.

The content is both practical and accessible, so that information can be used by students and parents/sponsors as well as teachers. Teachers are given the tools they need to help them understand the strengths and weaknesses of AI and how to keep their students safe. Also, teachers are given guidance on how to develop their own policies for their courses or classes, using samples from across educational institutions.

What is it?

To summarize, this framework is:

- A set of principles, policies, and pedagogies for using AI in educational settings;
- A guide to the Acceptable and Unacceptable uses of AI;
- A practical 10-point guidance chart - the Dos and Don'ts of AI usage; and
- A curated set of AI ethics principles to help educators develop their AI literacy without unethical activity.

Why do we need this framework?

The TIRF AI Ethics framework is useful in that it helps:

- Achieve AI literacy, so that teachers and learners can benefit from AI tools but avoid misuse and plagiarism; and
- Educators ensure their learners can benefit from AI activities without losing critical thinking skills while still observing citation and sourcing rules.

2 What is GenAI and What Can it Do for Teachers and Learners?

Whole books have been written about GenAI, how it works, what it does and does not do, and how it can be used in education. Here, we summarize some key points and outline the benefits and concerns that GenAI presents for teachers and learners.

2.1 What is GenAI?

GenAI is a tool, like the well-known ChatGPT (though there are many more like Notebook LLM, Perspicacity, DeepSeek, and more), and these tools are Large Language Models (LLMs). LLMs search trillions of words of data in their databases of texts (taken from existing websites, books, media, etc.) and use predictive analysis to find relevant information. LLMs then synthesize the disparate sources of information they find into linguistically accurate, useful, and coherent language output.

GenAI doesn't actually *know* things or *create* new knowledge. It searches, selects, sorts, sifts, and summarizes information that exists in its huge database of texts. As Rose Luckin (2023), Professor of Learner-Centred Design at the University College London Knowledge Lab, puts it: "ChatGPT has no understanding or knowledge. It merely collates bits of words together based on statistical probabilities to produce useful texts – with no concept of how any of the words it produces relate to the real world" (Paragraph 2).

2.2 What Are the Capabilities of GenAI That Can be Supportive of ELT Teachers?

GenAI tools can help teachers, especially with the planning and preparation of classroom lessons. GenAI tools like ChatGPT can, for example:

- Design lesson plans and language teaching materials
- Develop exercises tailored to needs, interests, and learners' language levels
- Generate assessments such as quizzes, multiple choice tests, and others
- Create reading texts and comprehension questions
- Re-level a text to a new CEFR level

One request to ChatGPT (known as a "prompt") can create a detailed 45-minute lesson plan, showing the stages of activities, the text(s) to be studied, comprehension questions, fill-in-the-gap activities, and other exercises. The LLMs' output can be adjusted for the age of the students and their language levels, as well as for the required topic(s) and the type(s) of activity. A sample prompt to produce such output may be quite brief, such as:

> "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 pair work. with suggested answers."

See Figure 2 below for an extract of an answer to this prompt by ChatGPT (part of a full-length lesson plan):

Reading Activity (10 minutes)

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?

Table 1: Sample of ChatGPT Output

(Note: Detailed examples of this kind of lesson planning can be found in Peachey [2023]. Further resource information is given in the Appendix.)

In the same way, GenAI can produce texts, dialogues, roleplay activities, scripts for podcasts, or just about any input material or exercise material that a teacher might need. While there are a number of benefits in using GenAI in language education, teachers need to be aware of a number of issues.

2.3 What Teachers Need to Know

To use LLMs effectively, teachers need to know what its capabilities are, what its weakness are, how to use it, and how to evaluate the responses it gives and the material

it produces. Grappling with these issues is part of teachers developing their own AI literacy skills, which no 21st-century teacher can now manage without.

To build their AI literacy skills, teachers need to try out GenAI tools and learn how to evaluate the responses, checking for sense and accuracy of fact. Further, teachers need to know how to write effective prompts that can generate plans and materials and tests, and how to answer the following questions as part of their practice:

- What are the challenges with using GenAI?
- What are the ethical issues we need to be aware of?
- How should we engage with parents/sponsors to help them understand the benefits and concerns of using GenAI tools?

Additionally, teachers need to be able to explain to students the pros and cons of GenAI, including above all that GenAI is a tool - not a way to avoid thinking for oneself. As Gladd (2024) notes, "Working with AI should not reduce your ability to think clearly. We will practice using AI to facilitate—rather than hinder—learning" (Section 3, Paragraph. 2). Similarly, teachers need to train students in the use of citations for their use of AI, setting their own rules or using those tested in other institutions. (See Section 5.2 below for further information.) Gladd (2024) adds that "students using AI should be transparent about their use and make sure it aligns with academic integrity" (Section 3, Paragraph 2). One way to promote such transparency it to require students to hand in the whole transcript of GenAI output, and/or the list of prompts they used and their edits to the output.

To summarize this section, teachers:

- Need to educate students about the ethics of GenAI, so they learn about bias and accuracy and do not simply blindly trust the output of GenAI;
- Need to train students to understand the limitations and restrictions of AI;
- Should explain that AI software is only as good as the data that powers it;
- Should make sure that students understand that ChatGPT does not actually *know* things – it produces answers based on a wide range of data sources but does not produce anything original; and
- Need to help students develop critical thinking skills by teaching AI literacy and a healthy skepticism of the output of AI tools.

2.4 Benefits for Students and Teachers

Using AI tools brings benefits to both teachers and students. The Office of Educational Technology (2023) shares it "envision[s] a technology-enhanced future more like an electric bike and less like robot vacuums. On an electric bike, the human is fully aware and fully in control, but their burden is less, and their effort is multiplied by a technological enhancement" (p. 53).

AI tools give teachers an opportunity to change their pedagogy, to change what they do as well as how they do it. New methodologies will emerge to help teachers use the new tools to help students in a new way. As Mollick (as cited in Tugend, 2024) puts it, "homework as we knew it is over, there's no way to get it back – that ship has sailed" (Section 5/Paragraph 6).

Here are several benefits GenAI tools can deliver to teachers and students:

- Teachers can save time in lesson planning, materials production, and administration of assessments. In turn, teachers have more time to focus on individual student needs.
- AI enables new forms of interaction that allows students and teachers to speak, gesture, sketch, and interact with AI and one another in ways not possible before.
- AI is capable of adaptivity, in that it can tailor activities and feedback to the students' current language levels and respond to their errors with guidance.
- AI can provide more detailed feedback loops for students, responding to student output with not only correction but suggestions for enhancement of a draft text and activities to improve skills.
- AI can support educators through involving them in designing AI-enabled tools, allowing them to better engage and support their students.
- Students can get support for drafting assignments, checking accuracy of their written production, gathering information, researching a paper, and more.
- AI can improve accessibility, supporting students with specific needs or problems.

Although there are a number of benefits involved in the use of GenAI, there is a danger of a new digital divide. Zau (as cited in Tugend, 2024) cautions there is "going to be a new digital divide where kids get left behind because they're not taught—or even exposed to—AI" (Section 6, Paragraph 5).

