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Artificial Intelligence in English Language Teaching: Fostering Joint Enterprise in Online Communities

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This paper examines the role of Joint Enterprise within Virtual Communities of Practice (VCoP) in the realm of English Language Teaching (ELT), particularly in relation to the integration of Artificial Intelligence (AI) tools. The study focuses on the discussions in five open Facebook groups, to explore how teachers collectively navigate the application of AI technologies. The discussions reflect an effort among teachers to not only integrate AI tools into their teaching practices but also to ensure these tools are used ethically and effectively, balancing technological advancements with pedagogical soundness. The findings of the study underscore the critical role of Joint Enterprise in fostering a community that is responsive to evolving educational technologies.

Keywords **Joint Enterprise, Virtual Communities of Practice, Artificial Intelligence, Facebook**

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INTRODUCTION

The integration of Artificial Intelligence (AI) tools in English Language Teaching (ELT) marks a significant shift in education. These tools, recognized for addressing diverse learning needs and enhancing language outcomes such as vocabulary acquisition, comprehension, and pronunciation, also provide ELT teachers with support in tasks such as attendance monitoring and resource management. However, as AI tools become increasingly integrated into ELT, understanding how teachers collectively engage with these technologies becomes crucial. This study aims to explore this collective engagement, specifically within the context of Virtual Communities of Practice (VCoPs) such as open Facebook groups.

VCoPs, rooted in the principles of Communities of Practice (CoP) as conceptualized by Lave and Wenger (1991), are grounded in three key elements: Mutual Engagement, Shared Repertoire, and Joint Enterprise. Mutual Engagement refers to the collaborative participation of community members; Shared Repertoire involves the shared resources and experiences that members bring to the group; and Joint Enterprise, the focus of this study, refers to the collective goals and objectives that the community members pursue together. In the context of ELT, this Joint Enterprise is particularly significant as it involves the collective understanding and implementation of AI tools – a fast expanding area of education that requires joint investigation and adaptation.

The relevance of focusing on Joint Enterprise in VCoPs, particularly in relation to AI in ELT, lies in the unique insights it provides into how online communities collectively navigate new technologies. This collaborative dimension is key to understanding AI tool use and community perception. A case in point is the research by Keuk and Kimura (2015) in Cambodia, which found that Joint Enterprise was a crucial factor in the development of true communities of practice within ELT research. Their findings highlight the necessity for teachers to have a common purpose and shared objectives to foster strong communities of practice. By collaborating towards shared goals, teachers can effectively share knowledge and support each other, underscoring the importance of Joint Enterprise in the study of VCoPs.

Other studies, such as those by Laiche and Ghaouar (2021) and Bedoya et al. (2023), have provided valuable insights into the dynamics within VCoPs and the transformative power of technology in these settings. However, these studies do not thoroughly explore the specific discussions related to AI tools in ELT. Similarly, studies by Selvi (2021) and Flagg (2022) highlight the potential of Facebook groups as VCoPs during challenging times such as the COVID-19 crisis. These studies highlight the role of these groups in facilitating interactive discussions and resource exchanges. Nonetheless, the discourse surrounding AI tools within these communities remains largely unexplored.

The main focus of this present study is to examine open Facebook groups in order to gain a better understanding of how AI tools are perceived and utilised in the field of ELT. These open groups, which are accessible and visible to everyone, operate as open classrooms, providing a distinctive level of transparency that enables public observation and learning. Such openness is essential when examining the Joint Enterprise element of VCoPs, as it allows for the dissemination of ideas and shared knowledge, even among non-members. The discussions within the open Facebook groups are considered public data (Facebook, 2020; Kosinski et al., 2015); and they provide a rich resource for understanding the implementation and challenges of AI tools in ELT.

Focusing on open Facebook groups enables this study to go beyond the traditional examination or typical analysis of the impact of VCoPs on teaching methods and student outcomes. Instead, it emphasizes collaborative learning and technology adaptability, particularly through the lens of Joint Enterprise. This exploration within open Facebook groups is pivotal in contributing to a broader understanding of how AI tools are integrated and collectively perceived in ELT practices. Examining the dynamics of Joint Enterprise in these groups, the study hopes to fill a significant gap in the literature and contribute to a broader understanding of the integration and collective perception of AI tools in ELT practices.

