



## **AJELS Special Issue – December 2024** ***Generative AI Tools and ELT***

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We are inviting contributions to a special issue of the [Asian Journal of English Language Studies](#), international peer-reviewed, open-access journal that aims to provide current literature to those concerned with research in the realm of English language studies and English language teaching and learning either as a second or a foreign language. This special issue will be devoted to the topic of ***Generative AI Tools and English Language Teaching (ELT)***.

Since November 2022 when the first version of ChatGPT was introduced, it has taken not just the educational landscape but also the corporate world by storm. This introduction was quickly followed by even more dynamic and powerful versions of generative AI (genAI) tools for writing and communication. The most recent version of ChatGPT by OpenAI, for example, has the capability of responding to not only text messages but also images on top of having intelligent conversations (Roose, 2023). While ChatGPT seems to be the most popular genAI tool for writing, there are many others that are being developed. It is anticipated that the power of such genAI tools will continue to evolve and grow at an exponential rate.

How then do educational institutions, from schools to higher education, respond to this innovation that has threatened our assumptions of how language, writing, communication, and high-order thinking are taught, learned, and assessed? What implications are there for language learning and teaching, especially second and foreign language learning? How do we teach our students to integrate genAI tools into their writing and communication process and acknowledge for responsible use? How is student voice heard? How do we address curriculum and materials design, task prompts and assessments vis a vis learning outcomes? In short, what (new) assumptions do we make about what students could learn independently of us, which in turn affects what and how we teach?

Due to the uncertainties in responding to the above questions, at the initial stage when the genAI tools were introduced, some schools and institutions banned their use; some took a less conservative approach by allowing students to use them as writing assistants; and others were silent until situations were calmer and clearer. The common reasons for banning genAI tools in teaching and learning concern potential cases of cheating, academic dishonesty, or misuse (Sullivan et al., 2023). For schools, those that have allowed the use of genAI in teaching and learning view that such tools will become increasingly pervasive over time. Such schools aim to detect the misuse of genAI tools by assessing students' competency and identifying uncharacteristic answers that could be generated by genAI tools (Yu, 2023). Similarly, at higher education, universities that have embraced genAI tools in teaching and learning believe it is not feasible to ban students from using such tools as so many students are already leveraging AI to assist them with content creation; it is also difficult to block and enforce students' use of genAI tools (Weale, 2023).

In this special issue, we invite the submission of papers that examine and interrogate the impact of genAI tools on teaching (and learning) of language, writing and communication in basic and higher education. We welcome articles based on empirical research, and brief reports on the following areas:

- Interrogating the value propositions and philosophies of the teaching and learning of language, writing and communication in the genAI and AI era
- Ethical considerations in the use of genAI tools
- Re-thinking curriculum and materials design, assessments and rubrics
- Intervention programmes in preparing students to use genAI tools for writing and communication
- Preparing students for workplace writing and communication
- Practices in the industry on use of genAI tools for writing and communication
- Supporting teachers in using genAI tools in teaching language, writing and communication
- Challenges and opportunities in implementing genAI tools

## References

Roose, K. (2023, October 2). The new ChatGPT can ‘see’ and ‘talk’. *The Straits Times*, B3.

Sullivan, M. & Kelly, A. & McLaughlan, P. (2023). ChatGPT in higher education: Considerations for academic integrity and student learning. *Journal of Applied Learning and Teaching*, 6(1), 1-10.  
<https://doi.org/10.37074/jalt.2023.6.1.17>

Weale, S., (2023, January 13). Lecturers urged to review assessments in UK amid concerns over new AI tool. *The Guardian*. <https://www.theguardian.com/technology/2023/jan/13/end-of-the-essay-uk-lecturers-assessments-chatgpt-concerns-ai>

Yu, E. (2023, February 6). Singapore open to ChatGPT use in schools, but urges caution. *ZDNET*.  
[www.zdnet.com/article/singapore-open-to-chatgpt-use-in-schools-but-urges-caution/](http://www.zdnet.com/article/singapore-open-to-chatgpt-use-in-schools-but-urges-caution/)

## Deadlines

Full paper due: **May 2024**

Reviewer feedback returned: **July 2024**

Revised submission due: **August 2024**

Reviewer feedback returned (if necessary): **September 2024**

Revised submission due (if necessary): **October 2024**

Final acceptance of papers: **November 2024**

Date of publication: **December 2024**

## Submission

Should you be interested and in a position to submit a manuscript for consideration, please be familiarised with the journal’s [submission guidelines](#) and [publication ethics](#). Articles should be 5,000 to 10,000 words in length; and brief reports are between 2,500 and 4,000 words.

On use of genAI tools to support authors in their writing process, we strongly encourage authors to acknowledge specific sections of the manuscript in which genAI tools have been used and indicate the purpose(s) of such use. GenAI should not be listed as one of the authors; authors should be accountable for all aspects of their manuscripts.

An example of acknowledgement of use of genAI tools is as follows:

“I declare that I have used [*indicate genAI tool(s)*] in [*indicate section(s) of the manuscript*]. The purpose(s) of use [*explain use of genAI tool(s)*”