Responding to AI

It is important for both teachers and students to embrace AI for its benefits, but to use it in a critical way, being aware of its shortcomings and the limits of its capabilities. Tugend (2024) points out that "AI, like all technology, is neither inherently good nor bad; what matters is how it's deployed." (Section 1, Paragraph 2)

It is important that the use of AI is not seen as a quick fix or as a way to just lessen workloads. Such a view can lead to de-skilling. Tugend (2024) writes AI may be:

> Best thought of as "complementing human judgement, not replacing it," says John Bailey, a former director of educational technology in the U. S. Department of Education. "It's not quite a tutor. It's definitely a little short of personalized learning. But it's like having a very smart assistant that is always going to be available to you to help you with questions and manage your work." (Section 1, Paragraph 2)

3 Concerns, Challenges, & Risks

While acknowledging the many benefits of using AI tools, it is important to be aware of the concerns that many educators have about the challenges and risks involved in using these tools. In this section, we address some of the concerns educators and institutions have identified when addressing the use of GenAI in education.

Image 1 below from the TeachAI program show some of the key concerns or risks that need to be considered.

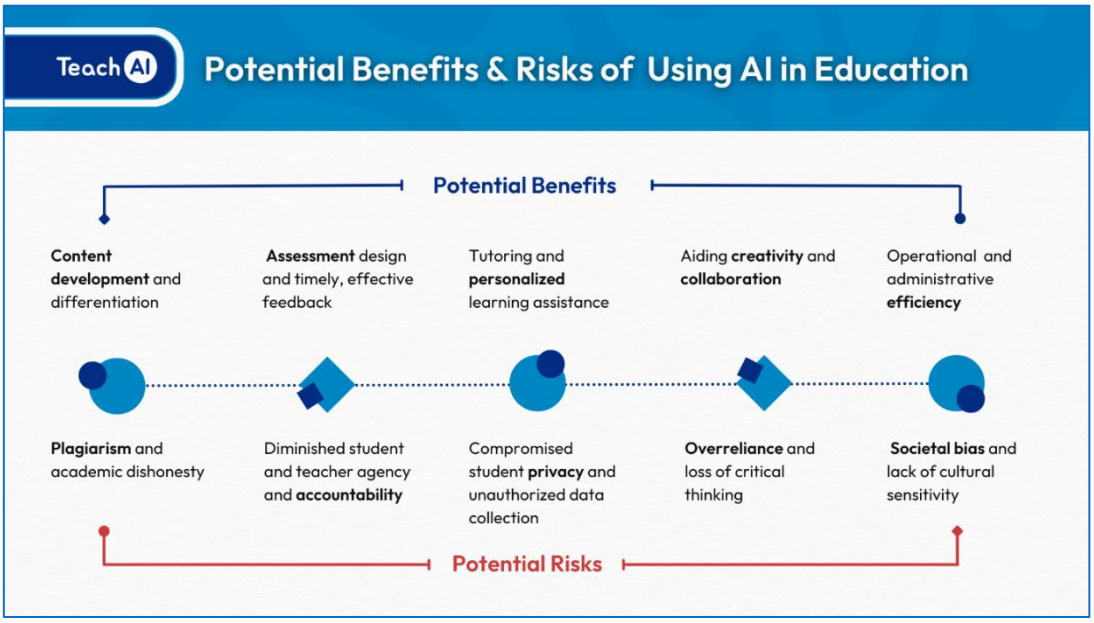


Image 1: Potential Benefits & Risks of Using AI in Education (TeachAI, 2025)

Plagiarism

Teachers are rightly concerned about plagiarism. Chomsky (as cited in Marshall, 2023) believes that AI is "basically high-tech plagiarism" (Paragraph 3). An example concern is some students handing in AI-generated essays as their own work. AI tools make it easy to create a 1,000-word paper on a given topic, with references and citations. How can the teacher be certain that assignments are actually the work of students? New pedagogical strategies are required.

Ethics & Accountability

There are various ethical concerns that arise in using AI in educational contexts. Issues involving plagiarism (as discussed above) and copyright are certainly prevalent. Considering that AI tools scrape content from a wide variety of sources, the material produced is a mixture of many other people's works and there may be copyrighted content in the output produced.

Using content created by others can also lead to a lack of agency on the part of students (and even teachers) who rely upon AI to generate work they should have done

themselves. See Sections 4 and 5 for adoption and use principles and suggested policies.

Privacy

The use of GenAI tools may cause issues in protecting the privacy of student data. It is far too easy to create fake texts or visual materials, making it seem a particular person produced something original. “Yet protecting student privacy can come into conflict with using AI to offer personalized learning because AI needs data on students” (Tugend, 2024, Section 5, Paragraph 14).

As well as being unethical, falsifying texts, images, sound, and so on can lead to abusive behavior. Creating deep fake images of a person is dangerous and can be used for bullying and blackmail. Therefore, such acts may be abusive while compromising privacy.

Overreliance

There is a danger of both students and teachers de-skilling themselves through over-reliance, as AI tools do their work. This can lead to a diminution of critical thinking, where users simply accept as true and relevant something that the AI tool creates.

Biases and Misinformation

AI tools can not only introduce misinformation and inaccurate data into its output, but the output can also reflect a built-in bias against certain types of people or ideas. Elgersma (2024) asserts that:

> AI can only learn from its source(s), so it takes on the biases, misinformation, and problematic content of the original material. And if the team of developers isn't representative, it's almost guaranteed that implicit bias will be woven into the framework of the tool, as facial recognition has illustrated. (Section 2, Paragraph 3)

Part of dealing with AI tools, therefore, entails developing an understanding of bias and how to recognize it in the output of the AI tool.

Environmental Impacts

GenAI computer systems use enormous amounts of computer capacity, in large data centers. These warehouses need a huge amount of energy and consume vast amounts of water for cooling the computer systems. The AI world, therefore, has an extreme impact on environmental and climate issues that need to be taken into account and mitigated to reduce environmental impact.

4 Ethics of AI Use: Principles

In this section, we expand on the ethical considerations that need to be made when approaching the use of GenAI in educational settings. Table 2 below summarizes the principles, policies, and pedagogies to be outlined in this section:

	Principles for Student Use	**Policies**	**Pedagogies & Pragmatic Guidance**
Benefits	There are benefits for students	Definition of key benefits to achieve	Instructions to student: Examples of benefits
Risks	There are risks to students	Definition of key risks to avoid or mitigate	Instructions to student: Examples of risks and suggested mitigation
Acceptable Use	Potential uses can be permissible or not	Definition of acceptable uses	Instructions to student: Examples of acceptable use
Unacceptable Use	Some potential uses can be impermissible	Definition of unacceptable uses	Instructions to student: Examples of unacceptable use
Permissions	Transparency & clarity of permissible uses	Levels of permissibility	Instructions to student: Table of allowed and unallowed uses
Sanctions	Clarity of sanctions to be expected; expectation that there will be sanctions	Sanction per action of non-compliance	Instructions to student: Examples of personal sanction
Citations	Expectation of acknowledgement	Definition of citation formats accepted (e.g., APA, MLA, etc.)	Instructions to student: How to create citations

Table 2: Principles, Policies, and Pedagogies for Ethical Use of AI in Educational Contexts

Given the list of concerns and risks around the unethical use of GenAI tools, what principles can be established for ethically using them? In establishing principles, the goal must be to find the appropriate balance between using new technology for innovation while supporting educators and learners. Risking harm by using AI tools in an unaccountable or even irresponsible way must be avoided.

TeachAI is an international consortium of education and technology leaders who aim to increase awareness of AI in education and advise teachers and policymakers on how to use it (TeachAI, 2025). The educational experts working with TeachAI have outlined a very useful set of principles that can underpin the policy and standard setting for teachers or schools to develop for their contexts. There are seven key principles expressed in this graphic (see Image 2 below), which we can re-define for our own contexts.

