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Risks and Safeguards in Using Generative Artificial Intelligence: A Basis for Ethical Guidelines

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Abstract: This descriptive study 'Risks and Safeguards in Using Generative Artificial Intelligence: A Basis for Ethical Guidelines' explored the common generative AI tools used, the uses of these tools in language learning, the risks encountered by English language learners, and the safeguards they employed as bases in developing ethical guidelines in the use of generative artificial intelligence. Data were collected through interviews and focus group discussions. Fifteen English language learners from the five purposively selected higher education institutions in Bohol, Philippines participated in the study. Employing reflexive thematic analysis (Braun & Clarke), the findings revealed that the GenAI tools used by the learners were ChatGPT, Gemini, Perplexity, Cici, Copilot, Gamma AI, and DeepAI. They used these tools for language learning development, academic writing and research, lesson preparation and study, and creative material development. The identified risks of using GenAI included academic integrity threats, ethical issues, detriments to learning skills development, information quality and reliability concerns, and personal and social implications. To address these risks, they strongly suggested the teachers' use of proactive pedagogy and assessments and that schools provide the necessary institutional and education support for responsible and effective AI use. They also employed critical and responsible use of GenAI, transparency of AI Use and adherence to AI ethics for academic integrity careful adherence to AI ethics for academic integrity. They also conducted AI detection test for output verification. Based on the findings, it was concluded that the GenAI promised a transformative potential in redefining the traditional English language education. However, the risks in using AI were alarming as the learners had grown dependent on AI that posed a pressing concern of trading human connection for technological expediency. The researcher recommended that schools must develop and implement comprehensive AI literacy programs and AI utilization framework with ethical guidelines to sustain conscious efforts to leverage AI in English language education without compromising academic integrity and human connection.

Keywords: *English Language Learning, Generative Artificial Intelligence, Risks, Safeguards, uses.*

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I. INTRODUCTION

With artificial intelligence infiltrating education, studies have grown increasingly interested in its role to optimize learning. Its promise in education is powerful. However, when misused and abused, especially when users become slaves to it, risks outgrow its benefits- an inherent danger posed by any innovation. Statistics show the unprecedented infiltration of AI in education. A survey by EdTech Research (2023) has reported that 68% of language educators and 54% of learners in higher education institutions in Southeast Asia have been using AI for academic purposes. In the same report, approximately 42% of educators have expressed concerns about growing dependence on AI, including reduced critical thinking skills and plagiarism risks among students. Majority of the learners have been apprehensive of the AI hallucinations, resulting in inaccurate content.

In the Philippine context, artificial intelligence tools are greatly embraced by administrators, educators, and learners, in general. According to Ryan Lufkin, the Infrastructure Vice President for Global Strategy, one of the biggest challenges is that educators and students alike do not know when it is acceptable to use AI or when it is not (Pascual, 2023). This claim goes to show the users' lack of skills for responsible use of AI, hence the need for ethical guidelines.

If quality education, being the fourth sustainable development goal, then a deliberate study learners' utilization of generative AI in the mainstream of education, highlighting GenAI's use, risks and the safeguards needed, is of critical significance. Consequently, this study explored the use of GenAI tools in language learning, the risks they experienced, and the safeguards they employed in utilizing them. The findings of this study will be instrumental in developing ethical guidelines of generative AI utilization in English

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language learning to deliberately strategize AI integration in the curriculum, aligning with the goals of quality education and ensure ethical and responsible use. Afterall, it is not a battle between AI and human capacity, rather a partnership of the two to revolutionize the educational landscape, where both academic integrity and excellence are upheld.

This present study is anchored primarily on the theories that deal with the new thrusts of education including Technological Pedagogical Content Knowledge (TPACK) Theory (Mishra & Koehler, 2006) and AI Literacy Framework by Instructional Media and Academic Technology Services (IMATS) and the Center for Engaged Pedagogy (CEP). The tenets of Machine Ethics also support this dissertation.

The TPACK theory (Mishra & Koehler, 2006) shows the framework which includes technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). The TPACK framework outlines how content and pedagogy are supported by the use of educational technology, particularly AI integration in this study. This framework aims to deliver the content and support the art of teaching with the right technology like artificial intelligence in optimizing students' English language learning experience. The TPACK model serves as the basis why teachers and learners have to learn the use of generative AI tools in English language education to optimize learning outcomes.

Parallel with TPACK model is the AI Literacy framework. AI literacy refers to the users' knowledge and skills to carefully comprehend, examine, and utilize AI systems and tools to safely and ethically participate in an increasingly digital world (Lee, et. Al, 2024). AI Literacy Framework by Instructional Media and Academic Technology Services (IMATS) and the Center for Engaged Pedagogy (CEP) breaks AI literacy into four levels namely. The framework breaks AI literacy into the following four levels, namely; understanding of AI, application of AI, evaluation of AI, and creation of AI. Related studies compiled such as in the study of (Zhao, et.al, 2022) and Conceptualizing AI literacy: An exploratory review by (Ng, et.al, 2021) included AI Ethics as an integral part of AI literacy.

Understanding AI pertains to one's ability to define artificial intelligence, types of AI, machine learning, large language model, and neural framework. It also includes the user's awareness of the benefits and limitations of AI tools. The second level of AI literacy is application of AI indicating that users can use AI tools to serve their purpose. This literacy level contends that the users are knowledgeable about prompt engineering techniques, thereby allowing them to refine, iterate, and edit with generative AI tools. (Druga, et.al, 2019). Moreover, the third level is about analyzing and evaluating AI which predicates meta-understanding of generative AI. At this level, users are expected to analyze the possible biases, outcomes, and hallucinations of AI. In this case, users are expected to critique AI tools and offer arguments in support of or against their creation, use, and application. This third level also assumes that the users analyze ethical consideration in developing and using AI ((Druga, et.al, 2019). The last level of AI literacy is creating AI where users are able to engage with AI at creator level. They can build on open AI to leverage AI and develop new systems. Albeit not categorized as the fifth level of AI literacy, but rather it is an integral part of AI literacy, AI ethics refers to the human-centered considerations (e.g., fairness, accountability, transparency, ethics, safety). It contends that AI is for social good Chai et al. (2020); Druga et al. (2019); Gong et al. (2020).

