



Navigating Academic Integrity and Language Learning in the GenAI Era

Qianxia Jin¹, Yue Fang²

¹Department of English, Fudan University, Canada

²Department of Admission, Yorkville University, Canada

Abstract

The rise of AI text generating tools has sparked extensive discussions in higher education, reaching a peak with the release of ChatGPT in 2022. Its impact on academic writing and language learning is undoubtable. Though bridging the gap between L1 and L2 learners, it is not the panacea for language acquisition with the concern of academic integrity issues. Challenges arise when students solely rely on AI to complete assignments, increasing the possibility of academic plagiarism and creating a dilemma regarding its appropriate use. This necessitates a dual approach involving both intrinsic and extrinsic motivation for students as well as pedagogical evolution by teachers. How teachers and students could collaboratively make use of AI to assist in the learning process is a mission permit of no delay. With the approaching AI era, ongoing research and clear regulations are crucial in maintaining academic integrity while leveraging AI integration to enhance learning.

Keywords: Academic integrity; language learning; Generative Artificial Intelligence; Higher Education