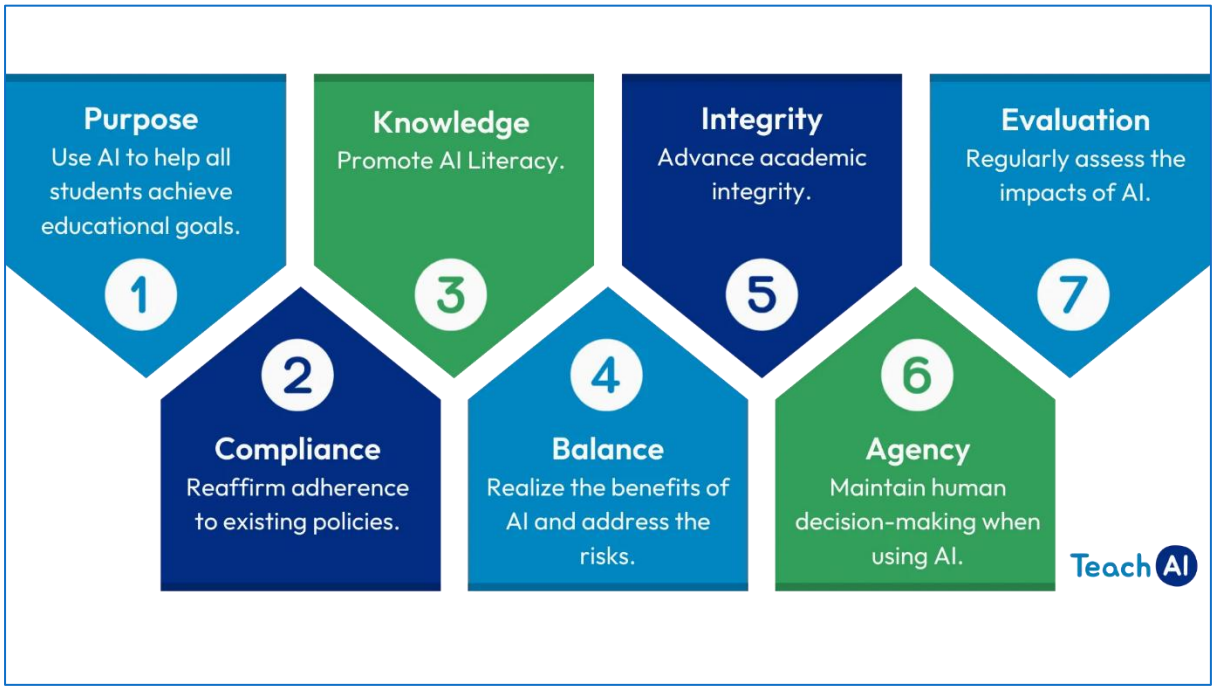


Image 2: Seven Key Principles for Policy/Standard Setting (TeachAI, 2025)

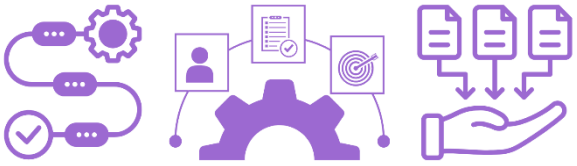
Purpose

The purpose of using AI tools must be to provide enriched ways of learning, supporting both teachers and students. The use of these tools must enhance learning, not detract from it or reduce learners' engagement with new ideas and concepts thereby weakening their skills of critical thinking and evaluation.

Compliance

The use of AI tools must take place within a context of compliance with existing educational and administrative policies and rules. These policies might address topics such as the following:

- School administration
- Privacy
- Cheating
- Ethics
- Equity and accessibility



Knowledge: AI literacy

The use of AI tools should be accompanied by training and development that builds *AI literacy* in teachers and students. AI Literacy is the "knowledge, skills, and attitudes associated with how artificial intelligence works, including its principles, concepts, and applications, as well as how to use artificial intelligence, such as its limitations, implications, and ethical considerations" (TeachAI, 2025, Section 3, Paragraph 1).

AI literacy helps teachers and learners use AI tools effectively. Further, this type of literacy supports an understanding of how to use the tools ethically and extensively, and how to evaluate the output of the tools.

Balance

Teachers should understand how to balance the benefits and risks of using AI tools. Understanding these aspects of AI use should form part of AI literacy training and teacher CPD (Continuing Professional Development).

Integrity

The outcome of establishing principles is to embed them into pedagogy. The use of AI tools should contribute to teachers' and learners' understanding of academic integrity – not undermine it.

An institutional goal should be to create a new culture for teachers and learners, a culture of academic integrity. Consider the following from Guerrero (2024): "The solution to academic dishonesty – whether it is plagiarism, identity fraud in distance education, buying essays … or unauthorized use of AI – lies in building cultures of academic integrity" (Paragraph 5).

This focus on integrity should include guidance for learners on how to cite AI input into their work. Section 5 below will provide further details on this topic.

Agency

The use of AI tools should enable and enhance human intervention by teachers and students, rather than replacing it. The tools are a support system for teachers and learners and must be under their control.

The output of the tools is only an input for teachers and learners to work on and enhance further, not a replacement for their collaboration. Doing so requires a focus on transparency – who is doing what, what level of AI output is allowed, and how the AI output is modified by the teacher or learner. Through addressing these types of issues, it is clear how the learner interacted with the AI tool to produce the output.

Such an approach may require the learner to complete not just an assignment. The student would need to prepare a comprehensive report containing the prompts they used, the AI-generated outputs, and the edits they made, all of which resulted in the submitted assignment. Such detail has always been required in mathematics courses – the approach of "show your workings" can be adopted here, as well.

Evaluation

The use of AI tools needs to be regularly and critically evaluated to ensure that the use of the AI tools contributes in a beneficial way to teaching and learning. Evaluation measures would also seek to ensure that the use of AI does not create ethical problems or reduce learner engagement.

5 Ethics of AI Use: Policies

Each institution needs its own set of policies in order to implement a framework for AI ethics. Policies need to be transparent, action-oriented, and with clear guidelines about what is acceptable and unacceptable behavior. Sanctions and penalties in the case of violations should be clear and transparent, as well, but also proportionate to the specific wrongdoing. Issues to be addressed by these policies include the following:

- Acceptable use
- Citation
- Plagiarism
- Sanctions

In some institutions, these policies are called Syllabus Statements. Examples and extracts of key policies used in the field of education, with a recommended policy summary for each, follows below

5.1 Acceptable Use vs. Unacceptable Use

Levels of Acceptability

It is important for teachers and institutions to set boundaries, so that students know what they are allowed to use as a resource and how they are allowed to use GenAI tools to support their work. The policy extract below in Table 3, from Temple University, outlines transparently what use of AI tools is permitted or not permitted, with detailed examples of work that students would be engaged in. Students should be able to see easily what usage they should avoid. Whether they will avoid unpermitted usage, and whether their unpermitted usage can be detected in an assignment, is of course another matter.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

Table 3: Permitted Use of AI (Temple University, 2024)

The policy extract below from University of Delaware takes a slightly different approach. It demonstrates in very clear language what use of AI is permitted, prohibited, or encouraged. But unlike Temple, it provides more than one level of acceptability: It is not just a yes/no choice, it is more nuanced. There are 4 levels of potential use – prohibited, allowed with permission, allowed with acknowledgement (see section 5.4 Citation Policies below), or freely permitted.

Use prohibited

- Students are not allowed to use advanced automated tools such as ChatGPT or Dall-E 2 on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Use only with prior permission

- Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance.

Use only with acknowledgement

- Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. https://chat.openai.com/”

Material generated using other tools should follow a similar citation convention.