Moreover, CHED Memorandum Order No. 20, Series of 2013 emphasizes the need for English language instruction to align with international standards and consider innovations in teaching strategies by integrating available technological tools that enhance language education. Meanwhile, the Philippine Professional Standards for Teachers (PPST) provides a framework that guide the pre-service and in-service teachers in integrating ICT tools to improve teaching and learning outcomes. Also, UNESCO Education 2030 Framework for Action emphasizes leveraging technology in education to achieve inclusive, equitable, and quality education, supporting innovation in teaching English with the help of AI tools.

To further corroborate this present study with the extant knowledge, related literature and previously conducted studies detail the findings about the GenAI's use and risks in language learning. According to the study of Fitria (2019), the examples of AI technology that can be used in English language learning include Google Translate, Text to Speech, English Able, Orai, Elsa, Chatbot (ChatGPT, JasperChat, Chatsonic, Gemini, Chatby CopyAI, Claude, Perplexity AI, Microsoft Copilot, You.com, CharacterAI), Duolingo, and Neo. Almost the same findings are presented in another study by Crompton and Burke (2023), stating that common AI tools in English language education include Nuance, Brainly, Cognii, Duolingo, Grammarly, ChatGPT, Twee, Diffit, WordWall, Mizou, GetPronounce, and Quizlet.

The data extracted from 64 AI-related articles in EL teaching and learning reported that AI provides convenience for teachers, data about students' learning, personalized education environment, and comprehensive improvements of student learning (Bin & Mandal, 2019). Moreover, the study of Zou (2017) shows that AI improves autonomous learning and English abilities and it helps in having a personalized portfolio of learning progress with immediate feedback. This result was further supported in the study titled "A Study on the Use of Artificial Intelligence Chatbots for Improving English Grammar Skills" (Kim, 2019), which revealed that Replika significantly improved the participants' English grammar skills.

In a study titled "Improving the English Skills of Native Japanese Using Artificial Intelligence in a Blended Learning Program" by Obari and Lambacher (2019), AI was found out to have developed the learners' comprehensive English skills, especially in listening comprehension. In the study "Artificial Intelligence Promotes the Evaluation Model" by Su et. al (2019), it was found out that AI use improves English writing achievement, ability, and reduces writing anxiety. Similarly,

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the study of Cuiye (2016) titled "The Construction of English Teachers' Classroom Teaching Ability Based on Artificial Intelligence" presented that AI systems can improve English teachers' teaching ability, mobilize the students' learning enthusiasm and help their ability to learn English."

According to (Seo, et al., 2021), the integration of AI in language education provides personalized instruction and automates grading processes, improving efficiency and effectiveness. The impact of AI extends to language learning and educational management systems, offering appropriate support and enhancing accessibility. However, these benefits are not without threats, including ethical concerns, data privacy and inequality in accessibility to resources (Selwyn, 2019). According to Gawate (2019), artificial intelligence integration in ELT includes the following advantages, to wit: friendly need-based programs for consumers, qualitative contents, supplementary teachers and student suport system, fast feedback system, changing the teachers' role as guide and director, global connectivity, teaching-learning personalization in English, and self-directed learning.

In the study Use of Artificial Intelligence in Education Delivery and Assessment at the University of London (Juri, 2024), it has reported the downsides of AI integration in education as it diminishes educator-learner relationships, degrading learners' writing and critical thinking skills. Nonetheless, it presents that successful implementation of AI will require evidence of AI integration effectiveness, teachers' training, and clarity surrounding the legal framework that governs AI utilization. The same study also indicates the need to tackle the digital divides present among teachers and learners that may exacerbate inequalities.

With the increasing use of AI tools in the classroom, academic integrity is put under question. Conversely, teachers' creativity and research skills are in the dim light with dependence on AI. Undeniably, alongside the advantages of AI, the integration of such still brings challenges to language teaching and learning. These can include potential over-reliance on technology, lack of human interaction, difficulty in replicating cultural nuances, dependence on large amounts of data, and limited ability in understanding or producing creative language (Hockly, 2023).

According to the study "Ethical Principles for Artificial Intelligence in Education" by Nguyen, et.al (2022), the use of artificial intelligence in education presented risks that include critical societal drawbacks such as systemic bias, discrimination, inequality for marginalized groups of students, and xenophobia (Hwang et al., 2020). The AI integration also ensued ethical issues relating to privacy and bias in data collection and processing (Holmes et al., 2021). The use of AI in education has also led to the increasing of gaps of inequalities to AI access of learners. The same study also showed ethical implications and privacy risks which call for critical attention to differentiate between doing ethical things and doing things ethically (Holmes et al., 2021).

The ethical issues concerning AI utilization cover the issues of privacy, manipulation, bias, human-robot interaction, and implications of autonomy (Muller, 2020). Nonetheless, the integration of AI in education requires addressing challenges such as teachers' lack of knowledge about AI technology and ethical considerations. Educators and researchers need to ensure that AI technologies are ethically and responsibly implemented in educational settings. There is also a need for teacher training and professional development to effectively integrate AI into the curriculum (Wood et al., 2021). Using AI to personalize learning, support teachers, and improve school operations, a more equitable and effective education system for all can be made possible (World Bank, 2024).

II. METHODOLOGY

This descriptive study employed pure qualitative means of gathering data through interviews ang focus group discussion. This design allowed the researcher to explore the English language learners' utilization of generative AI tools, focusing on the AI tools they used, the use of these tools in language learning, the risks they experienced, and the safeguards they employed to address the risks. This study was conducted among the five selected higher education institutions (HEIs) in Northern Bohol. HEIs were increasingly adopting digital innovations in response to 21st-century learning demands (Redecker & Punie, 2017), making them ideal contexts for studying the pedagogical impact of AI in English language teaching and learning.

