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The Application of Generative Artificial Intelligence in TESOL Instructional Design

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Abstract. This study aims to explore the application of generative artificial intelligence in the design of TESOL teaching. With the widespread use of generative artificial intelligence in education, it is particularly important to understand its specific application models throughout the teaching process. The main research methods include reviewing and analyzing a large number of relevant domestic and foreign literature, summarizing the characteristics of generative artificial intelligence itself, the existing problems in its application in the teaching field, and its specific application in each link of TESOL teaching design. The research results show that generative artificial intelligence in TESOL teaching design can not only act as an "auxiliary tool" to provide technical support and content materials for teachers, but also become a "creative partner" to provide personalized teaching plans for students. It emphasizes that teachers should pay attention to the systematic and effective use of generative artificial intelligence throughout the teaching design process to promote the transformation of learning outcomes.

Keywords: Generative artificial intelligence, TESOL, Instructional design, Personalization, Innovation

1. Introduction

Generative artificial intelligence, as a branch of artificial intelligence, is characterized by its ability to autonomously construct new methodologies and produce multimodal content, including images, text, audio, and video formats [1]. In the field of education, it breaks through the limitations of traditional tools and intervenes in teaching design as a collaborator and creative inspirer for teachers, thereby reconfiguring the teaching process of disciplines and significantly enhancing its overall effectiveness [2].

From the perspectives of both teachers and students, the technical means drives the reshaping of the learning mechanism during this process- through multi-level interaction, both teaching and learning sides can advance personalized teaching in a richer experience and more powerful support, ultimately optimizing the effectiveness of foreign language acquisition [3].

However, at present, the application of generative artificial intelligence by teachers is mostly at a superficial level. For instance, the practice mode of obtaining teaching materials merely through keyword-based questioning has exposed the fragmentation and lack of systematicity in its

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application framework. Such a broad application fails to unleash the deep potential of the technology and cannot achieve true individualized teaching.

If the research on generative artificial intelligence can be deeply integrated into English teaching design, teachers will be able to build a more comprehensive teaching system, activate critical thinking throughout the teaching process, and then customize precise teaching plans for learners with different learning situations, thereby promoting the substantive transformation of teaching outcomes.

This article, through literature analysis, aims to deeply explore the characteristics of generative artificial intelligence at home and abroad, the existing problems in its application, and how generative artificial intelligence is applied in the entire process of teaching design and personalized teaching, playing an important role as an "auxiliary tool" and "creative partner".

Studies show that generative artificial intelligence in TESOL teaching design can not only provide technical support and expand materials, but also generate creativity and provide personalized teaching plans, thereby assisting the entire teaching process and improving the quality and efficiency of teaching.

2. A comparative analysis of generative AI models in English language teaching

2.1. Deepseek and domestic generative AI models in China: current status and characteristics

The handling of different textbook contents is a typical advantage of Deepseek [4]. Therefore, it can structure teaching materials and conduct evaluations, which demonstrates its multi-functionality in content [4]. It is also effective in practical applications, such as its automatic assessment system, which emphasizes assessment efficiency [5], and in improving language skills through task completion and personalized interaction [5]. It performs well in terms of grammar usage accuracy [6] and context-driven error detection [7]. This advantage is also reflected in the logical structure framework of writing and the accuracy of grammar usage [6], and extends to writing in professional application fields [4].

2.2. Characteristics and impact of international large language models: the ChatGPT example

ChatGPT demonstrates remarkable adaptability in educational scenarios. It is not only compatible with various styles of language materials [6], but also performs exceptionally well in written output and oral tasks [8]. The strong interactive nature embedded in its dialogue mechanism [5] directly ignites students' enthusiasm for participation [6] – for instance, through real-time English practice to enhance language output [4], which not only improves oral fluency but also activates learners' logical thinking and writing skills through targeted writing training.

These interactions not only strengthened students' language skills and confidence [8], but also simultaneously expanded their listening and reading skills [9]. It is worth noting that the model is dedicated to building a personalized learning environment [6]: it not only generates customized learning materials [5], but also achieves precise intervention in the feedback process. For instance, through scenario-based cases, it enhances vocabulary acquisition efficiency, optimizes writing professionalism, and systematically corrects grammatical errors [9]. Its feedback proves more enlightening and instructive, thereby facilitating learners' mastery of intricate language constructs [7]. Culturally sensitive interpretation stands as another strength, directly boosting the precision of English usage [8].

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In conclusion, due to the numerous differences between the two models, it is crucial to selectively use them in the process of English teaching. The combined use of the two models holds promise [10]. Therefore, foreign language teachers and learners can select suitable domestic and foreign AI models based on their needs, leverage their strengths, and avoid their weaknesses, making reasonable combinations to fully utilize the advantages of each model.