Use is freely permitted with no acknowledgement

- Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course; no special documentation or citation is required.

Table 4: Permitted Use of AI (Goudry, 2024)

The interesting questions is: Which of these two approaches is more likely to be successful in gaining student adherence not only to the letter of the policy but also the spirit of the policy?

TeachAI provides a guide for teachers in how to set up this kind of multi-level acceptability guide, describing the levels as Permissive, Moderate, and Restrictive levels of AI usage. The framework (see Table 5 below) provides not only the policy in institutional language but in student-oriented, clear instructional language. Is that likely to be more effective?

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."*

Table 5: Multi-Level Acceptability Guide for AI Use (Adapted from TeachAI, 2025)

Academic Integrity

Another approach is exemplified by a University of Massachusetts Lowell (UMass Lowell) professor's policy, which focuses on developing the concept of academic integrity. The university professor, Dr. Spencer M. Ross, notes:

> Academic integrity is a core principle at UMass Lowell and it's vital that all students uphold this principle -- whether using AI-based tools or otherwise. For my class, a responsible use of AI-based tools in completing coursework or assessments must be done in accordance with the following:
>
> 1. You must clearly identify the use of AI-based tools in your work. Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." Generated using *OpenAI*. https://chat.openai.com/"
> 2. You must be transparent in how you used the AI-based tool, including what work is your original contribution. An AI detector such as GPTZero (https://gptzero.me/) may be used to detect AI-driven work and assign (human) originality scores.
> 3. You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws.
> 4. You must not use AI-based tools to cheat on assessments.
> 5. You must not use AI-based tools to plagiarize source material without citation.
>
> *(Ross, 2023, Section 6, Paragraph 7)*

Developing academic integrity is vital to student development. Students need to learn that writing is a process, not just a written product that is part of the academic assessment system.

The process of writing is designed to help students learn and think. As Naughton (2024) puts it, the writing process, "forces one to figure out lines of argument that are coherent, choose evidence that is relevant, find sources of information and inspiration that are useful and – most importantly – learn the craft of expressing yourself" (Paragraph 7). Academic integrity could be seen as an over-arching principle, which subsumes important policies such as acceptability, citation, etc.

Recommendation

Institutions and teachers need to decide how many levels of acceptability are appropriate for their work, and then produce a guide in simple, clear language like the

examples above, with as much practical detail of actual activities as possible (see the example from Temple University).

5.2 Citation Policies

One important principle of academic integrity is to ensure that students show where they have gained the information and knowledge that informs their work. Students writing academic papers are already familiar with this principle. If they are using quotations from papers published in journals, they will be expected to cite the author and journal.

What needs to be done with the use of AI tools is to adopt the same expectation – that ChatGPT (for example) will be cited as the source of text that comes from the students' use of the ChatGPT tool, especially if they then incorporate (or paraphrase) this text in their own work.

Based on the discussion above, how should students acknowledge the use of GenAI and cite the content produced by GenAI?

There are now institutional guides for such citations. Consider the example from Monash University in Image 3 below.

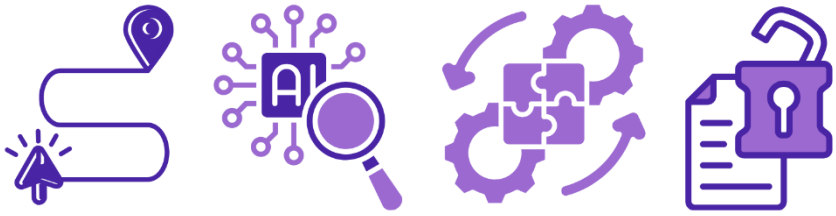
Part B: Concise summary of AI use in the assessment.

Very briefly explain the ways that you have used AI in the production of this assessment.

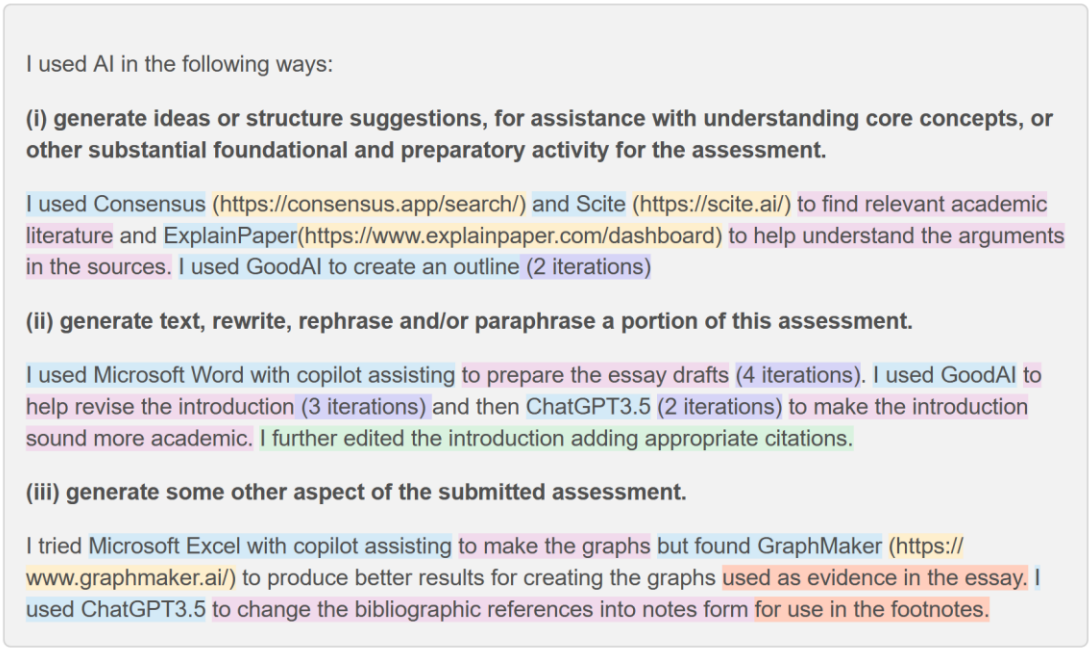
- Explain which AI tools you have used and for what purposes.
- If you have found and used tools on your own, explain why these tools were selected and provide a URL link to the tool.
- Note the number of iterations undertaken with each main AI collaborative tool.
- Describe what output from the tool/service has been included, and where.
- Summarise how you have altered, adopted, or built on the AI output.

In addition to using this summary to provide an overview of how AI has been used, it is strongly recommended that you also carefully document the processes undertaken in creating the assessment and to be able to present this process evidence upon request from educators or administrators.

Image 3: Crediting AI Use in Assessments (Monash University, 2024)



The university guidance gives a color-coded example of how the student would deliver this acknowledgement at the end of their work. See Image 4 below.



I used AI in the following ways:

(i) generate ideas or structure suggestions, for assistance with understanding core concepts, or other substantial foundational and preparatory activity for the assessment.

I used Consensus (https://consensus.app/search/) and Scite (https://scite.ai/) to find relevant academic literature and ExplainPaper(https://www.explainpaper.com/dashboard) to help understand the arguments in the sources. I used GoodAI to create an outline (2 iterations)

(ii) generate text, rewrite, rephrase and/or paraphrase a portion of this assessment.

I used Microsoft Word with copilot assisting to prepare the essay drafts (4 iterations). I used GoodAI to help revise the introduction (3 iterations) and then ChatGPT3.5 (2 iterations) to make the introduction sound more academic. I further edited the introduction adding appropriate citations.

(iii) generate some other aspect of the submitted assessment.

