

flora_joint enterprise

by Perpustakaan Referensi

Submission date: 09-Feb-2024 09:26PM (UTC+0700)

Submission ID: 2290422791

File name: with_name_REVISI_Flora_Joint_Enterprise.docx (139.43K)

Word count: 7292

Character count: 43199



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

Flora Debora Floris^{1*}, Utami Widiati², Willy Ardian Renandya³, Yazid Basthomi⁴

⁴

¹ State University of Malang/Petra Christian University, Indonesia ² State University of Malang, Indonesia ³ National Institute of Education of Nanyang Technological University, Singapore ⁴ State University of Malang, Indonesia

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

OPEN ACCESS

ISSN 2503 3492 (online)

*Correspondence:
Flora Debora Floris
deboraf@petra.ac.id

Received:
Accepted:
Published:

Citation:
Floris, F.D., Widiati, U., Renandya, W.A., & Basthomi, Y. (2024) Artificial intelligence in English language teaching: Fostering joint enterprise in online communities. JEES (Journal of English Educators Society), [doi](#)

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.

²

Journal of English Educators Society / jees.umsida.ac.id/index.php/jees

flora_joint enterprise

ORIGINALITY REPORT

6%

SIMILARITY INDEX

6%

INTERNET SOURCES

2%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1	connect.academics.education Internet Source	3%
2	jees.umsida.ac.id Internet Source	1%
3	Submitted to University of Newcastle Student Paper	<1%
4	Donna Boedi Maritasari, Punaji Setyosari, Dedi Kuswandi, Henry Praherdhiono. "The Effect of Project Based Learning Assisted by Mobile Learning Applications and Learning Motivation on the Competence and Performance of Teachers", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	<1%
5	pubmed.ncbi.nlm.nih.gov Internet Source	<1%
6	www.charterworks.com Internet Source	<1%
7	scidar.kg.ac.rs Internet Source	<1%