METHODS

This study employs a qualitative case study design, focusing on the discussions related to the use of AI tools in ELT within five open Facebook groups. These groups form the bounded system for an in-depth examination, as outlined by Baxter and Jack (2008) and Creswell and Poth (2017). The researcher adopted a non-intrusive lurking approach (Nonnecke & Preece, 2000), observing without joining the discussions, to maintain data authenticity and respect the open nature of these publicly accessible groups.

Data were collected from five open Facebook groups namely Teaching & Learning with ChatGPT (and AI), AI for English Teaching (Korea Edition), Emerging Technologies in Language Education, ChatGPT for Teachers, and ChatGPT for Language Learning. The data collection focused on posts and comments about AI tools for ELT. Only posts that generated comments, indicative of collective knowledge construction, were included, aligning with VCoP principles of collaborative learning (Wenger et al., 2002). This resulted in 235 initial posts and 1,712 replies collected up to 19 May 2023, following the principle of data saturation.

Posts and comments from these open groups are public data, as per Facebook's privacy policy (Facebook, 2020) and Kosinski et al.'s (2015) guidelines, suitable for research. To maintain ethical standards and participant privacy, the study employed an anonymization process. Usernames from Facebook were replaced with initials, e.g., "Lee Richard" became "LR," or “Jose Arya Coleman” became “JAC” ensuring individual confidentiality while preserving data integrity for analysis. Four experienced university teachers independently verified the anonymized data's accuracy and relevance, aligning with ethical research practices.

This study, utilizing a thematic analysis approach, concentrated on the Joint Enterprise aspect within the VCoP framework. This focus enabled an in-depth examination of how English language teachers in the Facebook groups collectively navigated their understanding and application of AI tools, as well as the communal handling of challenges and concerns related to these tools.

RESULTS AND DISCUSSION

This thematic analysis is structured around two principal themes that reflect the concept of Joint Enterprise in the context of AI tools' integration into ELT. The first theme, AI Tools Understanding and Usage, encompasses a detailed exploration of the groups’ collective comprehension, acceptance, utilization, critique, and various specific aspects such as AI Tool Acceptance, Comparison, Critique, Demonstration, Diversity, Experimentation, Assessment, Limitations, Performance, Potential, Queries, Suggestions, as well as broader discussions on the Anticipation of AI's Impact, Critiques on Current Teaching, Queries on Plagiarism Detection Tools, and Rubric Application. The

second theme, Concerns and Challenges, addresses the community's shared concerns, ethical considerations, and challenges, including over-reliance on AI, ethical use, dealing with AI tools, expressing struggles and hope, potential misuse, questioning AI competency, and the value of teacher presence. This structure aims to provide a comprehensive overview of the community's joint efforts to navigate the complexities of AI tool integration in education.

AI Tools Understanding and Usage

AI Tools Understanding and Usage delves into the complex landscape of how English language teachers perceive, adopt, and apply AI tools in their teaching practice. This theme encapsulates codes such as AI Tool Acceptance, AI Tool Comparison, AI Tool Critique, among others.

AI Tool Acceptance

English language teachers in Facebook groups have notably accepted AI tools, aware of ongoing debates yet ready to integrate these technologies. In Emerging Technologies group, PR remarked on the complexity of AI tools: “Banning it... is an extreme reaction... not a good long term solution.” RMO expressed enthusiasm for VR-based AI tools: “I'm getting 100 of them for our new Virtual reality project.” In ChatGPT for Teachers group, DDL criticized academia's resistance to AI: “...shows how old fashion these institutions are!” ANE emphasized adaptation: “Evolution, adapt or be left behind!”, while RHA stressed AI's inevitability: “It’s out there now... So, we have to reconfigure how we teach.” These perspectives underline AI tools' importance in modern education and the willingness of teachers to evolve their methods to include these technologies.

AI Tool Comparison

In the AI Tool Comparison section, discussions in groups namely the Emerging Technologies group and the ChatGPT for Teachers group focused on comparing various AI tools for functionality, efficiency, and effectiveness, crucial for selecting suitable educational tools. In the Emerging Technologies group, FAK noted a comparison between language tools: "Similar to Duolingo, but Drops is more into audiovisual learning. Also memorizing." SSM provided a detailed comparison of virtual reality hardware like Oculus Quest 2 and Samsung GearVR, sharing, "With regard to the Quest 2 itself, it's really good... I also have the Samsung GearVR... prefer it over the finicky and temperamental HDK2." In the ChatGPT for Teachers group, JWI questioned the automation in grading: "Is it [using ChatGPT to mark students’ works] no different than using a scantron?" These dialogues highlight the importance of thorough analysis and peer discussions in choosing AI tools for the classroom, aiding teachers in understanding the balance between technical specs and user experience, and reflecting on the degree of automation in teaching.