The participants of this study were English language learners across different programs. Purposive sampling was employed in selecting the participants to ensure that they were fit to the goals of the study. The participants of this study were the college learners taking English courses (e.g. Purposive Communication, Business English, etc.) in the selected private and public higher education institutions in Bohol. They must have an experience on the use of generative artificial intelligence in the learning of English.

In identifying the number of participants, Morse (1994) suggested at least 6 participants while Creswell suggested 5 to 25 participants (as cited by Mason, 2010). Most researchers, however, suggested 10-15 participants (Rosales, 2022). Following this literature, the researcher considered having 15. Data saturation was the key consideration during the data collection process. When no new themes, insights, or details emerge (data saturation is reached), the researcher decided to discontinue the inclusion of additional participants in keeping of Creswell's maxim on data saturation. Doing this ensured adequacy and richness of data and avoid repetition of data.

The data were subjected to reflexive thematic analysis, following the model of (Braun & Clarke). It is an inductive process of identifying themes that emerge organically from the data, giving the researcher flexibility to identify patterns and meanings that might not be initially anticipated. The process included transcribing the data verbatim, thoroughly reading and reviewing of the transcripts, and coding

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significant statements, and phrases. These codes were categorized to form broader terms, and were assigned to specific key themes. To ensure credibility and trustworthiness of the results, the researcher maintained a detailed audit trail, where data coded are reviewed based on the transcripts.

Specifically, the researcher did the manual coding of responses, ensuring that the codes identified were relevant data that would answer the research problems. The researcher identified the categories and themes emerging from the codes. However, the thematic analysis was assisted by generative artificial intelligence, specifically ChatGPT and Perplexity. The assistance sought was limited only to language refinement on the categories and themes identified and review on the possible repetition of codes and categories. Nonetheless, the researcher quality assured the feedback generated by these AI tools to ensure data integrity and avoid biases and inconsistencies.

The researcher ensured that key ethical considerations were adhered to ensure data confidentiality and privacy. This study was guided by the ethical principles of Belmont Report, namely; respect for persons, justice, and beneficence The rights of the participants were duly considered and respected. The informed consent from the participating teachers and learners who were all of legal age were secured prior to the conduct of the study. No target participants were coerced to participate in this study nor forced to share information outside their own volition.

III. RESULTS AND DISCUSSION

Matrix 1. GenAI Tools Used by the Learners

GenAI Tools Used			
Gemini AI	ChatGPT	Copilot	Gamma AI
Perplexity AI	Deep AI	Cici	

Matrix 1 presented the GenAI tools used by the English learners. They utilized seven GenAI tools, particularly Gemini AI, Perplexity AI, ChatGPT, DeepAI, Copilot, Cici, and Gamma AI. The learners used specific tools for a particular purpose. Majority of the students used Cici in generating images and Gamma AI in making creative materials or visual presentation for their projects and reports. Nonetheless, majority of the tools were used in facilitating their learning tasks. GenAI tools supplemented their learning strategies with interactive AI discussions that essentially helped them improve vocabulary, language use, grammar, and sentence construction. With AI tools generating examples, materials, and references for essays and reports, the students were adequately scaffolded to accomplish their academic workload with much ease. The pre-service teachers who were interviewed also confided how AI tools had facilitated them in planning lessons. Also, AI's capacity to generate images and make visual presentations lightened the load of the students in making presentations for their performances. The findings resonated with the report of Zou (2017), highlighting how AI promoted autonomous learning among students and helped in having personalized portfolio of learning with immediate feedback.

One participant shared,

"I make use of ChatGPT and Gemini AI as my sources of information because in our school, we have blended learning like this week face to face and next week, online. For us students who are in need of guidance and perform the tasks assigned to us, you know there is no teacher online, I mean there is but not always available, so I consider using AI because it is very helpful in asking for information."- Student 13

Those students in an institution where blended learning was a modality shared that AI was very useful in subjects that only had limited resources. The responses of Student 13 also signified the crucial role of AI like ChatGPT and Gemini in blended learning environments. The limited availability of teachers during online learning and the gaps in inadequacy of learning materials and resources instigated the student to turn to AI tools as a remedy to the situation, providing him with the needed information in a matter of seconds.

When choosing an AI tool, the learners considered the tools' capability, referral from others, user-friendliness, accuracy in language structure, quality of feedback, review of other users, reliability, trustworthiness, user experience as to ease and simplicity in navigation, convenience, accessibility and cost, effectiveness, and inherent features. Clearly, these criteria allowed GenAI satisfactory performance in meeting their expectations.

In the interview conducted, student participants shared,

"I use ChatGPT because it is famous. I find it credible because a lot of users are using it. I also use Copilot since it is owned by Microsoft. For me, Microsoft is trustworthy that's why I trust Copilot. I use Cici for generating images. I use Gemini for links of references since it's part of youtube company. I learned about AI by watching videos and I love browsing in the internet, so I would know what are the tools that could help me in my tasks not just for my school but for everyday life."- Student 8

"The main criteria that I consider in choosing a generative AI tool is the validity of information being provided. Gemini AI provide real sources, unlike ChatGPT which provides made-up sources."- Student 1

"I mostly use ChatGPT, CICI, and Perplexity AI. I like Perplexity AI because it provides accurate sources and links for fact-checking. I prefer tools that are free, widely used, and provide accurate information."- Student 5

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The responses of the students reflected their conscious knowledge about these AI tools and their deliberate use of such, provided that their criteria were met. The standards they set for AI tools would ensure quality results. Their conscious knowledge about AI tools and the criteria they followed could lead to proactive and optimum utilization of these tools in learning tasks.

