No cheating: a quick guide to ethical AI use in ELT

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Highdale Learning

ICC Larnaca 2025

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An AI Ethics Framework

- **AI Ethics Principles**, to help educators & students use AI tools without unethical activity

- **AI Ethics Policies** to guide the work of the institution, teacher and student

- **AI Ethics Guidance** - practical 10-point charts of the Dos and Don'ts of AI usage.

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TIRF: the international research foundation

https://www.tirfonline.org/ai

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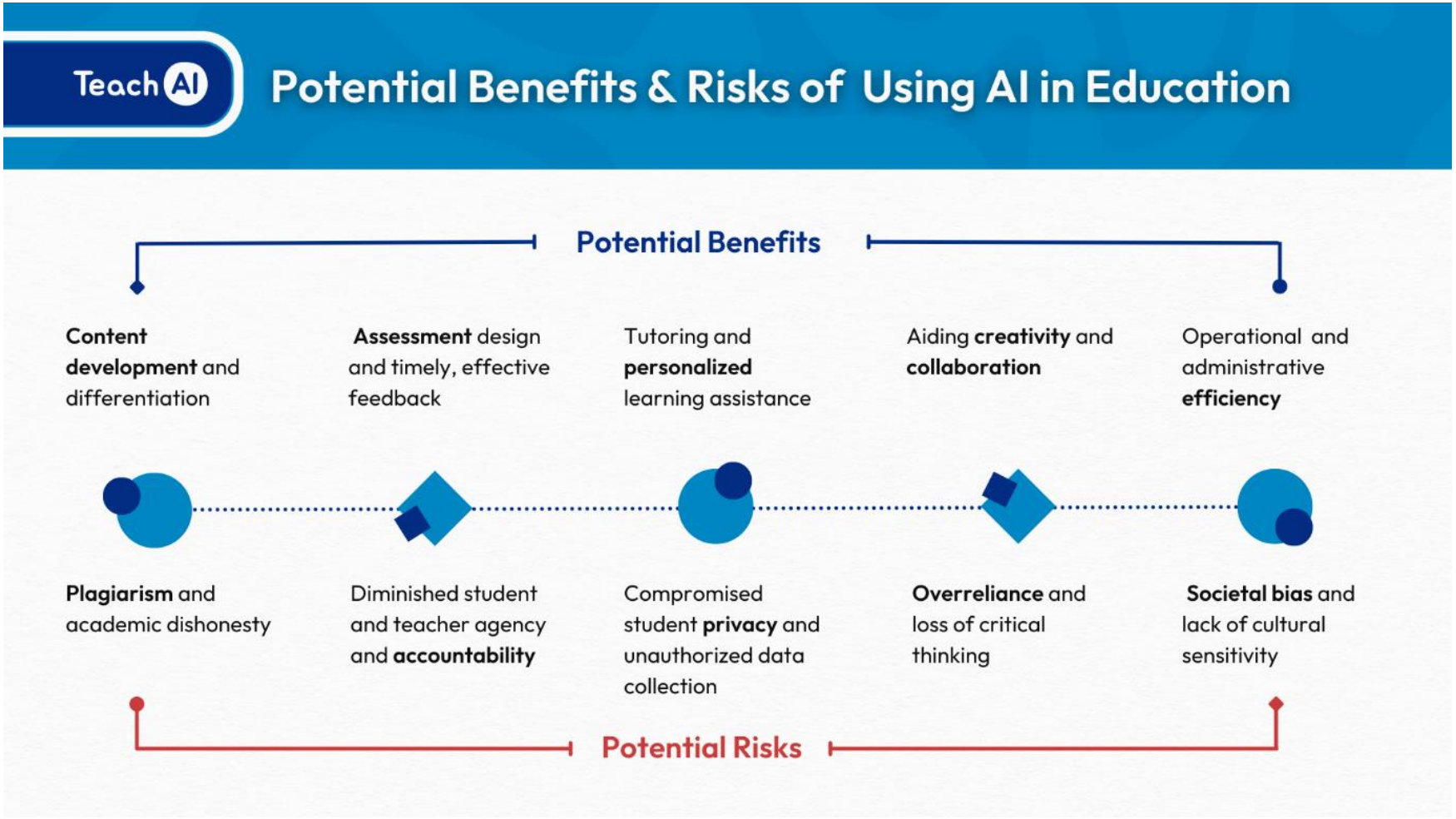
AI Benefits & Risks



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AI tools - Lesson plans

Prompt:

“Give me a lesson plan for a 45 minute English language class of multinational teenagers at A2 level:

- using the topic of climate change
- with 5 comprehension questions
- a 6-item fill-in-the-gap activities
- and discussion questions for pairwork - with suggested answers.’’