AI Tool Critique

In the AI Tool Critique theme, members from Facebook groups such as Teaching & Learning with ChatGPT (and AI), Emerging Technologies, and ChatGPT for Teachers, expressed criticisms of AI tools, highlighting challenges in their implementation and the need for refinement. From Teaching & Learning with ChatGPT (and AI) group, OP criticized AI for producing generic responses: "Generic prompts, give generic answers." In Emerging Technologies group, SSM noted both potential and drawbacks of ChatGPT and Bard, pointing out their closed, profit-oriented nature and issues like biases and inconsistencies: "I've been playing with ChatGPT and Bard... shows that with the potential come some pretty big risks." In the ChatGPT for Teachers group, CB discussed ChatGPT's limitation in information verification: "I was playing around with ChatGPT... it couldn’t tell me what research article it came from," while SKE highlighted issues with critical thinking and citation accuracy: "I have found that the justification piece of ChatGPT is not good because AI does not do critical thinking." These critiques underscore the necessity for ongoing evaluation and enhancement of AI tools to better serve teachers' needs and integrate effectively into educational practices.

AI Tool Demo

In the AI Tool Demonstration theme, teachers in the ChatGPT for Teachers group effectively demonstrated AI tools' application in the classroom, bolstering understanding of their practical teaching benefits. HP used ChatGPT for ESL teaching, responding to a query with a list of ten ESL strategies, highlighting the tool's versatility in offering diverse learning activities: "I brought your question to ChatGPT. Here is the prompt and response..." This instance within the group not only display AI tools' functions but also provides practical examples for educational application, fostering a collective knowledge base and encouraging peer exploration and adoption of AI in teaching practices.

AI Tool Diversity

In discussions on AI Tool Diversity in groups like the Emerging Technologies group, ChatGPT for Teachers group, and AI for English Teaching (Korea Edition) group, teachers delved into the array of AI tools, their distinct features, and diverse English language teaching applications. PR from the Emerging Technologies group shared an extensive list of 185 digital resources, illustrating the variety of tools for language teaching: "Teachers love... sharing a link to a cool app, tool, or site... Over the years, I have curated a list of over 185 such resources." In the ChatGPT for Teachers group, JS highlighted the utility of ChatGPT and Grammarly for ESL students: "ChatGPT can be used like Grammarly - both which I recommend to my university students." AD from AI for English Teaching (Korea Edition) noted the rapid emergence of new AI tools adaptable to Korean language: "So many sites are popping

up now that can be useful... some of which are very adaptable for using Korean language." These conversations underscore the extensive range of AI tools in English language education, stressing the importance of understanding each tool's unique capabilities for optimal use in teaching and learning contexts.

AI Tool Experimentation

In the AI Tool Experimentation theme, teachers in groups like the Emerging Technologies group and ChatGPT for Teachers group explored and tested various AI tools, showing innovation in education. In Emerging Technologies, DHO tested Q-chat's quiz mode for its handling of language inconsistencies: "I played around with Q-chat briefly in quiz mode... it's definitely promising." PR used ChatGPT to simulate non-native English errors, noting its potential for learning activities: "While this kind of thing could be used as a learning activity... it might also be quite tricky to tell that a student had not written it themselves." In ChatGPT for Teachers, ALK used ChatGPT for story writing but preferred crafting her own stories due to limitations in AI content: "It's done the job-but much like other beginning decodable-they're not great sentences... I always resort to writing my own." JMc explored speech recognition for IELTS questions, indicating a readiness to experiment with AI's unconventional uses: "Playing with speech recognition and IELTS questions... it's going well..." These instances demonstrate teachers' active engagement with AI tools, highlighting their willingness to innovate and the tools' potential in enhancing teaching and learning.

AI Tool in Assessment

In the AI Tool in Assessment theme, teachers in groups like the Emerging Technologies group and ChatGPT for Teachers group examined the use of AI for student evaluation, discussing its potential and challenges in educational assessment. In the Emerging Technologies group, LPH described using speech-to-text and automated assessment with Eduling Speak: "I'm working on using speech to text... with my app Eduling Speak... with minutes of speeches of all kinds," highlighting AI's efficiency in assessing spoken language. In the ChatGPT for Teachers group, RCG suggested incorporating AI in lesson planning for content understanding checks: "Part of lesson planning will perhaps need a discussion aspect in the future..." GT also from ChatGPT for Teachers, noted challenges with AI-generated tests: "ChatGPT will create a test, but many of the questions are not valid because there is more than one correct option." These discussions underscore the intricate balance of AI's potential to streamline assessment with the necessity for its refinement for effective educational integration.

