

Generative AI and Language Education

Generative AI has transformed the way we work. This paper reflects on my personal experiences using AI for routine tasks in information technology, such as web editing and programming, and explores the role of AI in language education. I argue that while Generative AI excels at delivering immediate answers and supporting self-study in areas such as grammar and vocabulary, core communicative skills (speaking, listening, reading, and writing) are best learned through human interaction, albeit with AI assistance as a powerful support tool. I propose clear definitions of the skills humans must acquire versus those AI can augment, drawing an analogy to physical education in an automotive society. Finally, I present several AI-powered apps developed at INTESOL Japan that boost motivation and efficiency in English teaching, and I discuss existing tools—such as Google’s NotebookLM and OpenAI’s DALL·E 2—that can further enrich language instruction.

Keywords: Generative AI, Language learning, Communicative skills, AI-powered applications

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