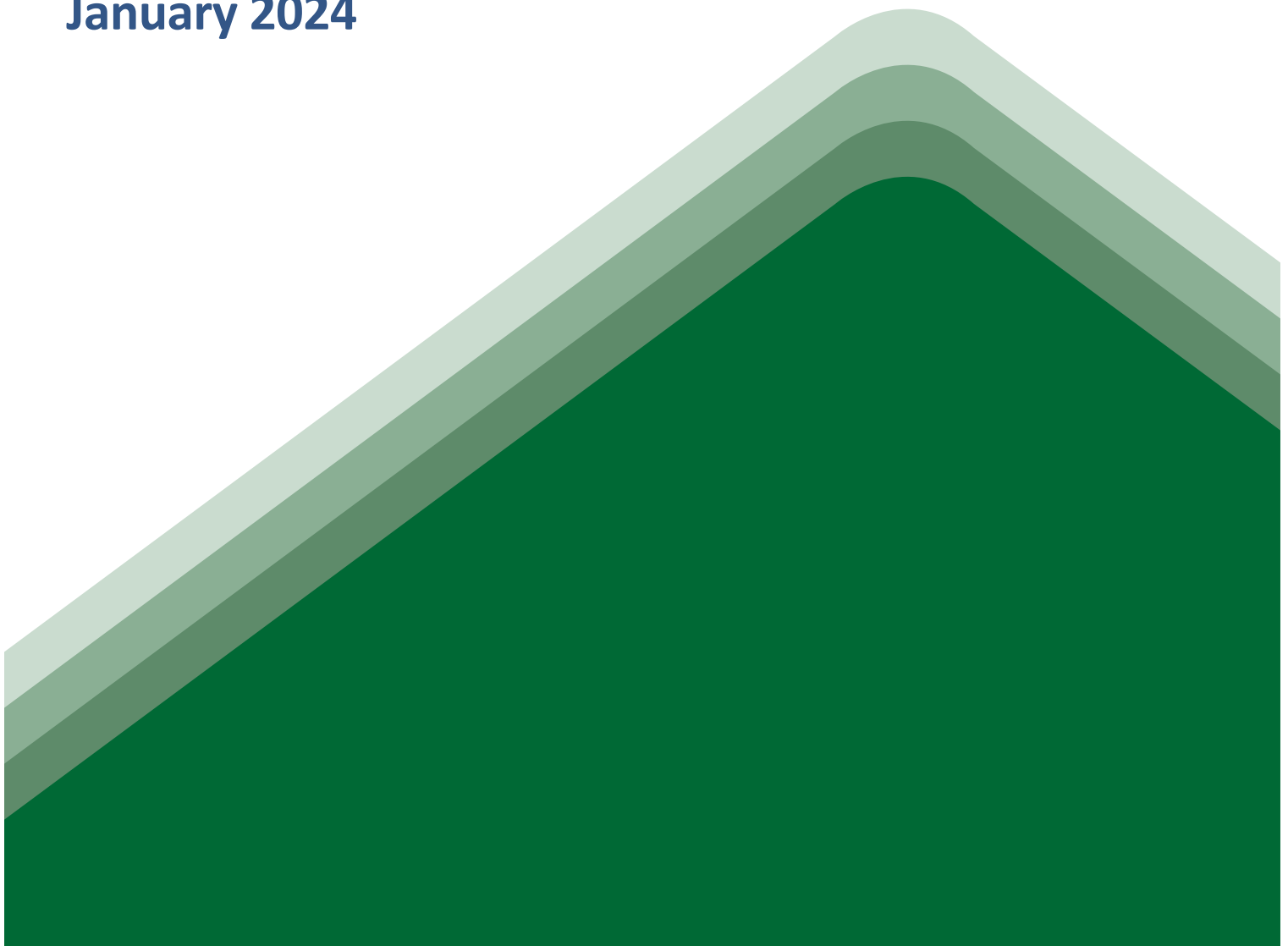


# AI Guidance for NILE/INTO TEFL CELTA and DELTA

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## Section A: Overview

The development of artificial intelligence (AI) has seen the creation of tools for generating content ('generative AI') that might contribute helpfully to academic study. It's important to realise, however, that AI has been used by academics and students for some time already. Internet search engines, transcription software, text analysers and citation creators have long been part of our everyday academic work.

And progress is continuing apace. We believe these tools are potentially transformative, that they will feature in many academic and professional workplaces, and that rather than seek to prohibit your use of them, we will support you in using them effectively, ethically and transparently. In using the tools, we expect you to be aware of their limitations and to engage with them in a principled way that supports your learning.