3. Current issues of generative artificial intelligence in English teaching

3.1. Limitations in content quality: authenticity, timeliness, and innovation

The authenticity of the content provided by AI needs verification [11]. On one hand, it may generate content that does not conform to common sense, such as generating English sentences with correct grammar but incorrect meaning. On the other hand, it may generate seemingly reasonable but actually non-existent foreign historical figures and events. These contents may mislead students and also increase the difficulty for teachers to filter information. The timeliness of AI content also needs improvement. For example, AI has not yet updated the online language and professional terms that have emerged over the past two years. Regarding the same topic, the content provided by AI tends to be mechanized, standardized, and homogeneous. When facing the same topic, students often struggle to receive personalized support, which can hinder their development of creativity.

3.2. Data privacy and security risks

While enjoying the convenience brought by artificial intelligence in developed regions, users' privacy may be compromised due to improper data storage, resulting in losses, such as the leakage of sensitive data, which can then be misused [12]. In non-developed regions, a lack of awareness about security measures for digital resources can compromise data privacy.

3.3. Widening the digital divide and educational inequality

Non-developed regions, due to limited access to digital devices and network resources, cannot effectively obtain AI educational resources and thus cannot fully adopt digital teaching [12]. On the contrary, developed regions, thanks to AI empowerment, have more abundant digital resources available, and digital teaching is flourishing, which will further exacerbate the formation of the educational divide.

3.4. Teachers' and students' AI literacy and application threshold

For teachers, it is necessary to learn the operational skills related to AI. However, due to the lack of specialized and systematic training, teachers are unable to efficiently utilize AI for teaching design [13]. For students, the varying abilities of individuals in using computers and online resources will also impact the effectiveness of their learning with AI.

3.5. Triggering emotional over-reliance and interaction deficiency

The frequent use of AI can easily lead to excessive reliance. From the teacher's perspective, if teachers overly rely on AI, they will face problems such as the degradation of their independent thinking abilities and the decline of their teaching design innovation abilities, and may even become an appendage of AI. From the student's perspective, if students frequently use AI for organizing

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viewpoints and translation in English writing, it will lead to their gradual loss of independent thinking ability and the development of a bad habit of "taking things as they are", which will affect their language learning level and even their learning attitude, thereby affecting their academic performance in various subjects.

From an emotional perspective, with the integration of artificial intelligence, the interaction between teachers and students has significantly deteriorated [14]. Encouragement and feedback have become mechanical and rigid, completely lacking the ability to interpret body movements or facial expressions. Students at the advanced stage may miss timely feedback; while those who feel frustrated rarely receive comfort. Such communication cannot achieve the effect of a genuine face-to-face interaction. Even worse, excessive reliance on artificial intelligence reduces direct contact between teachers and students, disrupts the relationship between them, weakens students' enthusiasm for interacting with actual teachers, and ultimately undermines the benefits brought by the interaction.

3.6. Impact on traditional teaching ethics and trust

From the perspective of teachers, the authority of traditional teachers has been called into question. On one hand, due to the characteristics of AI feedback such as timeliness, wide coverage, and interdisciplinary nature, students have more opportunities to interact with AI and explore knowledge, thereby weakening the authority of traditional teachers. On the other hand, when the information provided by AI conflicts with the knowledge imparted by teachers, students will question the teachers. For example, if the writing correction suggestions provided by the teacher are inconsistent with those of AI, students will find it difficult to decide which side to believe. From the perspective of students, the academic integrity of students needs to be verified [15]. Improper use of AI by students may lead to ethical issues, such as submitting homework as a proxy, plagiarizing others' work, or cheating on exams. At the same time, teachers need to spend more time and effort on verifying the originality of the assignment content, and schools also need to invest more human and material resources in arranging the examination venue to prevent high-tech cheating.

4. The role and application of generative AI in English language teaching design

4.1. Generative AI as an intelligent assistant in the comprehensive teaching design process

4.1.1. Facilitating pre-instructional planning and material generation

AI can assist teachers in designing effective lesson plans. Teachers can input key information, such as the number of students in the class, student characteristics, and expected outcomes, into the AI dialogue box. The system will automatically generate personalized lesson plans that match these inputs. The more accurate the keywords provided by the teacher, the more targeted and effective the AI-provided lesson plans will be [16].

Educators leverage AI for intelligent evaluation and customized material generation. Data analytics dissect listening and reading patterns, while natural language processing deciphers written and spoken outputs. Take reading: AI curates short texts aligned with individual proficiency and interests. For oral practice, it scrutinizes response accuracy, coherence, lexical diversity, and grammatical soundness, pinpointing gaps to assign tailored speaking tasks [17].