AI Tool Limitations

Discussions in the Emerging Technologies group have focused on the limitations of AI tools in education, particularly their handling of language. VJA humorously noted AI's potential to generate inappropriate content: "500-word essays of offensive and inappropriate ideas (with citations) it is then!" highlighting its inability to discern content appropriateness. PR discussed machine translation limitations, especially between English and Japanese: "The tech does not yet work well enough to replace human language ability... Continuous translation in Google Translate... not available in J-E yet." SBI echoed this with a similar experience. MPO emphasized the need for human oversight in machine translation in fields like healthcare: "Machine-translated output still needs to be checked... The HCW using the device should be able to notice when the device is not accurate." These dialogues highlight the limitations of AI in complex language tasks and the ongoing need for human supervision, suggesting a cautious approach to AI adoption in education, recognizing its benefits but also its current inability to fully replace human skills and judgment.

AI Tool Performance

Discussions in Facebook groups such as in ChatGPT for Teachers group have focused on the performance of AI tools in education, highlighting their strengths and limitations. LAK in ChatGPT for Teachers group emphasized the need for critical use of AI tools, especially regarding factual accuracy: "It's just a language model... It's not able to check itself for factual accuracy." EL discussed machine translation, noting a specific AI tool's superiority over Google Translate: "I went to a workshop that said it is more accurate than Google translate." Conversely, JR from the same group highlighted AI's inaccuracies in grading, suggesting its limitation to providing revision suggestions rather than grading content: "Everything I've tried has been inaccurate when it gets to actually grading." These discussions reflect varied opinions on AI tool performance in educational contexts, acknowledging their utility but also the necessity for human oversight and critical engagement, particularly in nuanced tasks like grading.

AI Tool Potential

The transformative potential of AI in education has been a prominent topic in Facebook groups such as Teaching & Learning with ChatGPT (and AI), Emerging Technologies, and ChatGPT for Teachers group. In Teaching & Learning with ChatGPT (and AI) group, BL noted AI's inevitable growth in education: "This tech will only grow... 'AI won't replace people, people with AI will replace people without it'." This view underscores AI's importance in future educational landscapes. In the Emerging Technologies group, TKA marveled at Duolingo's AI model, Dolingo Max: "I am astonished! Dolingo Max... by Duolingo is here..." suggesting its potential to revolutionize language learning. In ChatGPT for Teachers, ZSO predicted AI's

rapid growth in education: "In a very short space of time, AI feedback... will be very difficult to distinguish from that from human teaching staff..." implying AI's capability to match or surpass human teaching. These discussions reflect a consensus on AI's significant, transformative role in education, highlighting its emerging necessity in teaching and learning.

AI Tool Query

Queries about AI tools' functionality, usage, and effectiveness have been prevalent in groups like Emerging Technologies and ChatGPT for Teachers groups, highlighting teachers' eagerness to integrate AI in education effectively. In Emerging Technologies group, IBOU questioned ChatGPT's ability to generate unique reports: "Could ChatGpt generate different reports... that is tricky even for a human teacher?" In the ChatGPT for Teachers group, SHA asked about ChatGPT's creative content generation: "Can chatgpt write stories?" LLr questioned its language versatility: "Does it [learnt AI] work only in English language?" and RWP was curious about its grading potential: "So it [ChatGPT] can grade your essays????" These inquiries reflect teachers' desire to fully understand AI tools' applications and limitations, crucial for enhancing AI's effective use in education.

AI Tool Suggestion

In Facebook groups, teachers actively discussed suggestions for improving AI tools in education, demonstrating their dedication to refining AI-based teaching methods. In the Emerging Technologies group, DRA suggested a new feature for Zengengo to support independent speaking practice: "Why won't Zengengo add a feature of scripted dialogues with the computer... This would allow students to practise speaking on their own." This idea aims to enhance the tool's utility and fun for students. In the ChatGPT for Teachers group, FA desired more human-like interactions from AI tools, particularly Large Language Models: "YES! Human interaction is the next level for human knowledge construction. I hope AI/LLM will enforce all of us to step on that level at last!" indicating a wish for AI to foster natural communication. These discussions underscore teachers' active role in shaping the future of AI tools, with their suggestions offering crucial insights for developers to meet real classroom needs.