I tried Microsoft Excel with copilot assisting to make the graphs but found GraphMaker (https://www.graphmaker.ai/) to produce better results for creating the graphs used as evidence in the essay. I used ChatGPT3.5 to change the bibliographic references into notes form for use in the footnotes.

Legend: [1] AI system(s); [2] link to the tool; [3] how the tool was used or prompts included; [4] output included in the task [5] edits and changes made to the output.

Image 4: Example for Students Crediting AI Use in Assessments (Monash University, 2024)

Style Guides for AI citation

Another approach is to adapt the existing citation styles used in academic work, such as APA, MLA, Chicago, etc. Students can refer to new versions of the MLA style guide and learn how to cite GenAI. MLA suggests, for example, citing the prompt that created the text that is then used in the assignment as shown here:

> Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald" prompt. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat. (MLA, 2024)

APA suggests a similar approach, that the generated text be cited and even that a full transcript of the ChatGPT interaction could be provided in an appendix as shown here:

> When prompted with "Is the left brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, "the notation that people can be characterized as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).

Reference
OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

Integrated Citation
The AI tool providers are also supportive of this approach. OpenAI, the developer of ChatGPT, has developed a feature inside its tool to generate a citation that users can use in this way. The feature is called "Get Citation" and it produces output such as:

APA 7th Edition
OpenAI. (2025). *ChatGPT* (Feb 13 version) [Large language model]. https://chat.openai.com/

MLA 9th Edition:
OpenAI. *ChatGPT*, Feb. 13 2025, https://chat.openai.com/.

Chicago Style:
OpenAI. *ChatGPT*. February 13, 2025. https://chat.openai.com/.

Recommendation
A citation policy should adhere to the format provided by MLA or APA (or other style guides), as decided by the usual conventions of the institution.

5.3 Plagiarism Policy

Plagiarism, one form of cheating, is a substantial problem for many educational institutions. Students are expected to create their own work for an assignment and yet many are tempted to cheat. This problem pre-dates the use of AI tools, and used to be monitored with plagiarism detection software such as Turnitin.

Plagiarism based on the use of AI tools is no longer as easy to detect, as each iteration of a prompt request produces a different response from an AI tool. Each output is a fresh text that cannot be stored as a stock response that can be detected as plagiarism in a future iteration of the prompt. (Below, we will share information about new methods for detecting this issue.)

The core issue, however, is not the AI context but the lack of academic integrity on the part of the students. It must be a central principle of education that students create their own work not just because it is morally right but because that is how they learn. Institutions and teachers need to inculcate this set of values in their learners, so that the motivation to cheat is reduced.

Ways of Dealing with Plagiarism from AI Tools
Teachers and institutions need new strategies to help learners avoid plagiarism, and to make themselves aware of potential plagiarism. Potential strategies could include

asking students to write short assignments while in class, so that they have no access to AI tools. The output of this kind of writing can be compared with assignments prepared out of class. It is helpful if teachers know their students' writing styles, strengths, and weaknesses so that a sudden enhancement from an outside source becomes apparent.

Teachers could adopt a process of formative assessment, showing progress over time rather than relying on one assignment that could have been tainted by AI. Examples might include writing in class or requiring oral presentations in class, which can show very clearly what students know and what they do not know.

Further, teachers need to experiment with AI tools themselves, so they can be aware of the potential outputs, the type of responses that can be found, and the potential for plagiarism. It would be helpful for teachers to understand the system of prompts which drives AI tools, thereby allowing for a discussion of prompts can form part of class analysis of work to be done or work already completed.

Other suggestions (Elgersma, 2024b) include adding a *trojan horse* in an assignment to spot the use of AI tools. Elgersma (2024b) suggests that teachers could "Include a "trojan horse" word or phrase in your assignment that isn't visible to the student—but you can use this keyword later to see if the student pasted the prompt into an AI tool" (Section 3, Paragraph 28).

How to Catch GenAI Plagiarism: AI Detectors

Plagiarism detectors such as Turnitin have difficulty identifying text that has been taken from an AI output, as each output is unique difficult to detect. Further, "none of [the detection tools] have proven to reliably distinguish between AI-generated and human-generated content" (University of Delaware, 2024). There are some new tools such as AI Content Detector and GPTZero, but they are not 100% effective.

Another approach is to signal that personal interventions will be needed if plagiarism is suspected. Kent State University (2024) states the following:

> If I suspect that you have used ChatGPT, and you have not included the required citation and reflection, then you will need to meet with me either in person or through Zoom to talk about the assignment. This conversation will include knowledge checks for course content.
>
> *(Kent State University, 2024)*

The best solution is for teachers to develop new strategies like Long's, in order to change students' behavior and motivation so that detection is not necessary.

Above all, teachers need to "stop looking for evidence of cheating with AI and start looking for evidence of learning'' (Ellis & Lodge, 2024, Title). Teachers should accept that "LLMs are 'cultural technologies' like writing, print, libraries ... tools for human *augmentation* not replacement" (Naughton, 2024, Paragraph 4).

Recommendation
AI tools are not going away. Education processes and policies have to adapt to their existence and regulate them for the benefit of student learning.

5.4 Sanctions Policy

If plagiarism is discovered, and especially if it is large scale and egregious, teachers will need to have sanctions at their disposal. Institutions need to support their teachers by providing a clear and fair sanctions policy which outlines what action may be taken and what penalties may be imposed.

Ross (2023), the professor from UMass Lowell, states that:

> 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.
>
> *(Section 6, Paragraph 8)*

Penalties
Penalties may be different for different contexts. The sanction for students who violate policies for the first time, for example, failure to cite AI-generated text out of ignorance or lack of awareness, will be different from the sanction for someone who commits wrongdoings repeatedly or at large scale.

Recommendation
Institutions need to prepare a detailed sanctions policy outlining the penalties for different levels of plagiarism activity.

6 Ethical Use of AI: Pedagogies & Implementation

6.1 Issues and Policies Specific to Language Education

Table 6 below summarizes the key issues that may arise in approaching AI use and abuse, categorized by each type of language education activity. For each issue, a possible mitigating activity is suggested, as a basis for adaptation by each institution.

Area	Potential Issues	Policies/Actions Needed
Grammar	Language Learners (LLs) might use ChatGPT to: - Check grammatical accuracy of student-written text (without replacement) - Replace errors with correct answers	- Teacher (T) sets policy allowing grammar-checking (e.g., Grammarly) - T decides whether to prohibit (or encourage) this approach for key tasks or assessment - T decides whether students are required to acknowledge changes made
Vocabulary	LLs might use ChatGPT to: - Check lexical accuracy of student-written texts - Find & use vocabulary for student-written texts	- T sets policy allowing vocabulary checking (e.g., dictionary, thesaurus) - T decides whether to prohibit (or encourage) this approach for key tasks or assessment - T decides whether students are required to acknowledge changes made
Reading	LLs might submit assigned text to ChatGPT to: - Ask for a summary of text to use as own work - Ask for answers to assigned comprehension questions	- T warns explicitly of sanctions for this - T submits text to ChatGPT herself to get example of AI text responses (to compare to LL's work)
Speaking	LLs might use ChatGPT to: - Get a script for a speaking task and then use it in their spoken response - Provide input for both sides of pairwork speaking task	- T needs to ensure they are not speaking from a ChatGPT script (e.g., requiring devices closed during in-class speaking tasks) - T submits spoken task herself to get example of AI text responses (to compare to LL's spoken response)
Listening	LLs might use ChatGPT to: - Upload audio file to ChatGPT and ask for summary/explanation or answers to questions assigned	- T should require devices closed during in-class speaking tasks
Writing	LLs might use ChatGPT to: - Use ChatGPT output as their assessment submission	- T sets policies on use of aids (e.g., Grammarly, ChatGPT, etc.) to check/correct grammar, spelling, etc.

