



**tesol**  
international  
association



# AI AND TESOL: BRIDGING TECHNOLOGY AND PEDAGOGY

Presented by Dr Lucas Kohnke

The Education University of Hong Kong  
Faculty of Humanities

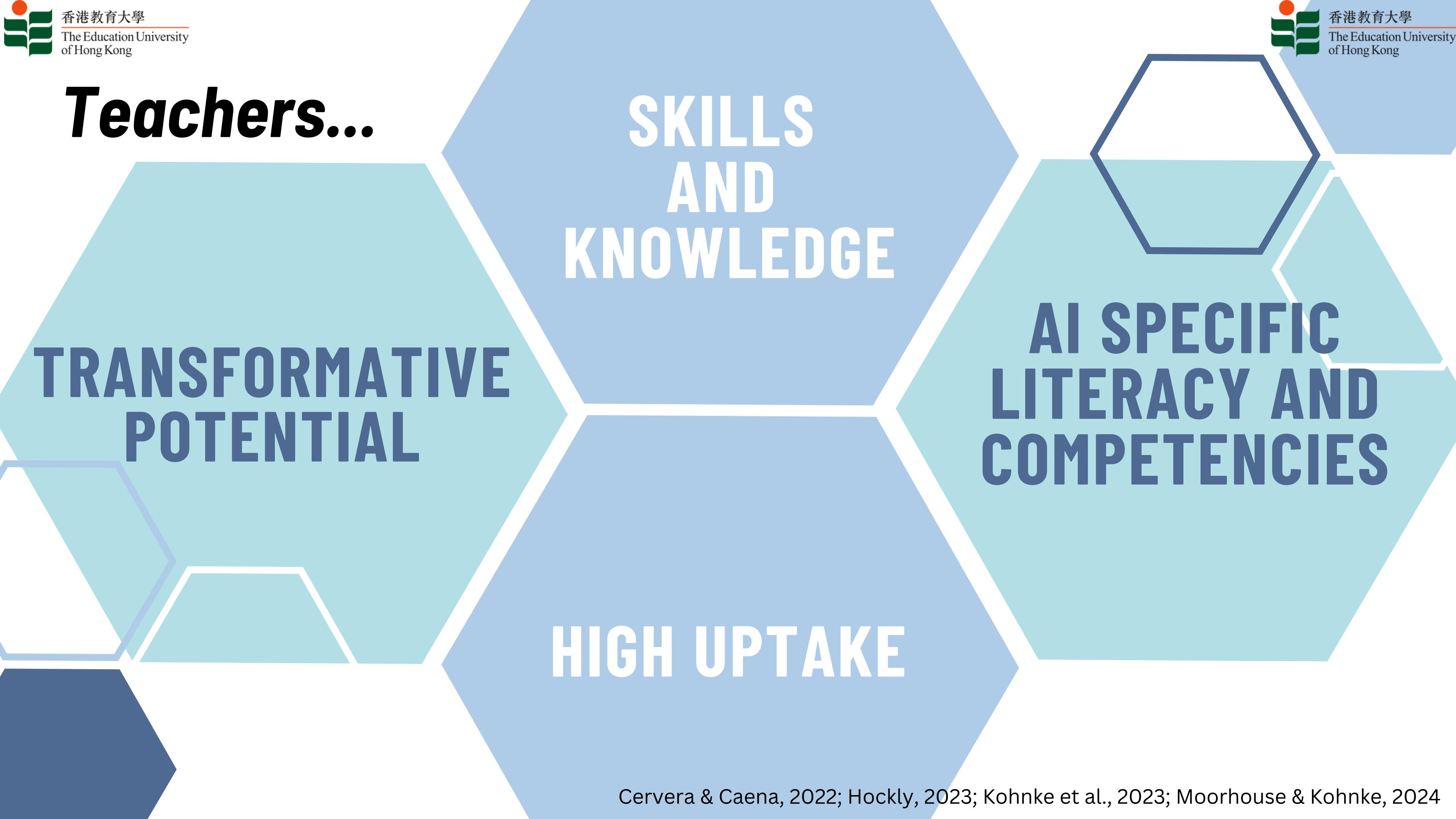
The Department of English Language  
Education