Anticipation of AI Impact

In Teaching & Learning with ChatGPT (and AI), Emerging Technologies, and ChatGPT for Language Learning groups, discussions have revolved around AI's future impact on education and teaching. In Teaching & Learning with ChatGPT (and AI) group, NVT anticipated significant changes due to AI: "Assume that 10 years from now, AI tech... will be mainstream... How will learning be different? And how will the role of teacher change?" predicting a shift towards personalized learning and the need for data literacy among teachers, but also expressing concerns about the digital divide. In Emerging Technologies group, DGZS discussed the impact of machine translation on language learning: "Too much money is being put into this... We will soon have universal translators and the pool of students will hugely decrease." CNE noted the need to rethink evaluation methods in light of AI's capabilities: "What if the AI write the entire assignment?... AI will make obsolete." Meanwhile, BT from ChatGPT for Language Learning group remained optimistic about AI's role in language learning. These discussions highlight both excitement and apprehension about AI's role in education, pointing to a future where teachers must adapt and develop new skills to leverage AI effectively, while also navigating its challenges.

Critique on Current Teaching

In the Emerging Technologies and ChatGPT for Teachers groups, there were critical discussions on current teaching practices, focusing on AI tools integration. In Emerging Technologies group, CGL discussed the challenge of integrating frequent use of language learning platforms into students' routines: "6 times a day [to log into the platform] sounds like... changing their daily routines/habits." COB questioned the need for traditional homework: "Why do they need homework? Is it really necessary?" In ChatGPT for Teachers group, AR commented on some teachers' reluctance to use AI for marking: "It feels like someone fearing to lose power above the students." VKO suggested a constructive approach to AI use in assessments: "Detecting AI use is counterproductive - redesign your assessments." These conversations indicate a need to rethink teaching methods in response to AI integration, focusing on student workload, routines, and the potential of AI in enhancing learning and assessment.

Query on Plagiarism Detection Tools

In the Emerging Technologies and ChatGPT for Teachers groups, there was notable discussion on using plagiarism detection tools for AI-generated content, highlighting teachers' concerns about academic integrity and the challenges of these technologies. In Emerging Technologies group, SSV adopted a cautious approach to AI's impact on integrity: "I am changing all my assessed tasks to be in no way reliant on AI... Students are going to cheat in the same way they always have, and [I] will not tolerate it." In ChatGPT for Teachers group, BG asked about tools for detecting AI use: "Which software do you use to check for plagiarism and the use of AI?" An anonymous teacher shared a case of a plagiarism tool falsely flagging a student's work as AI-generated, underscoring the issue of false positives. These discussions reflect teachers' concerns about plagiarism tools' accuracy in distinguishing human from AI-generated work and the ethical dilemmas in incorporating these technologies into education.

Rubric Application

In the ChatGPT for Teachers group, teachers discussed using AI tools for creating and applying rubrics in student assessments. CT highlighted the efficiency of an AI tool in formative assessment and rubric creation: "And if you want to create a full-on formative assessment it will also create the rubric for you." This example demonstrates the tool's capability to streamline assessments. Similarly, HP shared their use of ChatGPT for rubric creation: "Have you tried asking ChatGPT exactly what you wrote?... Please create a rubric for evaluating student writing (ESL)... Output: Sure, here is a basic rubric... based on a 1-5 point scoring system." HP's experience underscores the ease and practicality of AI in generating tailored rubrics, a task usually demanding for teachers. These discussions reflect an increasing interest in leveraging AI tools for assessment tasks, emphasizing their potential to enhance efficiency and adaptability in creating rubrics for various educational contexts.

Discussion for AI Tools Understanding and Usage

The integration and exploration of AI tools within these Facebook groups embody a paradigm of Joint Enterprise, as defined in the VCoP framework. This communal enterprise transcends mere adoption of new technologies; it represents a concerted effort by English language teachers to engage with AI in a manner that is reflective, critical, and collaborative.