Interestingly, the identified GenAI tools used by the learners coincided with the AI tools used in teaching and learning in the study of Fitria (2019), namely: ChatGPT, Gemini, Perplexity, and Copilot. This result signified the widespread use of these tools among the teachers and learners to help them in their teaching and learning tasks.

The findings also resonated with the report of Zou (2017), highlighting how AI promoted autonomous learning among students and helped in having personalized portfolio of learning with immediate feedback. Further, the results aligned with the study of Fitria (2019) having GeminiAI, ChatGPT, Perplexity AI, and Microsoft Copilot as the primary tools utilized by the teachers.

However, there were other existing GenAI tools that were not presently used by the learners, such as JasperChat, Chatsonic, CharacterAI, etc. These tools must have been unknown to the participants or were not introduced to them yet. The findings also resonated with the report of Crompton and Burke (2023) stating that common AI tools include ChatGPT among others. The results of the previous and current study revealed the wide use of ChatGPT in teaching and learning.

Matrix 2 Uses of GenAI Tools in English Language Learning

Themes	Sub-Themes
AI as Aid in Language Learning	Simplifying Complex Ideas and Linguistic Concepts Supplementing Learning Strategies Enhancing Vocabulary and Understanding word usage in context Proofreading Using AI in subjects that have Limited Resources Supplementing Language Learning Strategies thru Interactive AI discussions
AI as Tool in Academic Writing and Research	Generating Examples for Essays and Reports Gathering Information, References, and Research Materials
AI as Tool in Creative Material Development	Generating Images Making Visual presentations Assisting in Making Visual Presentation for Reporting and Demonstrations

Matrix 2 presented the themes emerging from the students' use of GenAI in English language learning. Four key themes were identified, namely; AI as aid in language learning, AI as a tool in academic writing and research, AI as support in lesson preparation and study, and AI as tool in creative material development. These themes revealed the potent role of GenAI in helping learners refine their language learning.

- *Theme 1. AI as Aid in Language Learning*

The first theme emphasized that AI had been helpful in lightening students' burden in accomplishing their language learning tasks. The GenAI tools were instrumental in simplifying complex ideas and linguistic concepts, supplementing learning strategies, proofreading, and enhancing vocabulary and understanding of word usage in context.

Since prompt engineering required language for a prompt, then the learners were immersed in communicating with AI. Simplifying complex concepts was one ability of AI that the learners generally appreciated. This case showed GenAI's role as a learning assistant. Without teachers, the learners could have someone to entertain their queries, simplify concepts, discuss lessons, and provide the feedback on their outputs, so they could work on the refinements needed. It showed the significant role of AI to help learners improve their language learning experiences through interactive and deep discussions with AI. GenAI tools allowed the learners to navigate language learning at their own pace. These tools supplemented well the role of the teachers in helping learners improve their language skills. This result coincided with the findings of Obari and Lambacher (2019), stating that AI helped develop the learners' comprehensive English skills.

Also, GenAI tools assisted the learners in the performance of their learning tasks such as proofreading to ensure outputs were well-written. Consequently, their exposure to GenAI through prompt engineering afforded them with language immersion, that enhanced their communicative skills. GenAI tools served as the learners' study buddy, providing them the necessary support in their studies. With almost limitless ability of GenAI to produce content that the learners need, the learners shared how AI made academic journey bearable despite its draining demands. The participants shared that they used GenAI tools, especially in subjects with limited resources.

- *Theme 2. AI as Tool in Academic Writing and Research*

Theme 2 signified the role of GenAI in learners' academic writing and research. This result reflected how the learners recognized the potential of AI to make writing and research a lot easier, given how AI could generate ideas and

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examples for essays and references and samples for research. Interestingly, other than language learning, learners found AI so helpful in research writing. Gathering information, references, and research materials made research writing less burdening for the learners.

With GenAI tools helping learners in writing, improving vocabulary and grammatical competence can be a natural consequence as the learners learned to pattern their writing after the inputs generated by GenAI. Having GenAI tools used in research writing also implied that learners felt supported and therefore having lesser anxiety in writing. The use of GenAI in these learning tasks allowed learners to curate their own learning experiences based on their own pacing. This result aligned with the results of the study of Zou (2017), reporting that AI improved autonomous learning and English abilities, helping learners to have a personalized portfolio of learning progress with immediate feedback.

➢ *Theme 3. AI as Tool in Creative Material Development*

Theme 3 reflected the promising feature of GenAI in helping learners create materials such as visual presentation or infographics, required in their English classes. Interestingly, AI would generate images that the learners needed to represent ideas they would like to convey. With technical help provided by AI, the learners could focus more on human aspects such as creative and interactive discussions, strengthening connection in the class, and other learning priorities. With this, students' well-being would not be so much compromised with academic demands.

Matrix 3 Risks in Using GenAI in English Language Learning

Themes	Sub-Themes
Academic Integrity and Ethical Issues	Cheating Plagiarism Knowledge Authenticity and Originality Issues
Impact on Learning & Skills Development	Threats to Critical Thinking and Cognitive Skills Overreliance and Dependence on AI Foundational Language Skill Regression
Issues on Information Quality and Reliability	Information Accuracy and Verifiability Issues
Personal & Social Implications	Privacy & Data Security Breach Development of Laziness Convenience Culture Loss of the Value of Physical Library

Matrix 3 presented the risks in using GenAI in English learning. The data showed several issues encountered by English language learners in using GenAI tools in learning. The learners recognized and experienced risks such as academic integrity and ethical issues, impact on learning and skills development, issues on information quality and reliability, and personal and social implications. All these issues identified called for careful consideration and proactive mitigation strategies.

Generally, the findings signified that the English language learners were mindful of the potential threats associated with using GenAI in their learning process just as they were aware of the perks this tool could offer.