Prompt: Give me a lesson plan for a 45 minute English language class of multinational teenagers at A2 level, using the topic of climate change, with 5 comprehension questions, a 6-item fill in the gap activity and discussion questions for pairwork. with suggested answers.''

Lesson Plan: Climate Change (45 minutes)

Level: A2 (Elementary)
Age Group: Teenagers
Topic: Climate Change
Skills Focus: Reading, vocabulary, comprehension, speaking, pairwork

Lesson Objective:

By the end of the lesson, students will be able to:

1. Understand basic vocabulary related to climate change.
2. Answer comprehension questions about a short reading text.
3. Complete a fill-in-the-gap activity with vocabulary related to the environment.
4. Discuss climate change issues in pairs.

Lesson Structure:

1. Warm-up (5 minutes)

Objective: Activate prior knowledge and introduce the topic.

- Ask students to brainstorm words they know related to the environment (e.g., pollution, greenhouse gases, recycling). Write them on the board.
- Ask: "What is climate change?" Encourage students to share ideas and make connections to real-life examples.

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2. Reading Activity (10 minutes)

Objective: Practice reading comprehension skills and introduce vocabulary related to climate change.

- **Text (for reading):**

  "Climate change refers to long-term changes in temperature, weather patterns, and environmental conditions. Scientists say that human activities, like burning fossil fuels, deforestation, and industrial processes, have caused an increase in greenhouse gases, which trap heat in the Earth's atmosphere. As a result, global temperatures are rising, leading to extreme weather events like storms, droughts, and flooding. Climate change affects ecosystems, wildlife, and people, especially in poorer areas. It's important for everyone to take action to reduce emissions and protect the environment."

- **Comprehension Questions:**
  1. What is climate change?
  2. What causes climate change?
  3. How does climate change affect the Earth?
  4. What can we do to reduce climate change?
  5. What areas of the world are most affected by climate change?

Suggested Answers:

1. Climate change refers to long-term changes in temperature, weather patterns, and environmental conditions.
2. Climate change is caused by human activities, like burning fossil fuels, deforestation, and industrial processes.
3. Climate change leads to rising temperatures, extreme weather events, and affects ecosystems, wildlife, and people.
4. We can reduce emissions and protect the environment by taking action.
5. Poorer areas of the world are most affected by climate change.

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3. Fill-in-the-Gap Activity (10 minutes)

Objective: Practice vocabulary and context understanding.

- Provide students with the following sentences with gaps. They must fill in the missing words (based on the reading text):

Fill-in-the-gap Activity:

1. Climate change refers to long-term changes in _____ and environmental conditions.
2. Human activities like burning _____ fuels and deforestation contribute to climate change.
3. Greenhouse gases _____ heat in the Earth's atmosphere.
4. Rising global temperatures lead to extreme _____ events, like storms and flooding.
5. Climate change affects _____ and wildlife.
6. It's important to take _____ to protect the environment.

Suggested Answers:

1. temperature
2. fossil
3. trap
4. weather
5. ecosystems
6. action

4. Pairwork Discussion (15 minutes)

Objective: Develop speaking and critical thinking skills through pairwork discussion.

- **Instructions:** Divide the class into pairs. Give each pair a set of discussion questions to talk about. Encourage them to express their opinions and ideas.

Discussion Questions:

1. What are some ways people can help reduce climate change?
2. Do you think climate change will affect your country? How?
3. Why do you think some people don't believe in climate change?
4. What should governments do to stop climate change?
5. Do you think young people can make a difference in fighting climate change? How?