# TODAY'S TALK

- » Language Teaching and GenAI Integration
- » Proposed Framework
- » Practical implications
- » Q&A



# Teachers...



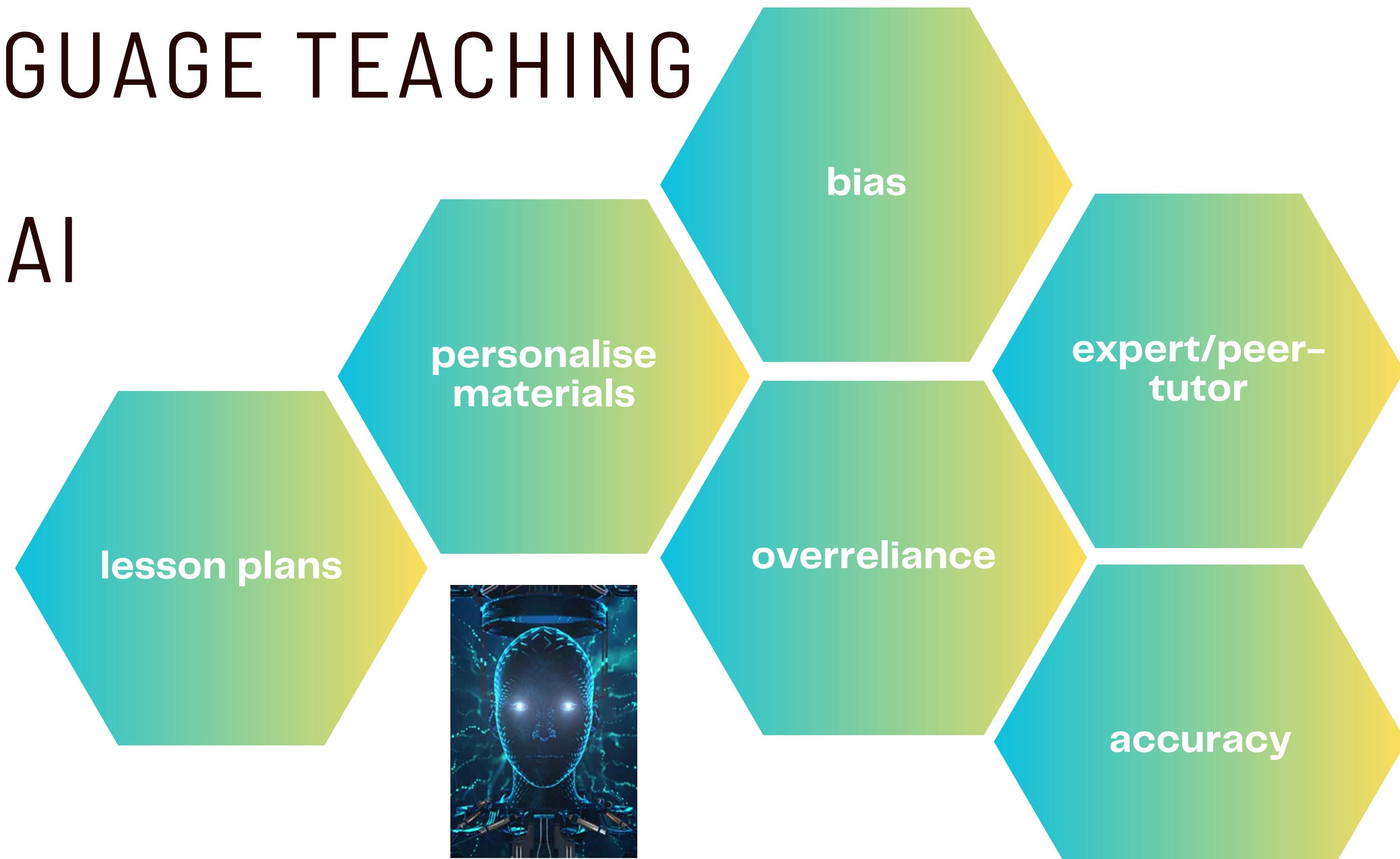
SKILLS  
AND  
KNOWLEDGE

TRANSFORMATIVE  
POTENTIAL

HIGH UPTAKE

AI SPECIFIC  
LITERACY AND  
COMPETENCIES

# LANGUAGE TEACHING AND GENAI

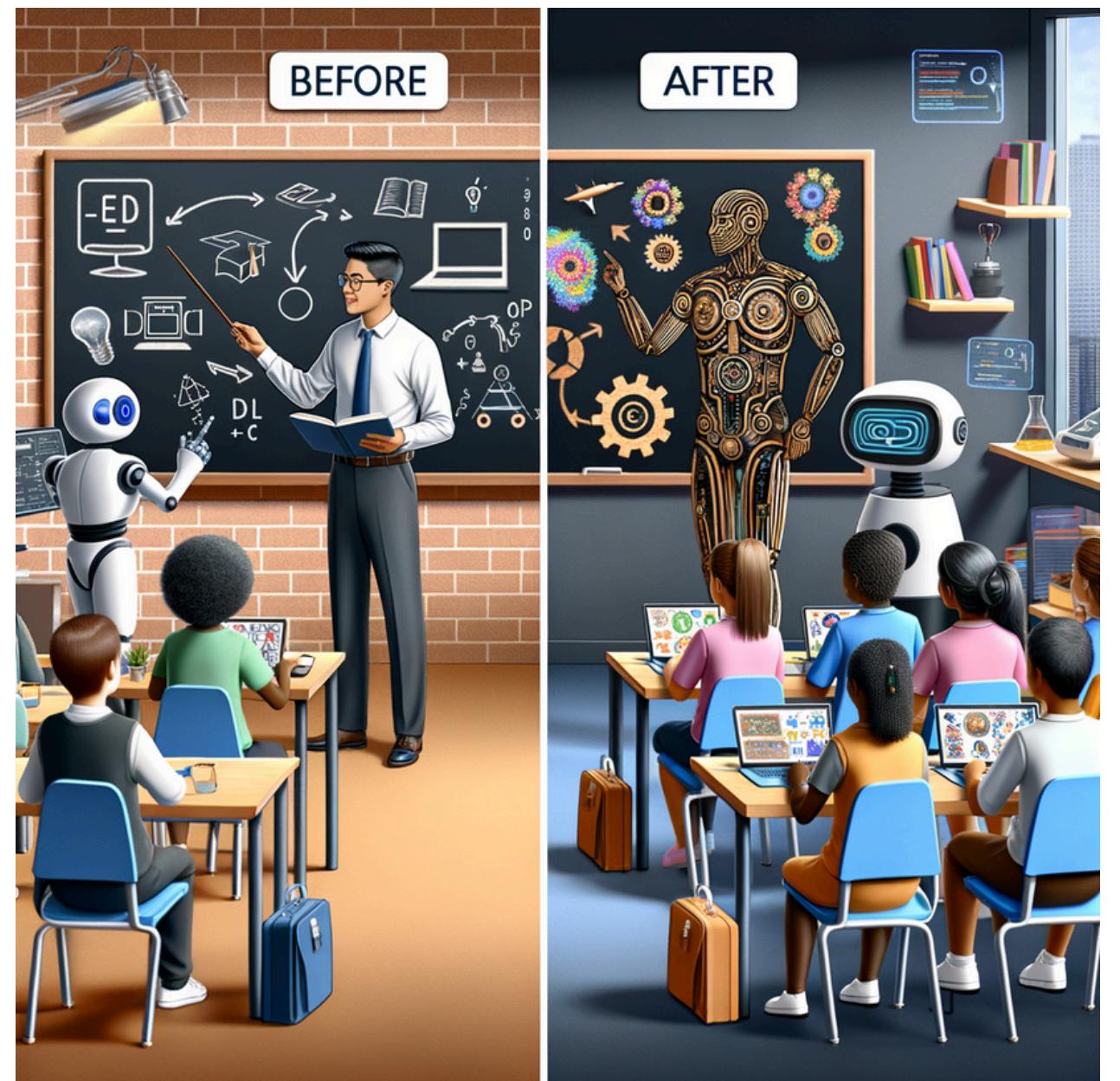


# Why AI Tools?

1. **Instant feedback** - AI can provide instant feedback, allowing students to correct mistakes on the spot and learn more efficiently. This not only benefits students but also relieves some of the grading workload for teachers.
2. **Enhanced listening and speaking practice** - Advanced AI language tools can provide natural language understanding and voice recognition capabilities, allowing learners to practice listening and speaking skills outside the classroom. This additional practice can be crucial for students who need to catch up or for those who are more motivated.