➢ *Theme 1. Academic Integrity and Ethical Issues*

The first theme, academic integrity and ethical issues, pertained to the inviting opportunities of AI to compromise academic honesty and authenticity. This theme included cheating and plagiarism. The English language learners expressed their sentiments about the academic integrity of the submitted papers and AI-assisted assessment results. Copying and pasting AI-made answers without paraphrasing were also alarming issues. This reality indicated a worry that students might use AI to circumvent learning and submit work that is not their own.

Corollary to cheating and plagiarism was authenticity and originality**.** Students were worried about discreditation of self-made outputs, undermining the authenticity of outputs, difficulty recognizing the originality of students' ideas, and the need for AI detection tests. This highlights a concern that AI could diminish the value of original thought and creativity, making it difficult to distinguish between genuine student work and AI-generated content. This result aligned with the findings of Juri (2024), where reported intellectual property issue as a major ethical concern in AI integration.

In the interview, the student participants shared,

"Work integrity is the biggest threat in terms of generative AI use. I have witnessed how students used AI not to learn, but as an easy way to escape assessments which defeats the purpose of learning. Another risk I encountered is the discreditation of self-made outputs given that some of my work are detected as AI generated. AI detecting tools detect outputs even though they aren't AI generated. Therefore, there is a great risk of discreditation of works as well as false accusations in terms of work integrity. The most affected aspect in language learning is the overall integrity of work, which encapsulates the works' grammar, writing, and the overall content of the work given that those who use AI to generate answers do not give their own ideas, undermining critical thinking."- Student 1

"With widespread use of AI, students are tempted to just use AI in almost everything that may undermine the authenticity of their outputs. It will be difficult na to say nga this work is really that of a student, so ma threaten sad ang validity of assessment results."- Student 2

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"Overreliance. It makes AI a necessity, and indispensable tool in learning. Students become dependent on AI. If abused, instead of becoming better, a student can become dumber, especially if students will just copy paste answers without reading, without validating answers."- Student 7

"I am also worried if I become too reliant on AI, my intellectual prowess would degrade. I am bothered when I could not do things when AI is gone. It is possible that we become lazy because of AI."- Student 15

The statements of the student participants revealed their first hand and vicarious experiences with AI and its consequences. They admittedly recognized the growing case of plagiarism and cheating because of AI dependence. It was also important to note that with AI, it would be difficult for the teachers to verify the authenticity of students' idea. There was also this danger of AI detection tests recognizing personally made outputs as AI-made, allowing false negatives in the detection, which clearly threatened academic integrity. Clearly, these risks could pose a serious problem in certifying students' learning. The results highlighted the need for more radical measures to ensure valid assessments.

- *Theme 2. Impact on Learning and Skills Development*

Meanwhile, the second theme highlighted AI's impact on learning and skills development. This theme focused on the negative consequences of AI on the development of core cognitive and language skills. The learners' critical thinking and cognitive skills, being the first category, would be undermined by irresponsible use of AI. These concerns suggested a fear that over-reliance on AI could hinder the development of critical thinking, problem-solving, and analytical skills, ultimately diminishing their intellectual capacity. The results aligned with the findings on the study "Use of Artificial Intelligence in Education Delivery and Assessment at the University of London" by Juri (2024), which reported the downsides of AI integration in education, namely: diminished educator-learner relationships, degrading learners' writing and critical thinking skills.

In the interview, the participants shared,

"If students will turn out to become so reliant on AI that they won't critically think anymore."- Student 9

"I believe that every aspects of language learning is affected, however critical thinking is the most affected one, because due to the reliance on these AI tools, students like me just allow AI to do everything to them. Even in opinionated writings, students seek AI help in making these things. Understanding and analyzing simple sentences also is a struggle because of the students' reliance to AI who makes everything for them."- Student 6

The participants' statements revealed their crystal-clear recognition of the negative consequences of AI if abused. They understood that AI could dampen their critical thinking because of their growing dependence on AI in almost every language learning task at hand. This also showed that the students observed the addictive nature of AI, especially in escaping from the burden of academic workload that would demand students' unconcerted efforts for completion of tasks.

Over-reliance and dependency on AI was another category under the first theme. Concerns were raised about overreliance on AI, addictive nature of AI for convenience, passive learning, passively making of assignments through AI, and being bothered if independent learning was still possible without AI. This indicated a worry that students might become overly dependent on AI for completing tasks, leading to passive learning and a diminished capacity for independent learning. These results were in consonance with the findings of Juri (2024) stating that stakeholders identified pressing concerns in the AI integration such as erosion of writing and reasoning skills, fundamentally changing the learning experiences of the young learners.

Another category was the foundational language skills regression. Students feared that their abilities would worsen with respect to spelling words correctly and with respect to forgetting grammar rules. This result showed that dependence on AI could dullen students' minds. This reflected a concern that AI could negatively impact the development of fundamental language skills, such as spelling, grammar, and vocabulary, leading to a decline in overall language proficiency.

The risk of AI dependence leading to 'dulling of students' minds' highlighted the importance of a blended approach to English language education. Rather than replacing traditional teaching methods, AI should be strategically integrated to supplement instruction and foster critical thinking. This aligns with the principles of TPACK (Mishra & Koehler, 2006), where technology should be thoughtfully combined with pedagogical and content knowledge to optimize learning, rather than simply automating tasks.

- *Theme 3. Issues on Information Quality and Reliability*

The third theme was information quality and reliability**.** This theme centered on concerns about the accuracy and trustworthiness of AI-generated information, which was the primary concern of the teachers. One category under this theme was accuracy and verifiability issues. Students claimed that AI would generate inaccurate and ambiguous information, providing unverifiable links or data, generating nonexistent references. This highlighted a concern that AI outputs might contain factual errors, misleading information, or fabricated sources, potentially leading to confusion and misinformation.

One participant shared,

"Nonexistent references. Sometimes AI provides unverifiable links. It means that not all data that AI gives are accurate and reliable."- Student 8

The student's sharing showed that students were well-aware that the content generated by AI were not always accurate and reliable. Hence, double checking and cross-

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referencing were critical in ensuring the validity of the data. Many participants during the interview mentioned that they fact-checked the information provided by AI because they had previous experiences that made them realize AI's content could be oftentimes questionable.