Vocabulary list creation becomes streamlined through AI. Input core course terms, and lesson-specific glossaries emerge, accessible for student reference [18]. Teachers can even design level-

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appropriate word lists catering to diverse comprehension needs [19].

Classroom dynamics gain vitality through adaptive AI tools. Progressive audio-reading sessions or karaoke-style drills introduce playful challenges, lowering perceived difficulty while strengthening oral fluency [20].

Teachers can also utilize AI to create personalized teaching plans. Based on different teaching goals, the artificial intelligence can provide a structural framework and specific operational methods for various teaching methods. For example, if a teacher wants to improve students' accuracy in using the past tense, the AI can provide a structural framework of "example display - rule induction - interactive practice - self-reflection - error correction", along with specific activity forms such as real-life scenario videos, pair questioning, and scene reenactment [21].

4.1.2. Interactive elements in supplementary classes

As an educational tool, AI can utilize the functions of chatbots to accompany students in practicing oral conversations [22] and provide them with real-time feedback on both oral and writing skills, as well as track progress and give timely reminders. For instance, Grammarly offers interactive scenarios to enhance student engagement [23]. AI also plays a crucial role in group discussion activities. For example, ChatGPT can design specific scenarios and stories, providing videos to simulate real language communication scenarios, thereby improving students' application of English [24].

4.1.3. Supporting post-class assessment

Furthermore, natural language processing (NLP) empowers instructors to refine assessment rubrics. By discerning individual variances, AI supports customized feedback and instructional adjustments-elevating overall teaching efficacy [25]. Educators can leverage artificial intelligence to craft customized in-class assessments for individual lessons, with subsequent homework assignments derived from assessment outcomes to intensify skill development [26]. Students benefit from instantaneous feedback delivered by AI, while instructors gain access to multidimensional data analytics-grammatical inaccuracies in compositions, for instance, are not only identified but systematically categorized by frequency. Such error distribution profiles subsequently guide the refinement of pedagogical strategies.

Across the instructional continuum- pre-class preparation, live classroom engagement, and post-lesson evaluation- AI serves as a multifaceted aid. Pre-instructional design phases witness AI stimulating educator inventiveness through generative prompts. During instructional delivery, the technology enables dynamic interactivity and simulated learning partnerships. Following lessons, AI accelerates the feedback cycle through automated response mechanisms. These synergies collectively elevate teaching efficacy, amplify learner engagement, and augment overall educational quality [27].

4.2. Personalized tutoring for fostering self-directed learning

4.2.1. Input-oriented subjects: listening and reading

These two subjects primarily involve the input of language materials and students' understanding and absorption of the content, with a focus on enhancing the efficiency of information processing. Therefore, the current ability level of the students, their primary learning purposes, interest

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characteristics, and the teacher's selection of input materials all have a significant impact on the teaching effect.

In the subject of listening, AI can be used to appropriately adjust the speaking speed of the audio and the complexity of the text based on the students' current level. For students with weak foundations, low-speed playback of the audio can be used, along with necessary support such as real-time subtitles and keyword annotations of the text; for students with average foundations, normal-speed playback of the audio can be used, with appropriate assistance such as text summaries to aid understanding; for students with strong foundations, 1.2x speed playback of the audio can be used, and they can be asked to record more details, or different accents of English audio can be generated to enhance their adaptability in real communication scenarios.

Through algorithmic adaptation, AI curates reading resources calibrated to individual competency thresholds. Learning objectives dictate content selection: examination candidates receive targeted reading drills, whereas extracurricular enrichment permits thematic expansion- classroom discussions on marine biology might extend to self-directed reading about cetaceans, complemented by open-ended inquiry exercises. Personalization reaches further through interest-based material generation; basketball enthusiasts might access biographical narratives of NBA athletes to fuel reading motivation. For distinct reading methodologies like intensive versus extensive reading, AI supplies lexically appropriate texts with vocabulary scaffolding.

4.2.2. Output-oriented subjects: writing and speaking

Regarding productive skills development, AI constructs layered support systems for writing acquisition. The technology initially mitigates content generation barriers by supplying diverse conceptual frameworks and source materials. When learners confront topic paralysis- uncertain how to formulate their approach- they may submit thematic keywords or personal learning profiles (e.g., “beginner-level high school ESL student”) to the system. Consequently, AI yields contextualized perspectives and reference materials aligned with the learner’s specific needs and proficiency constraints.

By furnishing structured writing outlines, AI assists learners in overcoming the 'how to write’ dilemma. Take, for example, an assignment to compose a 250-word essay on 'The Impact of Artificial Intelligence on Educational Equity’: Deepseek’s outline encompasses both advantageous and detrimental dimensions. On the positive side, AI offers no-cost language practice resources and individualized aid adapted to learner profiles. Conversely, negatives involve widened educational disparities stemming from urban-rural divides in AI infrastructure access, coupled with divergent implementation outcomes due to regional variations in educator technical proficiency.