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AI - Limitations

AI tools:

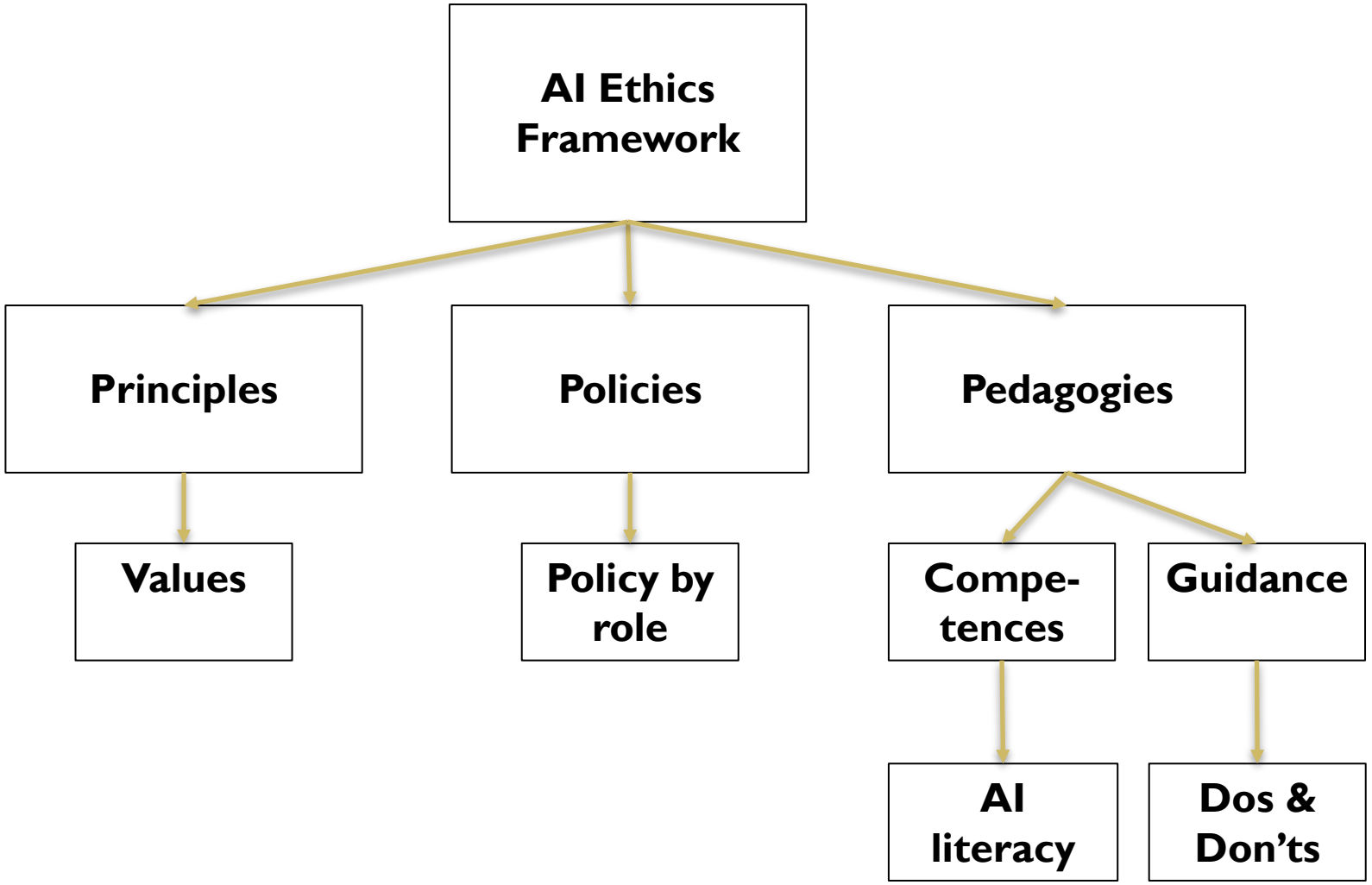
- Can be inaccurate
- Can 'hallucinate'
- Can lead students to believe the AI actually ****knows**** things.
- Are only as good as the data that powers them
- Can be over-used and lead to over-reliance which leads to ethical issues
- Can undermine critical thinking skills

- ChatGPT has no understanding or knowledge
- merely collates bits of words together based on statistical probabilities to produce useful texts - no concept of how any of the words it produces relate to the real world
- helpful assistant