These virtual spaces are not just platforms for sharing resources but are evolving into pivotal forums for Teacher Professional Development (TPD), as highlighted by Carpenter & Krutka (2015) and Wenger et al. (2002). In these groups, teachers are not passive recipients of information. Instead, they actively engage in discussions that delve into the ethical, pedagogical, and technological aspects of AI integration, echoing the findings of Baskara (2023), Esmaeili et al. (2016), and Song et al. (2017). These discussions often revolve around ensuring responsible usage of AI tools, addressing concerns such as privacy and professional dignity. A distinctive aspect of these discussions is the focus on AI's potential in automating aspects of teaching and learning, such as scoring and feedback. The advantages of these systems, as noted in studies by Ferris (2010), Hyland & Hyland (2006), and Moore & Kearsley (2012), are acknowledged, particularly their role in providing timely and individualized feedback while minimizing human biases (Shermis & Burstein, 2013; Zhang, 2021). However, teachers in these groups are also aware of the challenges posed by AI, such as the potential overshadowing of the human element in education. This awareness resonates with the concerns raised by Huang et al. (2021) and Pardo et al. (2018), who advocate for a balanced approach to ensure AI tools complement rather than replace the unique capacities of human teachers.

The notion of Joint Enterprise is further exemplified in the collective efforts among teachers to integrate AI tools effectively into their teaching practices. These efforts mirror the transformative potential of technology in educational settings, as outlined by Flagg (2022) and Laiche and Ghaouar (2021). Teachers in these groups actively share their experiences and strategies, contributing to a dynamic knowledge base that benefits the entire community.

In essence, these Facebook groups serve as microcosms of the broader educational environment, where the principles of VCoP are vividly manifested. The discussions within these platforms encapsulate complex dynamics, ranging from ethical considerations and TPD to the indispensable human element in education. This collective engagement in Joint Enterprise not only enriches individual teaching approaches but also strengthens the community's capability to adapt to and shape the future of education in the digital era.

In conclusion, the exploration of AI Tools Understanding and Usage within these ELT Facebook groups, through the lens of Joint Enterprise, highlights the critical role of collaborative engagement in effectively integrating AI tools in educational practices. It showcases how these communities, by collectively navigating the intricacies of AI integration, are playing a pivotal role in shaping pedagogical practices in the era of digital technology.

Concerns and Challenges

Concerns and Challenges offer a nuanced examination of the hurdles, reservations, and issues that English language teachers face while integrating AI tools into their educational practices. This theme encapsulates codes such as Concern about Over-reliance on AI, Ethical Use of AI Tools, among others.

Concern about Over-reliance on AI

In the ChatGPT for Teachers group, discussions about AI tool usage in education revealed concerns about potential over-reliance and its implications. JFRL highlighted apprehensions about high-performing students using AI tools like ChatGPT for convenience: "Our dual credit English teacher has the best students... using ChatGPT because it's easier," pointing to the risk of students sidestepping learning efforts. JT expressed anxiety about AI's impact on teaching jobs: "Why would anyone want to pay me to have conversations with them anymore... Is this not the beginning of the end for my job?" TT raised societal concerns: "Students will lose their value. Humans will be AI dependent in the very future," suggesting future over-dependence on AI. These conversations in the teacher community reflect both enthusiasm and caution towards AI integration in education, highlighting the need to balance AI's benefits with its potential drawbacks in terms of student reliance and the broader teaching profession and societal norms.

Ethical Use of AI Tools

In ELT, discussions in Facebook groups like Emerging Technologies and ChatGPT for Teachers have underscored the ethical considerations of using AI tools in education, revealing complex ethical challenges. In Emerging Technologies group, JTO cautioned against accepting AI-generated content as factual, emphasizing critical scrutiny:

"AI... have been used to generate fake webpages... We are going to have to be a lot more suspicious about everything we see on our screens." This highlights the ethical dilemma of ensuring information credibility and fostering critical thinking among learners. In ChatGPT for Teachers group, CNE discussed the ethical implications of AI completing assignments: "What if the AI write the entire assignment?... Teachers should now be thinking about different ways to evaluate students." YIR also criticized the uncritical use of AI in assignments, stressing responsible usage: "Copying and pasting sentences... is not homework. It is a waste of student time and teachers' time." These discussions within the ELT community indicate increasing awareness of AI's ethical complexities, emphasizing the need to maintain ethical practices, ensure content authenticity, and adapt pedagogical approaches in the evolving educational landscape.

Challenges Dealing with AI Tools

In Facebook groups like Teaching & Learning with ChatGPT (and AI), discussions highlight the varied challenges teachers face in integrating AI tools into teaching, spanning technical limitations to cultural and pedagogical factors. HZP from the group pointed out technical challenges in subject-specific contexts: "It's not too good at math and we are starting out with English," indicating AI's subject-related limitations and the need for development. NVT addressed cultural and regional challenges, particularly in Vietnam: "Students in Vietnam lack self-learning skills... their preference is traditional classroom," highlighting the influence of cultural dynamics on AI tool adoption and effectiveness. These discussions underscore that AI integration in education involves more than technology; it intersects with societal norms and learning attitudes. The effective use of AI in education relies on addressing these multifaceted challenges, requiring both technical improvements and cultural adaptability to ensure meaningful integration in diverse educational settings.

