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Record Nr.		UNINA9911031664903321
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Titolo		Empowering Educators: Integrating AI Tools for Personalized Language Instruction / / edited by Vu Phi Ho Pham, Andrew Lian, Ania Lian, Jeremy White
Pubbl/distr/stampa		Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2025
ISBN		3-032-01348-8
Edizione		[1st ed. 2025.]
Descrizione fisica		1 online resource (478 pages)
Collana		Studies in Computational Intelligence, , 1860-9503 ; ; 1228
Altri autori (Persone)		LianAndrew LianAnia WhiteJeremy
Disciplina		418.0071
Soggetti		Language and languages - Study and teaching Artificial intelligence Translating and interpreting Language Education Artificial Intelligence Language Translation
Lingua di pubblicazione		Inglese
Formato		Materiale a stampa
Livello bibliografico		Monografia
Nota di contenuto		Overview of Empowering Educators: Integrating AI Tools for Personalized Language Instruction -- Employing Artificial Intelligence to Foster Moral Emotions in English Language Education: A Review -- Optimizing ChatGPT-Assisted Evaluation of Vietnamese English Majors' Research Proposals: A Tree-of-Thought and Rubric-Based Approach -- Integrating AI Tools in IELTS Writing: A Case Study from Teachers' Perspectives on Personalized Instruction -- Investigating Vietnamese Undergraduates' Strategies in Using ChatGPT for Writing -- Human-AI Collaboration in Vietnamese Students' Argumentative Writing: A Mixed-Methods Study -- EFL teachers' identity tensions and transformation in AI-driven teaching in China: a dialogical approach -- AI-powered Tools in Lesson Planning Process: Voices from EFL Novice Teachers -- Teachers' Perspectives on Employing Diffit for AI-Assisted EFL Reading Tasks -- Employing AI Tools for Vocabulary Acquisition and Autonomous Learning -- AI Tools for Language Learners: The

Promotion of Learning Independence or Reliance -- Exploring the Impact of ChatGPT on Non-native Learners of Arabic Language: Challenges and Opportunities -- Application of AI Tools in Translation Practices: Benefits and Challenges -- Evaluating Academic Support Services in the Age of AI: A Framework for Design Effectiveness and Digital Integration.

Sommario/riassunto

This book examines the use of AI technology, particularly ChatGPT, into English language education. This 15-chapter anthology examines the pedagogical, ethical, and cognitive aspects of AI-enhanced instruction, utilizing research from Vietnam and global contexts. Section I (Chapters 2–8), AI Integration in Language Teaching and Learning, analyzes the role of AI in language instruction and acquisition, encompassing emotional intelligence, rubric-based assessment, IELTS preparation, and educator identification. Section II (Chapters 9–13), AI-Enhanced Language Learning Skills and Practices, examines AI-augmented language learning methodologies, addressing vocabulary acquisition, learner independence, and chatbot-assisted education. Section III (Chapters 14–15), AI in Translation and Support Systems, examines artificial intelligence in translation and academic assistance systems. The book emphasizes the transformative potential as well as the dangers of excessive dependence, academic misconduct, and insufficient teacher training. Highlighting ethical integration and human–AI collaboration, it offers pragmatic ideas for educators, academics, and policymakers. Empowering educators envisions AI as a strategically—augmenting, not supplanting—teachers in the establishment of sustainable and inclusive language learning settings.