Rose Luckin Professor of Learner Centred Design at the UCL Knowledge Lab

AI Ethics framework

Go to: Slido.com



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AI Ethics framework

	Principles	Policies	Pragmatic Guidance
Benefits	There are benefits for students	Definition of key benefits to achieve	Instructions to student: examples of benefits
Risks	There are risks to students	Definition of key risks to avoid or mitigate	Instructions to student: examples of risks (& mitigation)
Acceptable use	Potential uses can be permissible or not	Definition of acceptable uses	Instructions to student: examples of acceptable use
Unacceptable use	Some potential uses can be impermissible	Definition of unacceptable uses	Instructions to student: examples of unacceptable use
Permissions	Transparency & clarity of permissible uses	Levels of permissibility	Instructions to student: Table of allowed /unallowed uses
Sanctions	Clarity of sanctions to be expected; expectation that there will be sanctions	Sanction per action of non-compliance	Instructions to student: examples of personal sanction
Citations	Expectation of acknowledgement	Definition of citation formats accepted (eg APA, OpenAI)	Instructions to student: how to create citations

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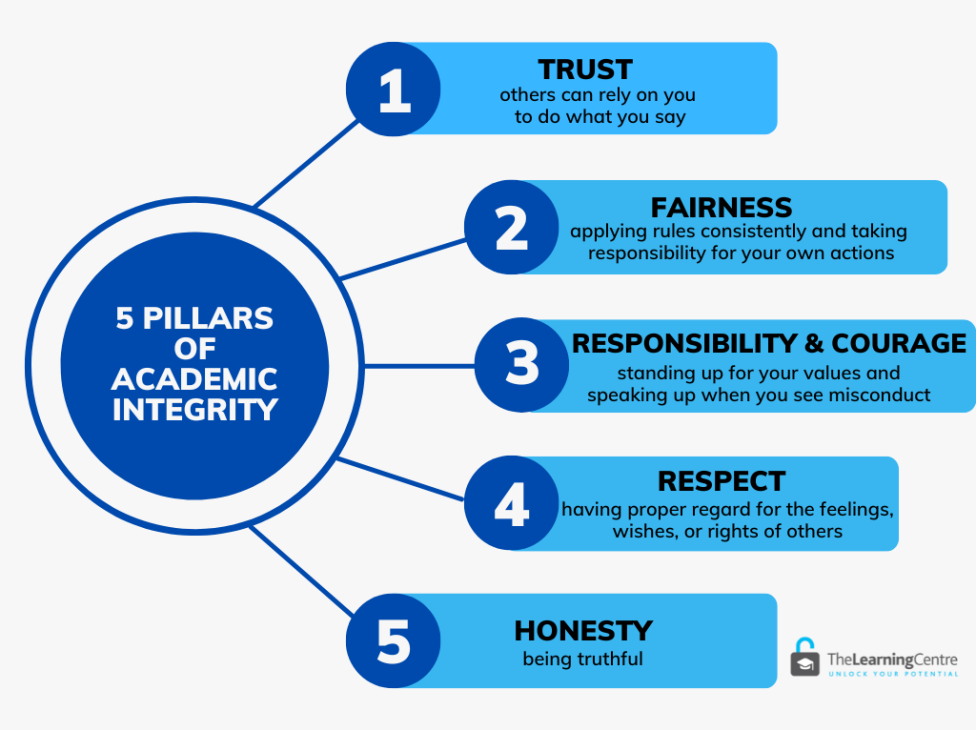
Principles: culture of academic integrity

''AI is high tech plagiarism''
Chomsky

''The solution to academic dishonesty – whether it is plagiarism, identity fraud, buying essays, or the unauthorised use of AI – lies in building cultures of academic integrity''