		- T specifies ways to acknowledge sources and avoid cheating/copying - T specifies citation format required to acknowledge sources/tools - T specifies sanctions for non-compliance
Assessment	LLs might use ChatGPT to: - Use ChatGPT output as their assessment submission	- T decides whether to require in-class writing on paper - Require oral re-presentation of submitted written task (to check against written submission)

Table 6: AI in Language Education: Issues and Actions

6.2 Guidance for Institutions

Institutions need to develop the policies outlined above, if they are not already in place, and reach consensus around what is acceptable and what is unacceptable in the use of AI tools. Further, institutions need to provide CPD training courses for teachers, and class-based training for students so that everyone understands the established policies.

In addition, there need to be opportunities for explicit development of AI Literacy – for teachers and for learners – through classes, courses, online programs, etc. An example of what institutions may create as part of their own internal guidelines is provided in Image 5 below, created by the British Council (2024).

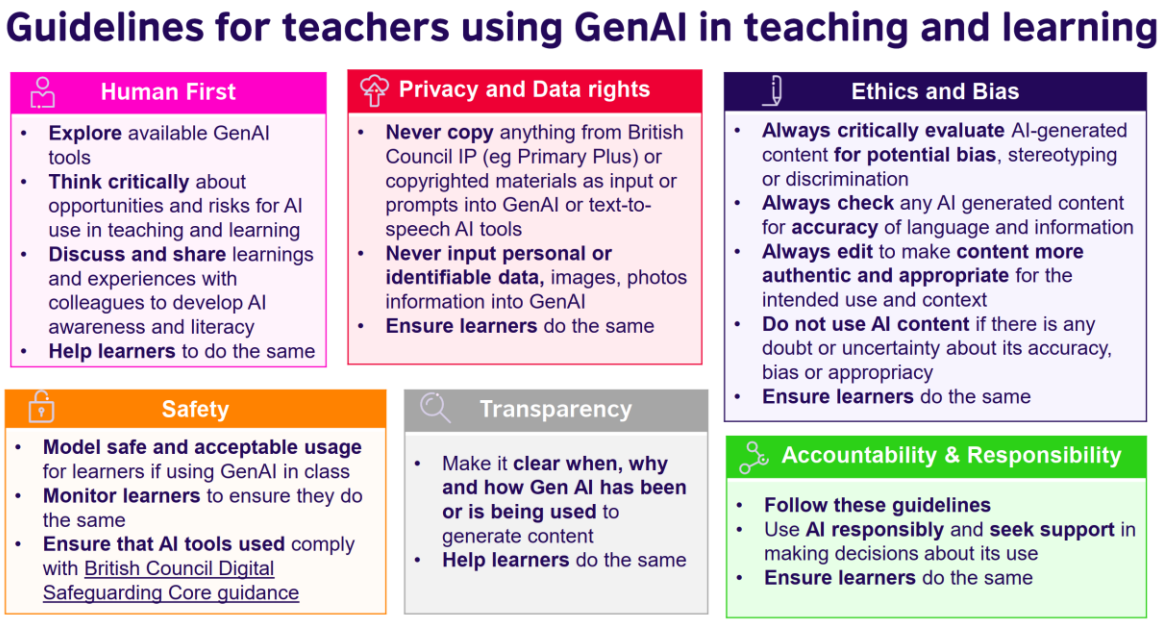
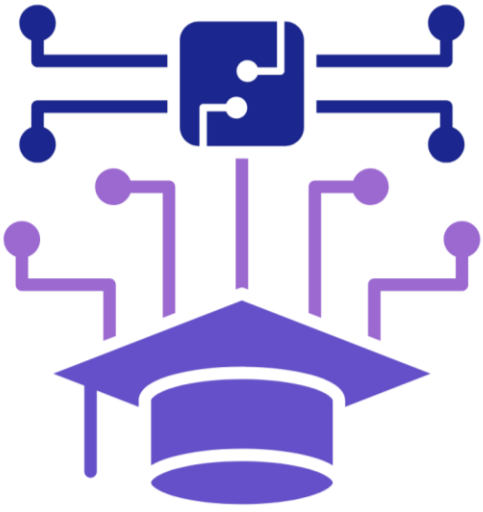


Image 5: Sample Guidelines for Teachers Using GenAI in Teaching and Learning (British Council, 2024)

6.3 Guidance for Teachers

Teachers need to develop their own AI literacy, accepting that AI is now here to stay and is part of the educational landscape. In order to assist and support students, teachers need to know what AI tools exist and how students may wish to use them. Knowing and implementing the ethics policies outlined above will help students learn effectively and also ethically.

Teachers need to know how to question the use of AI – what is the purpose of using each AI tool, what will be done with the output, how reliable the output is, whether there are any issues with data privacy, etc. Teaching students how to follow a learning process with AI tools, as outlined by Douglas (2023), might prove useful as a way to support the development of a critical use of AI tools:



- **Converse**: Engage with ChatGPT in a dialogue. Chat! Remember, it's not a simple search engine.
- **Hypothesize**: Predict possible responses to your questions. This will help you identify errors.
- **Adapt**: If the first response isn't what you need, reframe your question or dive deeper into the topic.
- **Think**: Reflect on the responses. Do they make sense? Are they accurate? Are they potentially biases?
- **Gather:** Use ChatGPT as a tool to gather information, but cross-verify with other sources.
- **Probe**: Ask follow-up questions. Seek depth in understanding. Don't settle for the first answer.
- **Train**: Continually refine your interaction with ChatGPT. Learning to use it effectively is an ongoing process.

(Douglas, 2023, Section 3, Paragraph 7)

Suggested Mitigation Strategies

What can teachers do to mitigate the concerns and risks of GenAI?

As noted above, the key initial action is to introduce training for AI literacy for teachers and students, so everyone is aware of the concerns and risks as well as the benefits. More localized training needs to focus on the implementation of and adherence to the principles and policies noted above.

Teachers need to be on the lookout for abuses such as deepfake images and students posting images of peers without their consent. Understanding the issue of deepfakes should lead students to be more skeptical of the output of AI tools, not taking it as necessarily completely accurate, and thus using their own critical thinking skills to investigate further.

Students will need training in the concept of AI *hallucination*, where an AI tool invents new facts or details that are not true or accurate. Learning to double-check information, via multiple sources, is a key skill for students. Also, students need to learn how to ask an AI tool to include in its output the sources of information, so the information be checked.

Teachers need to train students to understand how to recognize in AI output not just misinformation but also bias against certain groups of people. In both cases, this may be unintentional, but can still be harmful or dangerous if repeated by students and integrated unquestioningly into their work.

Teachers need to alert students to issues of unfairness arising from AI tools breaching copyright and not citing content creators. The issue of the digital divide, the lack of

internet and technology access in poorer communities, could also be addressed here as part of the ethical concerns around access to AI.

Teachers need to ensure that students understand the heavy energy and water use that is involved in training LLMs and using AI tools. Such awareness is important to realize and may impact students' over-use of the tools, as they become concerned that they are adding to climate problems.

6.4 Guidance for Learners

Students need to know the ethics policies of the institution and especially the sanctions and penalties that will follow from disallowed use of AI tools. Students must be taught how to cite the use of AI, showing that they acknowledge any input into their work from an AI tool and not claiming it as their own work.