Struggles and Hope

Discussions in groups like Emerging Technologies and ChatGPT for Teachers highlight the mixed emotions of struggles and hope surrounding AI tool adoption in education. SMc from Emerging Technologies group voiced concerns about financial constraints in implementing AI tools for many students: "Can you explain how you set this [SpeechCoach] up and how much it costs?... 600 students might be outside our budget, which is 0," illustrating the balancing act between technology adoption and budget limits. Despite this, SMc's interest indicates hope for integrating such tools. In ChatGPT for Teachers group, KST addressed the complexities of plagiarism detection with AI content, calling for policy changes: "Turnitin should be used as evidence, not proof... There needs to be changes at a policy level." This reflects both the challenges of current AI limitations and optimism for future improvements. These conversations show educators confronting financial and technological hurdles, policy issues, and the hope for AI's transformative potential in teaching and learning, underscoring the complex but forward-looking journey of AI integration in education.

Potential Misuse of AI

In Facebook groups like Emerging Technologies and ChatGPT for Teachers, teachers are increasingly concerned about the potential misuse of AI tools in education, particularly by students, impacting learning integrity and ethics. SMc from Emerging Technologies group expressed frustration over AI tools' incorrect application: "There is a lot that the AIs can and do do that is not doo doo... people are using it wrong." PR highlighted risks with AI interfaces like Caktus AI facilitating dishonest practices: "The Caktus AI UI seems specifically designed to help students cheat..." In ChatGPT for Teachers group, JO noted that some students misuse AI for language learning by merely replicating responses: "However, some learners are just stealing [the] model and regurgitating the language it creates." These discussions underscore the challenges in ensuring AI tools enhance learning appropriately and the need for clear guidelines and ethical considerations to prevent misuse. Teachers and developers share the responsibility to create an environment where AI is used responsibly, supporting educational integrity.

Questioning AI Competency

In Facebook groups like Emerging Technologies and ChatGPT for Teachers, teachers critically scrutinize the competency, accuracy, and effectiveness of AI tools in education. They actively discuss the reliability and limitations of these tools, keen to understand their real impact on teaching and learning. In Emerging Technologies group, SSM critiqued YouTube's auto transcripts, especially their handling of accents, highlighting AI's limitations in language processing: "Personally, I don't find YouTube's auto transcripts to be that reliable…" MBU in the same group emphasized the need for empirical evidence to validate the effectiveness of AI tools like ChatGPT: "However, self-reported claims about using ChatGPT to write/develop written assignments improving understanding need to be tested empirically." In ChatGPT for Teachers group, KKA expressed disappointment with ChatGPT's generic responses in book analysis: "I don't think AI did an [analysis] at all here…" and MA questioned its ability to evaluate writing improvements accurately: "Try asking the difference between the two writings and do not told chatgpt what had improved." These discussions show teachers critically appraising AI tools, exploring their potential while questioning their efficacy and appropriateness in educational settings, essential for their responsible integration in education.

Value of Teacher Presence

Discussions Emerging Technologies and ChatGPT for Teachers groups emphasize the vital role of teacher presence alongside AI tools in education. Teachers agree that while AI enhances teaching and learning, their human element remains crucial for best outcomes. In Emerging Technologies group, DDE questioned AI's impact on learning quality: "Pupils might prefer the robot, but what impact does it have on the quality of their learning overall?" highlighting the necessity of teacher guidance. TLA observed the importance of teacher assistance in interpreting AI feedback: "The feedback was very good, but the student needed my help to understand the feedback." In ChatGPT for Teachers group, PM stressed the teacher's crucial role in evaluating student performance, even with AI assistance: "it [is] imperative that the teacher does the marking..." MKE noted that "the understanding of the student's individuality and the processing that the student is performing should be assessed by the person". These discussions assert the irreplaceable value of teachers in AI-integrated classrooms, recognizing their role in providing nuanced understanding, interaction, and guidance, fundamental for effective teaching and learning.