Jean Guerrero, Integrity Matters blog



ICAI
International Center for Academic Integrity

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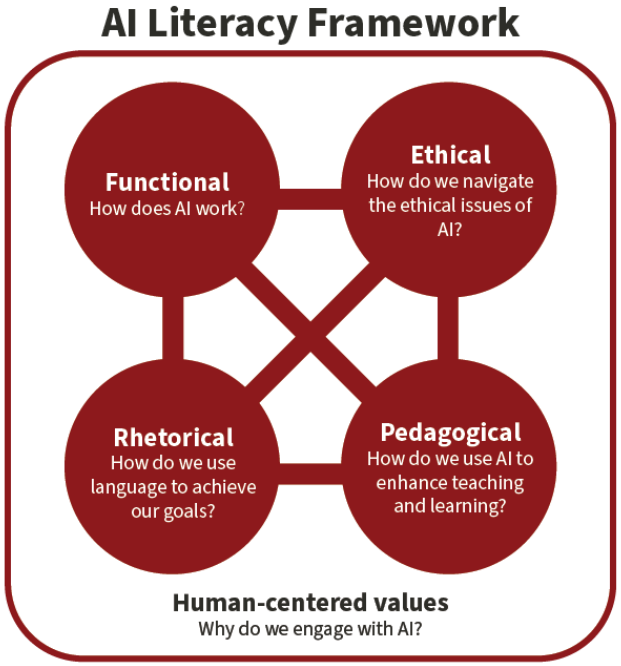
Principles: culture of AI literacy for educators



> *"Staying ahead of AI will mean radically rethinking what education is for, and what success means."*
>
> Prof. Rose Luckin, UCL

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Principles: culture of AI literacy for learners

''AI literacy refers to the knowledge, skills, and attitudes associated with how artificial intelligence works, including its limitations, implications, and ethical considerations.''
TeachAI

AI Writing literacy:
Develop the learner's understanding of the purpose of writing integrity*:*

- '' LLMs are tools for human *augmentation* not replacement''
- ''a need to reinforce in students' minds the importance of writing as a *process*'' not a product
- ''it forces one to choose evidence that is relevant, find sources of information that are useful''

The Observer, 25 August 2024

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Principles: consider ethical issues

- **Abuses** - E.g. impersonating other people, use of Deepfakes
- **Biases and misinformation -** AI takes on the biases of the original material
- **Ethics -** AI tools scrape content from many other people's work
- **Plagiarism -** students handing in AI-generated writing as their own work
- **Unequal access** – the digital divide outside the classroom
- **Environmental impacts -** AI needs an enormous amount of energy and cooling

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Principles: defining cheating

Is it using AI tools to ***enhance*** the grammatical accuracy or content of your work?

- Using Grammarly or Write&Improve?
- Thesaurus to suggest the appropriate word?
- Dictionary to check spelling?
- Is it cheating? Or learning?
  - tip: ask for report on what learned

- Or is it using AI tools to ***replace*** your own efforts and work processes?

Policies per language teaching context

Area	Potential issues	Policies/actions needed
Reading	LLs might submit assigned text to GPT to: -ask for a summary of text to use as own work -ask for answers to assigned comprehension questions	 -T warns explicitly of sanctions for this -T submits text herself to get example of AI text responses (to compare to LL work)
Speaking	LLs might use GPT to: -get a 'script' for a speaking task and then use this in their spoken response -provide input for both sides of pair work speaking task	 -T needs to ensure they are not speaking from a GPT script; eg requiring devices closed during in-class speaking tasks -T submits spoken task herself to get example of AI text responses (to compare to LL spoken response)
Listening	LLs might use GPT to: - copy listening file into GPT and ask for summary/explanation or answers to questions assigned	 -T should require devices closed during in-class speaking tasks

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AI Policies

What others are doing….

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AI permissions policy – Temple University

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

AI permissions policy - TeachAI

Level	Definition	Instruction to students
Permissive	Students are allowed to utilize AI tools freely to assist in their assignments, such as generating ideas, proofreading, or organizing content.	*"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic."*
Moderate	Students can use AI tools for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original.	*"You can employ AI tools for initial research and data analysis, but the main content, arguments, and conclusions should be your own."*
Restrictive	AI tools are not permitted for the assignment, and all work must be the student's original thoughts and words.	*"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."*

https://www.teachai.org/toolkit-principles

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AI usage acknowledgement - Monash

- What AI tool(s) I used
- Which version/date I used
- What I wanted it to achieve / find out
- What prompt(s) I used
- What text the tool produced as an output
- How I used this text
- What I added, edited, removed

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AI usage acknowledgement - Monash

I used AI in the following ways:

(i) generate ideas or structure suggestions, for assistance with understanding core concepts, or other substantial foundational and preparatory activity for the assessment.