3. **Data-driven insights** - AI tools can collect and analyse data on student performance, helping teachers to identify gaps in understanding, track progress, and tailor instruction accordingly.
4. **Global classroom experience** - Some AI platforms enable students to interact with other English learners around the world, providing exposure to a variety of accents and cultures.
5. **Cultural understanding** - AI tools can provide cultural information and contextual experiences to develop a better understanding of language and how it's used. It can simulate real-life scenarios where the language is used, which can make learning more authentic and relevant.
6. **Diverse learning materials** - AI can help create or source a diverse range of materials suitable for different levels, learning needs, and interests.
7. **Support for different learning needs** - AI tools can deliver instruction through a variety of mediums, including text, audio, video, and interactive exercises, catering to different learning needs.
8. **24/7 Learning opportunities** - With AI, learning can take place anytime, anywhere, making it possible for students to study and practice English outside of regular classroom hours.
9. **Time saving** - AI applications are fast and can do things much more quickly than teachers and so save teacher more time.
10. **Interactive learning environment** - Many AI tools involve more personalised and game-like elements that can make learning more enjoyable and engaging. This can motivate students to spend more time learning and practising English.

# Changing language and changing teaching

Language teacher education needs to change to ensure it prepares graduates who can capitalize on technological advancements responsibly



# So, what are we doing...



# FRAMEWORK



GENAI  
TECHNOLOGICAL  
PROFICIENCY



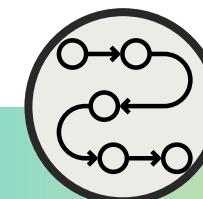
PEDAGOGICAL  
COMPATIBILITY OF  
GENAI IN ENGLISH  
LANGUAGE TEACHING



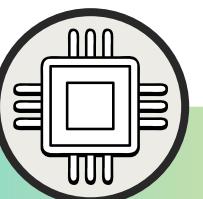
TEACHERS'  
PROFESSIONAL  
WORK



RISK, WELL-BEING  
AND THE ETHICAL  
USE OF GENAI



PREPARATION OF  
STUDENTS FOR A  
GENAI WORLD



?

