პედაგოგიკა   Pedagogic

GenAI-Enhanced Approach in EFL: The Case of Georgia

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The integration of Generative Artificial Intelligence (GenAI) into education has emerged as a significant innovation, especially in the field of English as a Foreign Language (EFL). This article **aims** to explore the transformative role of GenAI in EFL classrooms, particularly within the context of Georgian schools. Drawing on both literature and quantitative research methods, it examines the benefits, challenges, and readiness of educators to implement GenAI tools. A survey distributed to 396 teachers across public and private schools in Georgia revealed that a substantial number—approximately 79.3%—do not currently use AI technologies in their teaching practices. The findings suggest an urgent need for targeted training programs to prepare educators for the purposeful application of AI. The article concludes by discussing future directions for integrating GenAI tools in language education and recommends practical strategies for successful implementation.

Key words: GenAI, EFL, technology, media, integration, implementation.

Introduction

Generative Artificial Intelligence has significantly transformed how educators approach teaching and learning. These tools empower students by enhancing self-study habits and promoting learner autonomy. GenAI refers to a branch of Artificial Intelligence capable of producing original content, including text, code, images, simulations, and videos, through the use of extensive data sets and advanced machine learning models. Technologies such as Deep Neural Networks and Large Language Models (LLMs) enable GenAI systems to generate human-like outputs with a higher level of fluency and coherence.

The theoretical framework of GenAI is based on the Theory of Connectivism developed by George Siemens, with significant contributions from Stephen Downes. George Siemens

introduced the concept in his 2004 paper titled "Connectivism: A Learning Theory for the Digital Age." Siemens proposed connectivism as a learning theory for the digital era, addressing what he saw as limitations in existing learning theories like behaviorism, cognitivism, and constructivism in explaining learning in networked and technology-mediated environments.

Since the public launch of ChatGPT, several alternative platforms have emerged, offering user-friendly interfaces and diverse functionalities. The integration of such tools into educational settings has shifted the paradigm of language instruction, enriching both teaching methods and learning outcomes. In language education, media and technology have long been part of pedagogical innovation. As detailed by Celce-Murcia et al. in their comprehensive work on teaching English as a Second or Foreign Language, the use of technology has evolved from simple audio tools to highly interactive and internet-based resources. These changes have supported a more student-centered and engaging learning experience.

Context: The Georgian EFL Landscape

In Georgia, English language instruction typically follows a universal teaching design that balances functional and receptive language skills with intercultural awareness. However, despite advancements globally, many Georgian classrooms are not yet equipped to adopt GenAI-enhanced approaches. Most public schools still lack the technological infrastructure required to support this transformation.

A quantitative study was conducted using a structured questionnaire to investigate the current state of AI integration. The survey was distributed to 396 teachers across public and private schools in Georgia. Of these, only 82 respondents (approximately 20.7%) reported that they had used AI tools in their teaching practice. This result underscores a considerable gap in the adoption of digital innovations and signals the necessity for professional development.

იყენებთ ხელოვნური ინტელექტის ინსტრუმენტებს ინგლისური ენის სწავლების პროცესში?
396 responses
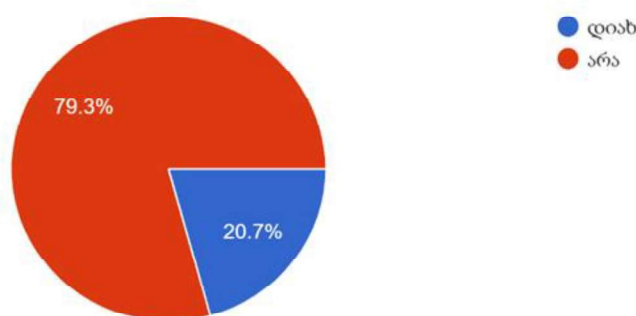
Benefits of Integrating Media and Technology

- Increased Accessibility: Learners can access a wealth of authentic content and interactive tools.