This guide is designed to support the positive use of AI by offering examples of how this might be achieved, and how to acknowledge its use.

However, you also need to be aware of the difference between reasonable use of such tools, and at what point their use might be regarded as giving you an unfair advantage. In common with other institutions, we believe that it is important you do not use AI tools to generate an assignment, or parts of it, and submit it as if it was your own work.

"Whilst [AI tools] are attractively powerful and easy to use, they can also provide misleading or incorrect information, and can negatively impact your learning as they can offer shortcuts that reduce the need for critical engagement that is key to deep and meaningful learning."

[www.ucl.ac.uk/students/exams-and-assessments/assessment-success-guide/engaging-ai-your-education-and-assessment](http://www.ucl.ac.uk/students/exams-and-assessments/assessment-success-guide/engaging-ai-your-education-and-assessment)

## Section B: How can AI help with your work?

There could be a number of ways to use AI tools in an ethical and transparent way as part of your work on CELTA or DELTA. In all of the uses below, AI is used as a tool to support the development of information. The participant, however, maintains a critical analysis and contextualisation of any information so produced in the same way as they would any other materials, and are transparent in the processes they have followed.

Using AI tools to assist in assignment writing can be appropriate when applied thoughtfully and transparently. Here are some examples of ethical and positive ways a student might use AI to write assignments and lesson plans:

### Generating ideas for teaching and learning materials

Tools such as ChatGPT and DALL-E-2 can be used to generate ideas for materials that you are designing as part of a lesson plan or essay.

For example, texts for use in materials, such as a conversation focusing on a particular use of language, can be created using AI tools. Ideas for tasks and the sequencing of learning (or procedure) in the materials can also be generated by using relevant prompts with the AI tool.

When you use AI for generating a text for use in materials, you must acknowledge the use of the AI tool in the materials (in the same way you would indicate the source for any other text). This acknowledgement and explanation can either be in the main body of the assignment or plan or placed in an appendix to your assignment/plan. You must explain in detail how the information or material was generated with the named AI tool (indicating the prompts you used), what the output was and how you changed the output.

In addition, you can use AI tools to create graphics, images and visuals which you then use in your materials. In this case, the use of AI to generate the image must be acknowledged in the materials in the same way that you would show the source for any other images used in your work.

### Drafting ideas and planning or structuring your writing

Generative AI can help you to plan out the structure of your assignments. For example, you could use a prompt to ask ChatGPT to "provide a structure for a DELTA assignment on relative clauses". Once created, you could then use the assignment assessment criteria in the DELTA Handbook to identify the most relevant sections and adapt and adjust the focus and weighting of each accordingly to create your initial assignment plan.

AI tools can also be helpful when generating ideas. An example here might be if you prompt a generative AI tool to create 'a list of ten ways to practise present perfect in a language classroom.' You might then identify five which are the most appropriate to your own classroom context using your own contextual knowledge, and use this list as the basis for your lesson planning or suggestions for teaching.

## Generating recommendations and insights

AI tools can help you generate recommendations for further reading or suggestions for alternative teaching and researching methodologies. This can enhance the quality and depth of your research (for DELTA).

**Example 1:** You use a prompt in ChatGPT to suggest ways in which you could go about teaching the present tense to students. It generates a list and then you ask: Are there any other ways? You can interrogate this further by asking for more detail on an individual approach. In your assignment, you could use these ideas to inform your writing. You should consider whether this warrants a citation or not.

**Example 2:** You are asked to do a needs analysis of your students but do not know what this entails. You ask Bard “How do I do a needs analysis of A2 level English language learning students in Japan who are eleven years old?”. This generates a list of ideas that are not very specific, one of which is using surveys to gather data, so you then ask, “What kind of survey questions could I ask when I do a needs analysis of A2 level English language learning students in Japan who are eleven years old?” This generates a specific list of questions that you can then edit, select, rearrange and add to, to create your final research tool. You then use Google Translate to convert the questions into Japanese. When you have the final questionnaire, you ask a proficient Japanese-speaking colleague to confirm or edit the translation. You should include a write-up of this process in your methods section, naming the AI tools you have used.

**Example 3:** For another assignment, you want to make a more sophisticated survey. You ask Bard, ‘What are some good academic sources for helping to develop robust questionnaires for English language learners?’. Bard produces a list that you can then find online or in the library. It also gives some links to online questionnaire services, some of which use AI to help you generate online surveys. In this case, the use of AI need not be cited but the sources you consult should be.