I used Consensus (https://consensus.app/search/) and Scite (https://scite.ai/) to find relevant academic literature and ExplainPaper(https://www.explainpaper.com/dashboard) to help understand the arguments in the sources. I used GoodAI to create an outline (2 iterations)

(ii) generate text, rewrite, rephrase and/or paraphrase a portion of this assessment.

I used Microsoft Word with copilot assisting to prepare the essay drafts (4 iterations). I used GoodAI to help revise the introduction (3 iterations) and then ChatGPT3.5 (2 iterations) to make the introduction sound more academic. I further edited the introduction adding appropriate citations.

(iii) generate some other aspect of the submitted assessment.

I tried Microsoft Excel with copilot assisting to make the graphs but found GraphMaker (https://www.graphmaker.ai/) to produce better results for creating the graphs used as evidence in the essay. I used ChatGPT3.5 to change the bibliographic references into notes form for use in the footnotes.

Legend: [1] AI system(s); [2] link to the tool; [3] how the tool was used or prompts included; [4] output included in the task [5] edits and changes made to the output.

AI Citation policy

How do you cite text from AI tools?

Use a style guide:

- MLA Style - Generative AI
- APA Style - ChatGPT
- Chicago Style - Generative AI

OpenAI now has a “Get Citation” feature:

- "Text of prompt" prompt. (2023). ChatGPT (August 3 Version). https://chat.openai.com

AI Sanctions policy

“Violations of this policy will be dealt with in accordance with UMass Lowell's academic integrity policy. If you are found in violation of this policy, you may face penalties such as a reduction in grade, failure of the assignment or assessment, or even failure of the course. If you have questions, please speak with me first, as we navigate together how best to responsibly use these tools.”

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AI Guidance – for each role

Ethical use of GenAI: some key points concerning policy & guidelines development

Eaquals
Excellence in Language Education

For Managers:

Develop and sustain a policy and guidelines in collaboration with students and staff;
Define what is acceptable use of GenAI (and what is unacceptable);
Provide supports for students and staff to learn about GenAI and their responsible use;
Enable development of GenAI literacy across the student and staff body to further foster a culture of academic integrity;
Enable authorised AI applications to be available to all to ensure equity;
Horizon scan regularly to mitigate future risk and identify future opportunities.

For Students:

Know and follow provider guidelines;
Understand what is authorised vs unauthorised use;
Engage with support in using AI tools etc responsibly;
Acknowledge use of AI tools, prompts etc in all work, particularly assessed work;
Understand the limitations of GenAI tools.

For Teachers:

Know and follow provider guidelines;
Understand what is authorised vs unauthorised use;
Engage in professional development for staff;
Acknowledge use of AI tools, prompts etc in course design, learning and teaching activities and assessments;
Ensure students understand the sanctions re inappropriate/ unauthorised use of GenAI.

Sue Hackett, EAQUALS November 2024

AI Guidance - British Council ethics guidelines

Guidelines for teachers using GenAI in teaching and learning

Human First

- **Explore** available GenAI tools
- **Think critically** about opportunities and risks for AI use in teaching and learning
- **Discuss and share** learnings and experiences with colleagues to develop AI awareness and literacy
- **Help learners** to do the same

Privacy and Data rights

- **Never copy** anything from British Council IP (eg Primary Plus) or copyrighted materials as input or prompts into GenAI or text-to-speech AI tools
- **Never input personal or identifiable data,** images, photos information into GenAI
- **Ensure learners** do the same

Ethics and Bias

- **Always critically evaluate** AI-generated content **for potential bias**, stereotyping or discrimination
- **Always check** any AI generated content for **accuracy** of language and information
- **Always edit** to make **content more authentic and appropriate** for the intended use and context
- **Do not use AI content** if there is any doubt or uncertainty about its accuracy, bias or appropriacy
- **Ensure learners** do the same

Safety

- **Model safe and acceptable usage** for learners if using GenAI in class
- **Monitor learners** to ensure they do the same
- **Ensure that AI tools used** comply with British Council Digital Safeguarding Core guidance

Transparency

- Make it **clear when, why and how Gen AI has been or is being used** to generate content
- **Help learners** do the same

Accountability & Responsibility

- **Follow these guidelines**
- Use **AI responsibly** and **seek support** in making decisions about its use
- **Ensure learners** do the same

British Council. (2024). "Human-centred AI lessons for English learning and assessment".