➢ *Theme 4. Personal and Social Implications*

The fourth key theme was personal and social implications. This theme broadened the scope to address the wider implications of AI use on personal well-being and societal values. It included privacy and data security breach as one of its categories. Students feared that there would be a privacy breach because of users' digital footprints online. This result aligned with the identified risks reported by Muller (2020), where he reported issues on privacy, bias, and implications on autonomy as major concerns in AI integration in education.

Also, it included development of laziness and convenience culture as its second category. The students worried about developing laziness, loss of the value of the physical library, and preferring convenience. This suggested a concern that AI could foster a culture of convenience and instant gratification, leading to a decline in work ethic and a diminished appreciation for traditional learning resources.

The growing laziness and culture of convenience were reflected in the responses of the students when interviewed.

One participant shared,

"Kanang dili klaro ang ihatag ni AI peru we just need to ask again for revision. Kuan sad sometimes, matapulan nami and Nawala nay value ang physical library. Magditso nalang AI. Magpakasayon nalang jud (Sometimes, what AI gives is not very clear, but we just need to ask again for a revision. Also, sometimes we become lazy and the value of the physical library is lost. We just go straight to using AI. We tend to just take the easy way out)." – Student 13

This experience shared by a student reflected a new challenge in this AI era that could stifle the value of hardwork for the students to succeed in their academic endeavor. Their present generation provided them with all the assistance possible. Consequently, they did not need to exert extra effort to figure things out on their own since AI would do the job. Their learning experience was somehow clipped by the use of AI since the students would no longer feel the need to render extra time and effort for research, library reading, teacher consultation, and peer-tutoring because AI had become the top choice as a learning assistant, generating what they were looking for in just a matter of seconds.

The findings demonstrated that both the English language teachers and learners were not only cognizant of the advantages of Gen AI in their studies but also wary of the associated risks. They worried about the ethical implications, the impact on their cognitive development, and the validity of the information. The concerns highlighted the need for responsible AI integration, emphasizing critical evaluation, academic integrity, and independent learning skills. By acknowledging these risks, they would demonstrate the capacity for critical engagement with technology and commitment to preserving the integrity of their classroom experiences. The results underscored the importance of fostering digital literacy and ethical awareness among students to integrate AI in education responsibly.

The results of this study supported the notion of AI literacy, specifically in analyzing and evaluating AI level, where the users were expected to scrutinize the content generated by AI to ensure accuracy. (Druga, et.al, 2019).

Matrix 4 Safeguards in Using GenAI in English Language Learning

Themes	**Sub-themes**
Teachers' Proactive Pedagogy and Assessment (Suggestion)	Reinforcement of Traditional Assessment Ethical Integration of AI in Pedagogy
Learners' Critical and Responsible Use of GenAI	Critical Scrutiny of AI-Generated Content Promoting Metacognition AI as a Feedback & Refinement Tool Observing Limitation and Contextualization of AI Use
Learners' Transparency and Adherence to AI Ethics for Academic Integrity	Proper Citation and Recognition of AI Use Data Privacy & Security Awareness
Schools' AI Use Guidelines and AI Literacy Programs	Curriculum Integration & AI Literacy
Learners' Conduct of AI Detection Test for Output Verification	Utilizing AI Detection Tools

Matrix 4 showed the learners' implemented and suggested safeguards to address the risks of AI use. The data revealed four (4) themes, including teachers' proactive pedagogy and assessment, learners' critical and responsible use of GenAI, learners' critical and responsible use of GenAI, learners' transparency of AI Use and Adherence to AI Ethics for Academic Integrity, schools' AI use guidelines and AI Literacy programs, and learners' conduct of AI detection test for output verification.

Interestingly, the learners' measures were quite rigid. Their safeguards underscored their vigilant and strategic use of AI to avoid unwanted consequences, especially that plagiarism is a major issue in the academe. Their cautions also highlighted their awareness of the pros and cons in using GenAI that helped them make better and informed choices to ensure academic integrity.

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- *Theme 1. Teachers' Proactive Pedagogy and Assessment (Suggestion)*

In the first theme, the students suggested that the teachers must implement pedagogical and assessment strategies to sustain conscious efforts in maintaining a learning environment that will inhibit students from submitting plagiarized or AI-made outputs, an environment that would allow students to develop their critical thinking and learning autonomy. It underscored the reinforcement of traditional assessment and ethical integration of AI in pedagogy. This meant that the learners understood that traditional assessments like conducting physical examination in the class, where cellphones were prohibited, could help address the issue of plagiarism. Also, the results signified that the learners were also in favor of going backwards in terms of pedagogy since they, themselves, could hardly resist the use of AI in accomplishing activities and assessments.

One participant shared,

"As a learner, in order to make sure that the integrity of my answers won't be questioned and to address the overall ethical concerns regarding the use of AI. I suggest that assessments are to be made in classrooms where the teachers can observe the students during the completion of tasks to ensure that there is a governing figure that will strictly prohibit the students from using AI. I would prefer impromptu activities to ensure that there'd be no room for the students to use AI as a means to generate answers. Moreover, there should be a strict imposition of rules as to when and how devices are to be use in classes."- Student

The learners also reported that the safeguards to offset the risks had to be implemented by their teachers by giving assessments inside the classroom, not giving take-home written assignments, observing students during the conduct of assessments and activities, implementing strict rules as to when and how devices like phones were to be used in class, discouraging giving homework, and prohibiting the use of cellphones when doing activities and during classes. These suggestions would denote an effort to limit opportunities for AI-assisted cheating and promote authentic learning through in-person assessments and activities. These results were in consonance with the findings of Juri (2024), which reported that the threats of AI in education would compel educators to move backwards where they had to go back to traditional assessments, in-class oral examinations, and observed examinations to ensure valid results.