## Researching specific concepts or terms

You might use an AI tool when working on an assignment to research specific concepts or terms. Although you should be alert to AI ‘hallucinating’, or producing answers that are not plausible, the information you find could then be used in your work. This should reference the use of the AI tool in the same way you would cite any other source of information (e.g. book, journal article).

For example, an in-text reference within an assignment could look like this:

When asked to explain why groups of children are incapable of forming a circle, the ChatGPT 3 (OpenAI ChatGPT, 2023) response included ....

In your reference list at the end of the assignment/dissertation, the AI tool can be referenced in the following way:

OpenAI ChatGPT (2023) ChatGPT 3 response to John Smith, 28 June 2023.

For the reference list example, ‘John Smith’ would be replaced with your name.

## Automated proofreading and editing

Making use of AI-driven grammar and spell-checking tools to help improve your academic writing is acceptable for your assignments. Examples of these tools are: the spelling and grammar checking function in Microsoft Word; the spelling and grammar checking function in Turnitin; the Grammarly cloud-based assistant. Use of these tools helps to develop your writing and ensures that language barriers are less likely to hinder comprehension. You do not need to reference these tools when used in this way.

## Reference management

AI reference management tools like Zotero or Mendeley can help you organise your sources and citations, ensuring proper credit is given to the original authors. This promotes academic integrity and avoids unintentional plagiarism. It can also help you to maintain a specific academic style in your referencing formats which increases the integrity of your reference lists.

There are tools like Scite that can generate mini-literature reviews and point you in the direction of good sources for your area of inquiry. These are great starting points for helping you to navigate a new area.

It is important to verify the integrity of each source. AIs can sometimes generate fantasy sources. Also ensure that what the AI tells you truly represents what is in the original.

For reference management, you do not need to cite the AI tool you use.

## Data collection, analysis and visualisation

AI tools can assist researchers in data collection, but also in the processing and visualisation of complex data. For example, tools such as otter.ai or Microsoft Teams can be used to produce interview transcripts during data collection.

Data analysis and visualisation can be carried out using tools such as standalone word cloud generators and in tools such as Microsoft Forms or SurveyMonkey. NVivo can be used for more advanced auto-coding of qualitative data. Where you use tools for data collection, analysis and visualisation, you should briefly refer to this in your work (for example, 'Data has been visualised using the features in SurveyMonkey.') but you do not need to cite or reference the software.

## Language translation

During research you may wish to translate a piece of text such as an extract from the literature written in another language, or perhaps an information sheet for participants. While you would still need to verify your translation yourself, tools such as Google Translate or DeepL or the translation facility in Microsoft Word can help you make a quick start on the translation. If you use a translation tool you should briefly acknowledge its use in your work (for example, 'Google Translate was used to...') but you do not need to add it to your reference list.

## Enhanced accessibility

AI-driven tools can help you create audio versions of academic papers, making research more accessible to you in a wider range of situations and environments. This is supportive of inclusivity and accessibility for all of us.

You might, for example, use Speechify to create an audio version of articles to reduce the amount of screentime you spend in your research, or to allow for a more diverse interaction with ideas away from the desk.

AI tools can also be used to create summaries of longer texts to streamline wide reading lists in a similar way as to using abstracts in journals. You might, for example, prompt ChatGPT or a similar tool to create a list of the five key points for each of a series of 20 dense academic articles, and then select those articles whose focus most closely aligns with your research questions for more detailed study. This might require a subscription to the tool as many articles are too long to be used on the free-versions. If using an AI tool in this way you should refer to its use in your methods section (e.g. 'Chat GPT was used to...') but you do not need to cite or reference the tool.

## Section C: AI and plagiarism

### Plagiarism:

'submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a break of academic integrity.'

[www.admin.cam.ac.uk/univ/so/2017/chapter02-section17.html#heading3-2](http://www.admin.cam.ac.uk/univ/so/2017/chapter02-section17.html#heading3-2)

### Misrepresentation:

Using AI to generate or manipulate content without proper attribution or authorization, as indicated in Section B.

When you are not transparent about your approach (for example, by not declaring that you have used an AI tool to help draft, plan, structure or analyse data).

### Fabrication of Results:

Employing AI to create fake data or manipulate research results, undermining the integrity of academic findings.

### Biased Research:

Using AI models that perpetuate or amplify existing biases, leading to unfair and discriminatory outcomes.

***If tutors suspect that you are trying to pass off AI-generated output as your own work, or have used AI in a way that gives you an unfair advantage, then your work will not be marked and you will be asked to resubmit.***

***If plagiarism is committed after resubmission of an assignment, it will be an automatic fail, regardless of the content.***



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