Finally, students should learn in depth about how to develop critical thinking. And they must understand how to avoid using AI tools as a shortcut to a finished piece of work otherwise they risk benefiting from the value of the assignment.

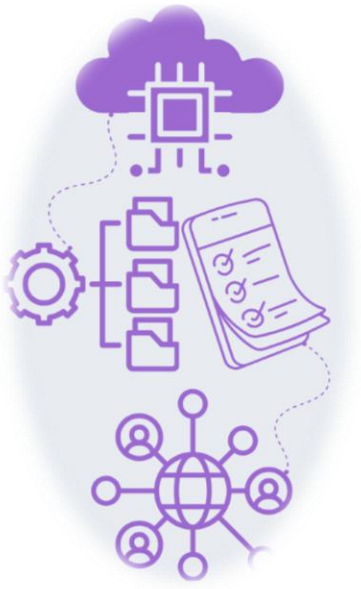
6.5 Policy Framework Template for School Administrators

Each institution needs to have its own AI usage policies, framed in a way that is appropriate to that institution. Each framework will contain the same principles but different policies. And each policy will be difference from institution to institution.

With the above noted, there are some commonalties between frameworks. In order to assist institutions in creating their own frameworks, here is a sample template showing an overview of key policy areas to be addressed:

Policy Sections

- Introduction & Context
- AI Benefits
- AI Risk Analysis
    - Bias
    - Plagiarism
    - Data Privacy
    - Definitions of Cheating & Abuse
- Academic Integrity Policy
- Usage Policy – Permissions
- Citation Policy
- Sanctions Policy
- Training Policy
    - AI Literacy Training for Learners
    - AI Literacy CPD for Teachers
- Resources



Teacher Guidance for Ethical AI Use

1. Set clear learning objectives for the use of AI tools, and select tools and activities that meet those educational goals.
2. Promote AI Literacy – explicitly train students to understand AI, its background (e.g., LLM training its tools, its uses, and its limitations.
3. Understand the limitations and risks of AI, and make students aware of plagiarism, bias, inaccuracy, and issues with data privacy.
4. Explain to students why AI tools are used in your classroom and why not; discuss openly the benefits and risks and set standards for student use in and out of the class.
5. Develop critical thinking skills for AI use – train students to use critical thinking and to be skeptical of the accuracy of AI output, and warn them of over-reliance.
6. Set an AI usage policy – explain clearly what constitutes Acceptable Use and what is Unacceptable Use for each course.
7. Set standards for citing the use of AI in assignments, with clear penalties for non-compliance.
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 your methods, activities and ethical standards regularly & share with colleagues.
10. Ensure that students learn in a human-oriented environment, talking about AI usage, discussing its flaws, building critical thinking skills – rather than depending on Ai as a support. Ensure that AI enhances human interaction and collaboration, not replaces it.

Student Guidance for Ethical AI Use

This student guidance chart can be used as part of an AI literacy CPD program, handed out with the course syllabus, or used in the classroom as a reminder of principles and policies.

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 – see the Citation Policy.
4. Check any AI output for accuracy of information, evidence of bias or misinformation.
5. Ensure a written assignment is written in your own words.
6. Don't 'cut and paste' text from AI output or other sources into your written work – except when it is given as a cited quotation.
7. Do not attempt to copy AI output and simply paraphrase and re-write it, substituting words and phrases – this form of cheating can be detected.
8. The main arguments, content examples and conclusion of your paper must be yours, and in your own words.
9. Do not use AI tools to create deepfakes or anything involving images or data about other people.

10. Copying text from an AI output, or any other kind of plagiarism, can result in suspension, reduced grades or even failing the course.

7 Conclusions & Recommendations

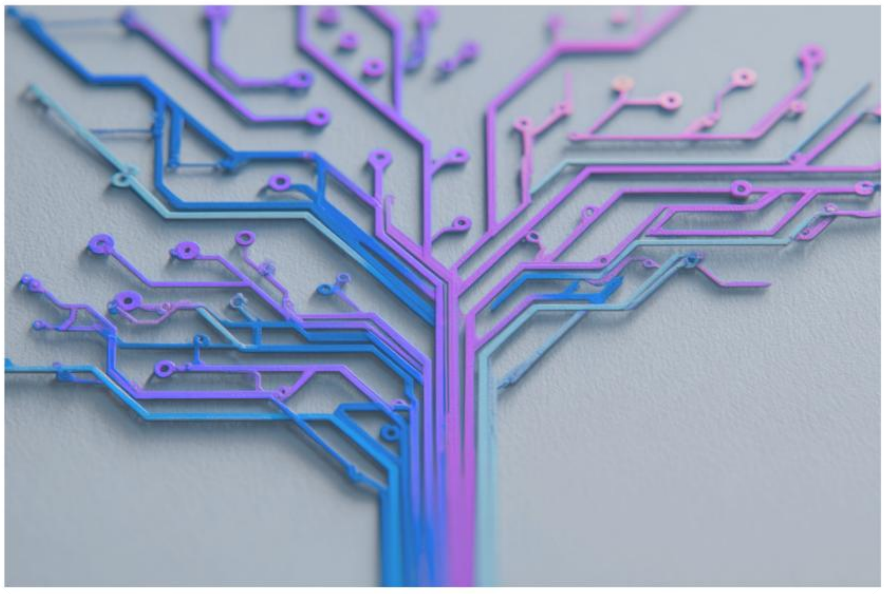
The world of AI is constantly changing and new AI tools and activities are appearing daily. AI is now a part of our world, and our educational work, and it is not going away. If anything, AI is likely to become more present in our daily lives over time.

It is important that teachers and educational institutions take a positive view toward AI. Organizations can and should accept AI in their educational contexts and learn how to harness its benefits.

AI tools can help both teachers and learners in a number of ways as indicated above. Using AI tools can help teachers prepare lessons, but they must be critical of the materials produced. Adopting an ethical approach to issues such as copyright, citation, plagiarism, use of student data, etc. is essential.

The use of AI tools must not undermine critical thinking skills. Learners must understand the limitations of AI tools, and students should use the opportunities to enhance their written work but not replace it with AI outputs.

Teachers and educational institutions need to develop their own framework for working with AI. These frameworks must outline the principles, policies, and ethical considerations of working with AI.



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Appendix 2: Resources

Language Education Resources

British Council. (2023, May 9). *Artificial intelligence – opportunities and challenges* [Webinar]. TeachingEnglish. https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teacher-educator/artificial-intelligence-opportunities-and-challenges

- This webinar from British Council addresses how teacher-educators can help language teachers harness the benefits of artificial intelligence while navigating its potential disruptions in the classroom.

EAQUALS. (2024, November). *Sue Hackett: Surfing the wave of artificial intelligence to enhance language learning (rather than circumnavigating it!)* [Webinar]. https://www.eaquals.org/eaquals-events/event/sue-hackett-surfing-the-wave-of-artificial-intelligence-to-enhance-language-learning-rather-than-circumnavigating-it/

- This webinar, hosted by EAQUALS and led by Sue Hackett, explores how language educators can proactively harness generative AI to enhance learning with ethical learner agency—rather than sidestepping the wave of AI altogether.

Edmett, A. (2023). *Artificial intelligence and English language teaching: Preparing for the future*. British Council. https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/artificial-intelligence-and-english-language

- This report from the British Council investigates how artificial intelligence is currently used in English-language teaching around the world—highlighting opportunities, teacher perspectives, and the ethical and practical challenges of deploying AI in ELT contexts.