Discussion for Concerns and Challenges

The discourse in open Facebook groups vividly encapsulates the Joint Enterprise aspect of Virtual Communities of Practice (VCoP), particularly in addressing the concerns and challenges associated with the integration of AI tools in education. This collective endeavor extends beyond mere adoption of new technologies, encompassing a broader commitment to address the multifaceted ethical, pedagogical, and societal implications brought by AI integration.

Teachers within these groups have collectively voiced concerns about an over-reliance on AI tools, echoing the VCoP's concept of Joint Enterprise that emphasizes shared norms and collective goals. Fears of AI replacing human intellectual effort in learning processes and potentially taking teacher roles reflect a unified stance among teachers toward preserving the integrity and efficacy of educational processes.

Ethical considerations, particularly concerning data privacy and the potential for student misuse of AI tools, have been at the forefront of these discussions. Teachers critically dichotomize ethical issues, contributing to a collective ethical deliberation that contrasts traditional top-down approaches of policy dissemination. This approach aligns with Carpenter and Krutka (2015)'s findings on the role of online platforms in fostering collaborative TPD.

Simultaneously, there is a balanced view towards educational technology, with collective calls for empirical validation of AI tool efficacy. This critical perspective is in line with Selwyn (2016)'s advocacy for empirical rigor in evaluating educational technologies. The discussions within these groups also stress the irreplaceable role of human teachers in ensuring emotional intelligence and personalized understanding—factors yet to be fully replicated by AI technologies.

Moreover, these Facebook groups serve as collaborative platforms for improving pedagogical strategies, resonating with Lee and Perret (2022)'s recommendations for professional development programs. Teachers share resources and experiences, pointing toward an evolving pedagogical approach that combines traditional and novel strategies. This aspect of Joint Enterprise is crucial, as it underscores the value of collaborative learning and problem-solving among teachers, which is also supported by empirical evidence from Vazhayil et al. (2019).

The discussions within these groups are not merely platforms for sharing materials; they represent active spaces where teachers critically evaluate and collaboratively produce knowledge. This extends beyond the basic framework of VCoP by including rich discussions on ethics, evidence-based practices, and the complex role of AI in teaching. The complexities discussed hint at potential trajectories for future scholarly investigation, particularly in exploring the balance between AI utility and teacher involvement.

In summary, the Concerns and Challenges discussions related to AI tools in these Facebook groups encapsulate a shared journey of teachers within the framework of Joint Enterprise. This journey is characterized by mutual concerns, ethical contemplations, and a collaborative effort to address challenges, integral to effectively harnessing AI technologies in education while preserving the core values and efficacy of the teaching profession. This collective endeavor highlights the critical role of community-driven efforts in navigating the complexities of AI integration in education, ensuring that these technologies enrich the learning experience in alignment with the fundamental principles of effective teaching.

CONCLUSION

The present study enriches the theoretical framework of Virtual Communities of Practice (VCoP), particularly within the ELT field as it increasingly intersects with AI technologies. The concept of Joint Enterprise, traditionally understood as the shared domain of interest among community members (Wenger et al., 2002), has been expanded in the context of this study. It now encompasses not only the collective goal of integrating AI tools into teaching practice but also a shared commitment to ethical considerations and critical awareness in the use of these tools.

This study's findings highlight that Joint Enterprise, a key element of Virtual Communities of Practice (VCoP), is evident in the diverse roles assumed by community members. These roles include those who share information, seek knowledge, critics, and learners. This variety of roles enhances the richness of the community's interactions, particularly in discussions around AI tools.

A distinctive aspect of this Joint Enterprise is the collective effort towards responsible and ethical use of AI tools. The community's discussions are focused not just on utilizing AI in teaching but on doing so in ways that are supported by evidence and research. This approach ensures that the adoption of AI tools is not only innovative but also methodologically sound and ethically grounded.

Moreover, the community's careful examination of AI tools acts as a form of control. It prevents quick, unthoughtful decisions. This joint effort underlines the importance of informed decision-making in the technological advancement within ELT.

Implications of this study suggest that peer discussions and exchanges, as witnessed in the Facebook groups, should be integral to teacher training programs. These interactions provide real-life insights and practical strategies, supplementing formal training with firsthand experiences and adaptive approaches in AI tool integration. This recommendation underscores the value of experiential learning in professional development, encouraging a more holistic approach to teacher training in the age of digital technology.

In recognizing the limitations of this study, such as its focus on specific Facebook groups, future research could explore the application of these findings in other digital platforms and contexts. This would further elucidate the evolving dynamics of VCoP in diverse educational settings, particularly as they relate to the integration of emerging technologies in ELT.

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