- Greater Engagement: Multimedia applications help maintain learners' interest and motivation.

- Flexible Learning: Online platforms enable learning beyond traditional classroom boundaries.

- Personalisation: Tools, such as MagicSchool.AI, offer customisable learning pathways, promoting student autonomy and differentiated instruction.

Challenges and Considerations

- Technical Barriers: Inadequate internet access and digital infrastructure, particularly in public schools.

- Limited Teacher Preparedness: Many educators lack the training needed to integrate AI meaningfully.

- Financial Constraints: The cost of technology remains a concern for many institutions.

- Curriculum Alignment: Technology use must be pedagogically sound, not merely supplementary.

Best Practices for Effective Implementation

- Curricular Integration: Digital tools should be embedded into curriculum plans to support specific learning goals.

- Student-Centered Methods: Promote autonomy through project-based tasks and individualized learning facilitated by a teacher and AI tools.

- Collaborative Tools: Leverage platforms that encourage peer interaction and communication.

- Ongoing Professional Development: Offer training sessions that focus on both the technical and pedagogical aspects of AI tools.

Future Outlook

The future of language learning in Georgia and globally will likely see deeper integration of GenAI, Virtual Reality (VR), and other emerging technologies. As these tools evolve, they are expected to provide even more immersive, interactive, and personalised learning experiences. To fully realise this potential, systemic support from educational policymakers, school administrators, and teacher training institutions is crucial.

Conclusion

The integration of GenAI into EFL teaching represents a promising shift towards more dynamic and effective language instruction. While the benefits are evident, the current lack of teacher readiness in Georgia highlights the importance of targeted training and infrastructural investment, as well as their integration into the curriculum. With strategic implementation and adequate support, GenAI has the potential to revolutionise language education by fostering better learner independence, engagement, and academic success.

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გენერაციული ხელოვნური ინტელექტის (GenAI) ინტეგრაცია განათლებაში

აბსტრაქტი

გენერაციული ხელოვნური ინტელექტის (GenAI) ინტეგრაცია განათლებაში ერთობ მნიშვნელოვან სიახლედ იქცა, განსაკუთრებით ინგლისურის, როგორც პირველი უცხო ენის სწავლების (EFL) სფეროში. სტატია მიზნად ისახავს, GenAI-ის ტრანსფორმაციული როლის შესწავლას საქართველოს ზოგადსაგანმანათლებლო სკოლების მაგალითზე. როგორც დარგში არსებული ლიტერატურის დამუშავების, ისე ანკეტირების შედეგების მიხედვით , სტატია განიხილავს GenAI ინსტრუმენტების საკლასო სივრცეში დანერგვის სარგებელსა და გამოწვევებს, ასევე მასწავლებელთა დამოკიდებულებას, მზად არიან თუ არა მიიღონ ეს გამოწვევა. ნიშანდობლივია, რომ საქართველოს საჯარო და კერძო სკოლების 396 გამოკითხული მასწავლებლიდან, საკმაოდ მნიშვნელოვანი ნაწილი - დაახლოებით 79.3% - ამჟამად, არც კი იყენებს ხელოვნური ინტელექტის ინსტრუმენტებს სწავლა-სწავლების პროცესში, რაც ხელოვნური ინტელექტის მიზნობრივად გამოსაყენებლად ამ მიმართულებით მასწავლებელთა გადამზადების საჭიროებას ასახავს. საბოლოოდ, აღნიშნული სტატია განიხილავს GenAI ინსტრუმენტების, ინგლისურის სწავლების პროცესში ინტეგრირების სტრატეგიებს და მათი წარმატებულად განხორციელების რეკომენდაციებსაც იძლევა.

საკვანძო სიტყვები: GenAI/გენერაციული ხელოვნური ინტელექტი, EFL/ინგლისური როგორც პირველი უცხოური ენა, ტექნოლოგია, მედია, ინტეგრირება, იმპლემენტირება

რეცენზენტი: პროფესორი ოლგა გუსევა