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Pedagogies - AI teacher tips to avoid cheating

- **Experiment with AI platforms** yourself
- **Get to know students' writing** as much as possible
- **Do some writing in class on paper**
- **Use formative assessment** to get snapshots of progress over time
- **Test AI tools together** and discuss their limitations
- **Include a "trojan horse"** word or phrase in your assignment that isn't visible to the student
- **Use AI detectors** like AI Detector, GPTZero

Tips for Restructuring Assignments to Avoid Plagiarism

The Oregon Department of Education suggests multiple strategies.

- Rethink assignments and clarify what standards/skills are being addressed.
- Create more opportunities for students to problem solve, analyze, synthesize, and share their thinking in classroom settings.
- Embed formative assessment throughout in order to get a deeper sense of students' writing over time.

https://www.commonsense.org/education/articles/how-to-help-prevent-ai-use-for-plagiarism

Pedagogies – different assessment types

- In-class writing, handwriting, on paper to be handed in
- Compare this writing with out-of-class submitted writing
- Use exam conditions (time limits, no aids…)
- Oral summaries
- Viva assessments
- Find ways to compare and cross-assess oral vs written work

Your school's AI Ethics policy template

Policy Sections:

- Introduction & Context
- AI Benefits
- AI Risk analysis
  - Bias
  - Plagiarism
  - Data privacy
  - Definitions of cheating & abuse
- Academic integrity policy
- Usage policy - Permissions
- Citation policy
- Sanctions policy
- Training policy
  - AI literacy training for learners
  - AI literacy CPD for teachers
- Resources

10-point Ethics Guidance for teachers

1. Set clear learning objectives for the use of AI - select AI tools that meet those educational goals
2. Promote AI Literacy – explicitly train students to understand AI and its limitations
3. Understand the risks of AI - make students aware of plagiarism, bias, inaccuracy, & data privacy
4. Explain to students why AI tools are used in your classroom and why not - set standards for use in and out of the class
5. Develop critical thinking skills for AI use – train students to be sceptical of the accuracy of AI output and warn them of over-reliance.
6. Set an AI usage policy – explain what constitutes Acceptable and Unacceptable Use
7. Set standards for citing the use of AI in assignments, with clear penalties
8. Evaluate the use of AI in your class, and your own skills in using tools
9. Develop your own skills in AI as part of CPD - update knowledge & standards regularly
10. Ensure that AI enhances human interaction and collaboration, not replaces it.

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10-point Ethics Guidance for learners

1. Use AI tools for brainstorming and generating ideas
2. Don't use AI output as your own work – use it as an ***input*** for your own work
3. Always cite the AI input you have used
4. Check any AI output for accuracy or bias
5. Ensure assignments are written in your own words
6. Do not 'cut and paste' text from AI output into your written work – except when cited as a quotation
7. Do not try to copy AI output and simply paraphrase or re-write it, substituting some words and phrases – this form of cheating can be detected
8. The main arguments, content examples and conclusion of your paper must be yours, and in your own words
9. Do not use AI tools to create deepfakes or anything involving images or data about other people
10. Copying text from an AI output, or any other kind of plagiarism, can result in suspension, reduced grades or even failing the course

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Takeaway

Using AI tools can help both teachers and learners

But:

- This involves being ***responsible*** about cheating, copyright, citation, plagiarism
- This should not ***undermine*** critical thinking skills
- Learners must understand the ***limitations*** of AI tools
- This should ***support*** learners' written work, but not ***replace*** it

So….
Design your own Ethics ***Principles***, ***Policies*** & ***Guidance***!

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Thanks!

Copy of the presentation:

www.michaelcarrier.com

***Comments*:**

michael@mcarrier.co.uk

Resources:

British Council (2024). **Artificial intelligence and English language teaching: Preparing for the future**

https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/artificial-intelligence-and-english-language

Peachey, N. (2023). **ChatGPT in the English Language Classroom.**

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https://www.teachai.org/toolkit-principles

TIRF. (2025). **10-step guidance.**
https://www.tirfonline.org/ai

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