Moreover, in the second category- ethical integration of AI in pedagogy, the learners expressed that sustaining blended learning and flipped classroom models could optimize the use of AI while academic standards would be maintained. In this approach, the learners could use AI as an aid in their self-regulated learning during off-class tasks while the teachers would emphasize interactive and authentic assessments in the class, where the learners would share or present their ideas without having to rely on AI for answers during the in-class discussions. This proactive measure underscored a desire to integrate AI ethically in the teaching-learning process.

- *Theme 2. Learners' Critical and Responsible use of GenAI*

The second theme learners' critical and responsible use of GenAI. This theme signified the crucial role of critically evaluating and verifying AI-generated content to ensure accuracy and understanding. The sub-themes identified, such as critical scrutiny of ai-generated content, promoting metacognition, ai as a feedback & refinement tool, observing limitation and contextualization of ai use, showed that the learners were well-aware of the drawbacks of using AI if they would not be critical in using it.

The first sub-theme, critical scrutiny of AI- generated content, underscored the learners' careful examination of whatever content generated by GenAI to ensure accuracy of data since AI hallucinations were a common issue in AI use. The learners mentioned paraphrasing AI content tailored to the learners' needs, verifying the data AI generates, doing cross-referencing to ensure the veracity of the data, making sure the references it provides are legit, validating the data, checking the grammar of the data, modifying and customizing AI-generated data, not copying and pasting verbatim the work of AI, counterchecking the data through consulting other sources like Google Scholar, understanding the AI generated data, paraphrasing the AI-made data, asking for more examples to clarify ambiguities, and interpreting the data or suggestions provided by AI for feasibility. These measures showed a commitment to upholding academic integrity, where learners refused to passively accept AI-generated content.

One participant shared,

"I always make sure not to copy everything that is given by AI. I also make sure that as a student, I give proper credits to authors and do my extensive research on all the information that is given to me. I always make sure to be extra careful in filling out things that needed my personal information. I will also do cross referencing about the information I gathered from these AI tool."- Participant 6

Another participant said,

"Dapat there is paraphrasing, there is verification of data that AI generates. As a user, I need to do cross referencing and provide AI with the right and specific prompts. Dapat imo jud ipa specify especially ni AI na ang bases sa iya data na dapat jud legit para di siya mag gam agama ra."- Participant 7

An additional sub-theme was promoting metacognition. Learners were also optimizing the use of AI to engage in critical thinking and using AI discussions for in-depth learning. With AI, they could converse with someone who could provide them with meaningful inputs that would essentially help them become better thinkers. With AI, they could exhaust as many questions as they would like. Hence, an interactive use of AI would bring about benefits in learning.

The other sub-themes such as AI as a feedback & refinement tool and observing limitation and

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contextualization of AI use underscored the importance of learners' self-monitoring and using of AI strategically for specific learning goals. AI as a feedback and refinement tool reflected that the learners were doing the homework personally before asking AI for feedback and refinement, considering the feedback of AI to learn lapses and for language learning improvement, and only getting idea from AI. This indicated a strategic approach to AI use, where it's employed as a feedback mechanism and idea generator after initial independent effort.

Participants shared,

"We do counterchecking with other sources like Google Scholar. And just get idea from AI, not copy everything. If you get idea from AI, you will have to develop it on your own. The institution should educate the students on the use of AI for guidance like there is limitations and e counter check ang students' outputs thru AI detector apps para ma sure na students are not purely relying on AI." - Student 14

"I start with what I can before referring to AI. AI is just a supplement. I read other references or modules given by the teacher. I just consult AI to deepen my understanding. I do not copy everything from AI. I just take out those that will benefit my idea. AI must be used to help not to harm my learning process. It must just be a tool, not a replacement of my brain." Student 15

Also, observing limitation and contextualization of AI use, revealed that learners read modules given by the teacher to avoid AI dependence, only took out AI ideas that are needed, limited the use of AI to studying, do not use AI in generating answers to assessments, used commonly used words and avoided complex lexicons commonly used by AI, used the right prompts when using AI, imposed personal rule: not using AI if the learning task is manageable and if there is enough time, used AI only as assistance for extensive and time-consuming workload, use AI only when necessary, ensured learners have an active part in learning, used AI only when generating personal idea is difficult, used AI only as a tool not a replacement of learning process, and ensured that AI helps not harm learning. All these data reflected students' conscious effort to limit AI use to specific tasks, avoid over-reliance, and ensure that AI supports, rather than replaces, the learning process.

- *Theme 3. Learners' Transparency and Adherence to AI Ethics for Academic Integrity*

The third theme was observing transparency and adherence to AI Ethics for academic integrity, including the categories- proper citation and recognition of AI use and data privacy and security awareness.

This theme focused on maintaining academic honesty by properly citing AI use and protecting personal data. Students were giving proper credits to the authors and declaring the use of AI in some parts of the work. Learners also showed that they were being extra careful in entering personal data needed to use AI tools.

- *Theme 4. Schools' AI Use Guidelines and AI Literacy Programs*

The fifth theme was a suggestion from the learners, where they hope for the school's support on AI use by providing them with the ethical guidelines or utilization framework, so they would know the allowable extent of use. They would like to have a clear set of guidelines when to use and when not to use AI, so they would be properly guided. Corollary to the guidelines were the AI literacy programs they would like the school to implement to empower them in using AI effectively and ethically. It had one category, which was curriculum integration and AI literacy. Learners suggested that safeguards must be integrated into the curriculum to ensure thorough regulation, promoting AI education in the institution, teaching students the responsible and proper use of AI, teaching students the implications of irresponsible use of AI, schools providing guidelines and rules on AI use, educating students on the pros and cons of AI, educating students how to optimize the use of AI for learning, personal regulation on the use of AI, and inculcation of AI ethics to students. These data emphasized the need for institutional support to ensure responsible and ethical AI use through curriculum integration, clear guidelines, and AI literacy training.