Generative AI tools, such as ChatGPT, produce paragraph samples or entire texts from keywords, enabling students to analyze and emulate these models to address writing challenges. In addition, platforms like Doubao permit the creation of English-language adventure narratives.

In assessing written work, AI delivers multidimensional scoring and comprehensive feedback, guiding learners to pinpoint issues and resolve the 'quality of writing’ question. Specifically, for text refinement, AI enhances lexical selection by suggesting synonyms or colloquial alternatives, rectifies grammatical errors, and supplies connective phrases to bolster logical flow and cohesion.

For oral skills development, AI supports the design of tailored learning schedules and daily exercise regimens. Consider a scenario where a student queries 'English oral proficiency test questions for senior one’ via ChatGPT or Deepseek to perform a swift self-diagnosis of deficiencies. Subsequently, by specifying 'I am a senior one student with a 1500-word vocabulary, frequently omitting past tense and third-person singular forms in speech, please create a four-week study plan’,

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the AI formulates a structured program focused on drilling weak spots, thereby optimizing time management.

Generative artificial intelligence, functioning as an ever-present interactive language partner, enables learners to engage in unrestricted discussions across diverse subjects. Tailoring exercises to individual profiles- for instance, crafting modules centered on celebrity culture or fashion trends- it effectively amplifies student engagement and fuels their motivation for self-expression.

Consider the simulation of authentic interactions: AI constructs plausible settings like hospital consultations or banking procedures. A user might request, "Produce bilingual dialogues for a medical appointment," and subsequently refine their performance by submitting footage from real-life shopping situations. Through AI-driven scrutiny of verbal and non-verbal cues, adjustments to gesture appropriateness and phrasing become feasible.

On grammatical fronts, the technology identifies and annotates mistakes during speaking drills, proposing rectifications. Take ChatGPT: it instantaneously flags syntactic inaccuracies in oral outputs and delivers categorized error breakdowns. Learners, in response, could commission targeted drills- "Create 20 preposition-filled sentences for practice"- to address specific weaknesses.

Beyond mere correction, the system dissects overarching issues such as incoherent reasoning, supplying strategic remedies. ChatGPT, for example, might fabricate a coherent outline repleted with thesis statements, supporting evidence, and transitional devices. It even reassembles fragmented ideas from learners' spoken discourse into a unified argumentative architecture.

Ultimately, this perpetual digital aide furnishes comprehensive assistance across all English competency domains- listening, speaking, reading and writing. Its contributions span macroscopic direction, like curricular schematics and methodological approaches, alongside granular aid in phonetics, lexicon, and syntax.

5. Conclusion

Concluding insights reveal generative AI's profound impact on TESOL pedagogy. For instructors, it operates as both collaborative innovator and supportive instrument, facilitating methodical instructional design. Pre-class preparation is revolutionized through automated lesson blueprinting, resource generation, custom vocabulary sets, activity curation, and individualized teaching schemes- boosting productivity while sparking pedagogical ingenuity. During sessions, it enables dynamic student interaction and instantaneous feedback loops. Post-instruction, it delivers robust assessment mechanisms via standardized rubrics, informing subsequent curriculum adjustments.

Simultaneously, for autonomous learners, generative AI empowers end-to-end self-directed education. From initial planning to concrete execution, it offers round-the-clock customized mentorship, adapting in real-time to each student's evolving needs. The different characteristics of input-oriented subjects, like listening and reading, are combined with those of output-oriented subjects, such as speaking and writing, to tailor personalized learning plans that meet the needs of students at various levels. To empower the entire TESOL teaching design process, educators must skillfully utilize generative AI, a powerful tool that enhances teaching quality and efficiency. How can students benefit? By actively engaging with generative AI as a learning companion, they can boost autonomous learning and achieve better outcomes.

This study contributes by aiding teachers in identifying the traits of generative AI models in English teaching globally and domestically. It guides them to rationally combine and leverage each model's strengths for teaching support. Concurrently, the problems in current applications are highlighted, reminding teachers to collaborate with machines and mitigate issues reasonably.

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Crucially, it furnishes a logical framework and concrete guidelines for teachers across the teaching design process, while delivering personalized plans in listening, speaking, reading, and writing.

While this study has yielded some results, its shortcomings pave the way for further inquiry. One limitation is the diversity of generative AI models worldwide; this article's inability to cover all inevitably compromises analysis comprehensiveness. Another issue is the persistent challenges in applying generative AI to English teaching, requiring further resolution.

Lastly, generative AI's role in classroom interaction, though multifaceted, was not elaborated here, earmarking it for future exploration.

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