Peachey, N. (2023a). *AI tools for the English language classroom*. Peachey Publications Ltd. https://payhip.com/b/zIRd5

- This digital resource offers language teachers a hands-on, practical guide to a wide variety of AI tools—organized by teacher-use and student-use—with tasks and reflections designed to help educators integrate AI into English language learning.

Peachey, N. (2023b). ChatGPT in the English language classroom. Peachey Publications Ltd. https://payhip.com/b/heORW

- This digital resource, ChatGPT in the Language Classroom, provides language teachers with over 50 detailed lesson plans, guidance on using ChatGPT for material creation and student engagement, tips on prompt-writing and emerging AI tools, and a critical discussion of the ethical and practical challenges of integrating AI in the classroom.

Sharma, P. (2024). Teaching with AI: Resources on AI for ELT. https://predipsharma.wordpress.com/

- This blog features the personal reflections and instructional insights of educator-researcher Pradeep Sharma, who shares commentary, resources and thoughts on teaching, learning and academic integrity.

Education Policymaking Resources

Adhikari, B. (2024, February 12). *What are the best practices for using AI in education?* Process Focus. https://www.processfocus.org/2024/02/what-are-best-practices-of-using-ai-in.html

- This is a series of blog posts for teachers on best practice in AI in education as a whole, not specifically for ELT. It sets out seven recommendations for education leaders. Broader posts: http://www.processfocus.org/

ChatGPT. (n.d.). *Chat with the most advanced AI to explore ideas, solve problems, and learn faster.* OpenAI. https://chat.openai.com/

- ChatGPT offers users an AI-powered conversational assistant that can answer questions, brainstorm ideas, draft content, and support learning or productivity across a wide range of topics.

Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., & Policy Analysis for California Education (PACE). (2023, October). *AI policy guidance for schools: A TeachAI toolkit*. https://edpolicyinca.org/publications/ai-policy-guidance-schools/

- This resource includes a framework and principles for the use of AI in schools, with practical resources as well.

Dougall, J. (2023, July 10). *Help students think more deeply with ChatGPT.* International Society for Technology in Education. https://iste.org/blog/help-students-think-more-deeply-with-chatgpt

- This article explores how educators can leverage ChatGPT to foster deeper student thinking, encouraging critical inquiry and meaningful classroom dialogue around artificial intelligence.

Duke University – Learning Innovation & Lifetime Education. (2025, August 25). *Artificial Intelligence Policies: Guidelines and Considerations.* https://lile.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/

- This resource covers policy recommendations and suggestions on how to build literacy and design your own AI policies.

Elgersma, C. 2024. ChatGPT and Beyond: How to Handle AI in Schools https://www.commonsense.org/education/articles/chatgpt-and-beyond-how-to-handle-ai-in-schools

- This website has suggestions on how to handle concerns about AI use in classrooms.

Khan Academy. (n.d.). *Khanmigo for teachers: Your free, AI-powered teaching assistant*. Retrieved November 11, 2025, from https://www.khanmigo.ai/teachers

- This page introduces Khanmigo, an AI-powered teaching assistant provided by Khan Academy, which helps educators save time on lesson planning, create standards-aligned activities and reports, and better support student learning.

Klein, A. (2023, November 20). *Crafting a school policy on AI? Here's what experts recommend*. Education Week. https://www.edweek.org/technology/crafting-a-school-policy-on-ai-heres-what-experts-recommend/

- This article highlights how K–12 school districts can develop effective AI policies by keeping guidelines simple, involving teachers in the process, and focusing on both student data protection and teacher understanding of AI's strengths and limitations.

Northern Illinois University, Center for Innovative Teaching & Learning. (n.d.). *Class policies for AI tools*. https://www.niu.edu/citl/resources/guides/class-policies-for-ai-tools.shtml

- This website shares a summary of policies from other universities (including Temple, as highlighted above).

Partovi, H., & Yongpradit, P. (2024, January 18). *AI and education: Kids need AI guidance in school. But who guides the schools?* World Economic Forum. https://www.weforum.org/agenda/2024/01/ai-guidance-school-responsible-use-in-education/

- This report from the World Economic Forum meeting lists seven principles for using AI in education (not specifically language education), and shares useful infographics.

TeachAI. (2025). *AI guidance for schools toolkit*. https://www.teachai.org/toolkit

- This toolkit offers education leaders, teachers, and administrators a comprehensive roadmap—complete with principles, sample guidance, and policy-language templates—to develop responsible AI use frameworks in K–12 schools and districts.

Temple University. (n.d.). Sample syllabus statements for the use of AI tools in your course. https://teaching.temple.edu/sites/teaching/files/resource/pdf/Chat-GPT%20syllabus%20statement%20guidance.pdf

- This is a useful summary of acceptable and unacceptable uses of AI by students.

Toppo, G. (2023, September 11). *How new AI chatbots could help teachers with their toughest problems. Fast Company*. https://www.fastcompany.com/90950362/stretch-ai-chatbot-for-teachers Fast Company

- This article describes the development of Stretch AI, a specialized AI chatbot created for educators and trained on curated research materials to make peer-reviewed findings accessible and actionable for teachers.

Tugend, A. (2023). Navigating the artificial intelligence revolution in schools. FutureEd. https://www.future-ed.org/navigating-the-artificial-intelligence-revolution-in-schools/?gad_source=1&gclid=CjwKCAjwte-vBhBFEiwAQSv_xfAkKb3p7k9JoyqGtZ-8HU_5HawccXUNi7xTdLp1TEdOCRspfgavpRoCuIYQAvD_BwE

- This website provides advice for teachers on AI pros and cons, benefit, policies for cheating, etc.

UNESCO. (2021). *AI and education: Guidance for policy-makers* (ISBN 978-92-3-100447-6). UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000376709

- This document is a detailed report from UNESCO on policy rather than methodology in classrooms.

University of Massachusetts Lowell. (n.d.). *Academic Integrity* [Undergraduate Programs & Policies – Academic Catalog]. https://www.uml.edu/catalog/undergraduate/policies/academic-policies/academic-integrity.aspx UMass Lowell

- This policy outlines the university's standards for honest academic work, clearly defines misconduct—including the unauthorized use of generative AI tools—and details potential disciplinary sanctions.

U.S. Department of Education, Office of Educational Technology. (n.d.). *Artificial Intelligence (AI) guidance*. https://tech.ed.gov/ai/

- This web page from the U.S. Department of Education provides an overview of federal guidance on artificial intelligence in education, including a catalogue of AI use-cases, policy priorities, and considerations for responsible implementation in schools.

U.S. Department of Education, Office of Educational Technology. (2023, May). *Artificial intelligence and the future of teaching and learning: Insights and recommendations*. https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf

- This resource contains recommendations for schools and parents on how to use AI (see p. 71). Broader resources can found at: https://tech.ed.gov/ai/

Zielonka, B. A. (2024, April 3). *The AI tools in education database (Edtech Insiders)*. AI Advisory Boards. https://aiadvisoryboards.wordpress.com/2024/04/03/the-ai-tools-in-education-database-edtech-insiders/

- This resource contains a list of tools and software teachers can use to bring AI into their classrooms.

About This Paper

This publication represents one of TIRF's growing outputs in the area of AI for English language education. As part of TIRF's expanding portfolio of AI-related research, professional development, and educational guidance, this paper advances our goal of equipping teachers, learners, and institutions with responsible, human-centered approaches to using AI tools. We invite readers, partners, and supporters to continue following TIRF's work as we release further AI-focused papers, frameworks, and resources that reflect emerging best practices and evolving global perspectives on AI in language education.

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