# PRACTICAL IMPLICATIONS



## COMPREHENSIVE TRAINING

- Introductory course
- hands-on



## LEARNING COMMUNITIES

- Monthly meetups
- Share experiences



## FEEDBACK SESSIONS

- Open Dialogue
- Survey & interviews



## TRAINING/RESOURCES - ETHICAL ISSUES

- Data privacy
- Bias



## AI TOOLKITS

- AI assistance
- Adaptable learning paths



# Common Software/Tools...



**Mizou**  
<https://mizou.com/>



**Magicschool.ai**  
<https://www.magicschool.ai/>



**Diffit**  
<https://app.diffit.me/>



**perplexity.ai**  
<https://www.perplexity.ai/>



**Twee**  
<https://twee.com/>



**PrettyPolly**  
<https://www.prettypolly.app/>



**Lingolette**  
<https://lingolette.com/>



**Udio**  
<https://www.udio.com/>



**Heygen**  
<https://www.heygen.com/>



**Audyo**  
<https://www.audyo.ai/>

# Common Software/Tools...



**Gamma**

<https://gamma.app/>



**Lumen**

<https://lumen5.com/>



**talkto.ai/**

<https://talkto.ai/>



**TUTORAI**

<https://tutorai.me/>



**VIZARD**

<https://vizard.ai/>



**WRITE TONE**

<https://writetone.com/>



**DEBATE AI**

<https://debateai.org/debate>



**INTERVIEWSBY**

<https://interviewsby.ai/>



**AI DUNGEON**

<https://beta.aidungeon.com/> <https://getbuddies.co/>



**GETBUDDIE**

<https://getbuddies.co/>

# Supporting Teachers with AI Research in TESOL



# CONCLUDING THOUGHT

We need to further understand/explore the complexities of integrating AI in English language teaching.

We need to better prepare future and current educators to be “GenAI-ready.”

We need to change language teacher education needs to change to ensure it prepares graduates who can capitalize on technological advancements.



# References

- Barrot, J.S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, 1000745. <https://doi.org/10.1016/j.asw.2023.100745>
- Cervera, M.C., & Caena, F. (2022). Teacher's digital competence for global teacher education. *European Journal of Teacher Education*, 45(4), 451-455.
- HKEDCITY. <https://www.hkedcity.net>: AI Education Development in Hong Kong Schools
- Hockly, N. (2023). Artificial intelligence in English language teaching: The good, the bad and the ugly. *RELC Journal*, 54(2), 445-451, <https://doi.org/10.1177/00336882231168504>
- Hwang, G.-J., & Chen, N.-S. (2023). Editorial Position Paper: Exploring the Potential of Generative Artificial Intelligence in Education: Applications, Challenges, and Future Research Directions. *Educational Technology & Society*, 26(2), I-XVIII. [https://doi.org/10.30191/ETS.202304\\_26\(2\).0014](https://doi.org/10.30191/ETS.202304_26(2).0014)
- Kohnke, L., & Zou, D. (2025). The Role of ChatGPT in Enhancing English Teaching: A Paradigm Shift in Lesson Planning and Instructional Practices. *Educational Technology & Society*.
- Kohnke, L., Moorhouse, B.L., & Zou, D. (2023). Exploring generative artificial intelligence preparedness among university language instructors. *Computers & Education: Artificial Intelligence*, 5, 100156. <https://doi.org/10.1016/j.caeai.2023.100156>
- Kohnke, L. (2024) Generative AI and Teacher Education. In A. Al-Hoorie., & L. McCallum. (Eds.), *The Palgrave Encyclopedia of Computer-Assisted Language Learning*.
- Moorhouse, B.L., & Kohnke, L. (2024). The effect of generative AI on initial language teacher education: The perceptions of teacher educators. *System*, <https://doi.org/10.1016/j.system.2024.103290>
- Moorhouse, B.L., Kohnke, L, & Chiu, T. (2023). Developing a context- and subject-specific professional digital competence framework for beginning English language teachers in Hong Kong. *Asia-Pacific Education Researcher*, <https://doi.org/10.1007/s40299-023-00778-2>
- Park, M., & Son, J.-B. (2022). Pre-service EFL teachers' readiness in computer-assisted language learning and teaching. *Asia Pacific Journal of Education*, 42(2), 320–334. <https://doi.org/10.1080/02188791.2020.1815649>
- Starkey, L. (2020). A review of research exploring teacher preparation for the digital age. *Cambridge Journal of Education*, 50(1), 37–56. <https://doi.org/10.1080/0305764X.2019.1625867>
- Yeo MA (2023) Academic integrity in the age of artificial intelligence (AI) authoring apps. *TESOL Journal* 00, e716. <https://doi.org/10.1002/tesj.716>.



# Thank You

Send me an email!

**lmakohnke@eduhk.hk**

<https://www.researchgate.net/profile/Lucas-Kohnke-2/research>