

The Practice of ESL/EFL Teaching and Learning amid The Prevalence of Generative Artificial Intelligence: A Scoping Review

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Generative Artificial Intelligence (GenAI) has emerged as a promising tool for education, especially teaching English as a Second/Foreign Language (ESL/EFL). However, few research has been investigated in how it is practically integrated in ESL/EFL instructions due to the novelty of GenAI. To address this gap, this study employed the scoping review framework to identify and synthesise 22 articles published from the end of 2022 onwards, which explore the impact of GenAI on ESL/EFL practices. The findings suggest that attempts have been made to examine the impacts of GenAI in ESL/EFL practices from the educational users' perspectives, and its effectiveness in enhancing the learning and teaching's experiences and outcomes. The identified themes among the studies are: 1) the users' perceptions, 2) benefits and 3) challenges of adopting GenAI in teaching and learning practices, 4) and recommendations for integrating GenAI tools in language education. Finally, implications for further research and pedagogical directions are also discussed.

Online Profile

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