One participant shared,

"The safeguards that should be implemented to ensure effective and ethical use of AI tools in English learning shouldn't only stem from the students themselves and should not be limited with only the inculcation of AI ethics and use of the students. Safeguards should also be implemented through curriculum integration of AI as well as implementation of teaching-learning techniques in order to make sure that the use of AI will be regulated thoroughly."- Student 1

- *Theme 5. Learners' Conduct of AI Detection Test for Output Verification*

Conducting AI detection test for output verification emerged as the last theme. This theme demonstrated the use of AI detection tools to verify the originality of student work. Its category was utilizing AI detection tools. Students revealed that they used AI detection tests to check their personal prior to their submissions.

One participant shared,

"The institution should educate the students on the use of AI for guidance like there is limitations and e counter check ang students' outputs thru AI detector apps para ma sure na students are not purely relying on AI."– Student 14

The findings revealed that English language learners employed a variety of safeguards to use Gen AI responsibly and effectively in their learning process. They were consciously making efforts to ensure that they used AI responsibly to avoid unwanted consequences. Their strategic measures were based on their awareness of the potential risks and experiences in using AI. Clearly, the students considered the standards of learning, so they implemented ways to

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mitigate the dangers of AI integration. Implementing these measures would allow learners to leverage the power of AI in improving their quality of learning while mitigating the potential risks through upholding academic integrity, fostering critical thinking, and promoting learning autonomy. Moreover, the findings signified the critical role of digital or AI literacy, ethical awareness, and institutional guidance to help students navigate the complex landscape of AI in education responsibly.

The results presented in Matrix 4 were anchored on the tenets of AI literacy, specifically on the analyzing and evaluating of AI level, where the users were expected to analyze the outcomes, biases, and ethics to critique AI tolls and offer arguments in support or against the application of such tools (Druga, et.al, 2019).

Generally, the findings showed that the learners were cautious in utilizing GenAI tools. They implemented measures to proactively address the inevitable consequences of AI that would compromise academic integrity and the quality of learning. Their constant and conscious efforts of maintaining the mentioned safeguards reflected their sense of responsibility not only as learners, but as users of technology.

IV. CONCLUSION

The force of AI in English language education has become irresistible. This prevalence suggests learners' growing overreliance on AI that can pose a pressing concern of trading human connection for technological expediency. The use of GenAI in English education entails a profound evolution of knowledge authenticity and raises a critical question on human consciousness. While AI tools undeniably offer efficiency and promise convenience in accomplishing both teaching and learning tasks, the risks associated with their utilization call for the institutions' radical measures to ensure a proactive and balanced approach, where AI tools only supplement, not supplant the irreplaceable role of human mentorship, and where AI transforms traditional classrooms not obsolete it.

Hence, the challenge is not to resist AI's integration, but to master it to complement the teaching-learning process, not compromise it. Constant efforts are needed to promote pedagogical approaches, prioritizing critical thinking, ethical awareness, and the cultivation of human skills that AI cannot replicate with the institutions' clear AI utilization guidelines and users' personal safeguards. After all, effective and ethical AI integration requires a thoughtful, human-centered approach.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following practical recommendations are offered to support the responsible and effective integration of Generative AI (GenAI) into English language education:

- English language learners are recommended to utilize GenAI tools that align with their learning needs. The students are recommended to take advantage of these tools to help them improve their macro and micro skills in English. Moreover, the teachers are suggested to leverage these tools in addressing students' language learning gaps.
- English language learners are advised to sustain and strengthen their strategic and responsible utilization of AI tools in learning, having AI tools as learning facilitators to increase their efficiency while upholding academic integrity and maintaining human connection. The use of AI tools must not compromise intellectual honesty.
- The higher education institutions are strongly recommended to integrate AI literacy in the curriculum and establish AI use guidelines to set the clear expectations and provide institutional guidance for the students in utilizing AI tools. These guidelines should address the extent of the allowable use of AI, plagiarism, data privacy, and consequences for misuse. These guidelines must be clearly and comprehensively communicated to the teachers and students to ensure consistent implementation.
- Future researchers are recommended to expand the scope of research by including the utilization of generative intelligence in English language teaching and subject areas beyond English language education and beyond the context of Bohol to understand the broader implications of AI across the curriculum in different regions.

➢ *Ethical Guidelines in Using Generative Artificial Intelligence in Learning English*

- **Goal:** These ethical guidelines aim to provide the English language learners a comprehensive guide in using GenAI in English language learning. Also, this set of guidelines promotes responsible, ethical, and effective use of GenAI to optimize learning outcomes while preserving academic integrity, critical thinking skills, and equitable access.

➢ *Core Ethical Guidelines in AI Utilization in Teaching and Learning English*

- **Integrity.** Learners must uphold academic honesty, originality, and intellectual property rights.
- **Responsibility.** Learners must use GenAI tools thoughtfully, critically, and with awareness fof the potential consequences.
- **Equity and Accessibility.** The schools must ensure equitable access to GenAI resources and opportunities for all learners and educators through AI literacy programs and technological support initiatives.
- **Transparency:** Learners must clearly acknowledge the use of GenAI in academic work and pedagogical practices.
- **Critical Thinking:** Learners must prioritize and promote the development of analytical, problem-solving, and evaluative skills.
- **Authenticity:** Despite the utilization of AI, learners must sustain the value of original thought, creativity, and personal expression through meaningful and authentic learning activities that foster students' communication skills and creative expression.

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- **Data Security and Privacy.** Learners must be cautious in entering personal data when using GenAI. They must also adhere to data privacy regulations and protect and respect confidential data.
- **Human Oversight.** Learners must maintain human control and critical thinking when using GenAI tools. GenAI should only augment, not replace human judgment.
- **Bias Awareness:** Learners must be aware of the potential biases present in the contents generated by AI by cross-referencing.

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