

APPI eJournal

SPECIAL EDITION

AI • Artificial Intelligence
In the ELT classroom

AUTUMN/WINTER • *special edition*
2023/2024 YEAR 6 • 23

ISSN 2184-7525



EDITOR: **Carlos Lindade** (Guest Editor)
PROOFS: **Judite Fiúza** (Editor)
DESIGN: **Neil Mason** (Editor)
IMAGES: **AI generated** (licensed to Neil Mason)

The views expressed in the APPI eJournal are the contributors' own, and not necessarily those of the Editors or the Publisher.




CONTENTS

- p.4 Editorial
– *Carlos Lindade*
- p.9 AI and AI in Teacher Education:
A short case study
– *Gabriel Diaz Maggioli*
- p.15 Harnessing the Power of AI:
Three Tools for Teachers and
Educational Researchers
– *James Riley*
- p.21 Browsing around generative
AI tools for EFL/ESL learning and
teaching
– *Susana Oliveira*
- p.27 Do we, as teachers, fear AI?
– *Nuno Martins*
- p.33 Teaching Reading in the era of AI
– *Carlos Lindade*
- p.40 On the Bookshelf
– *Judite Fiúza*

Editorial

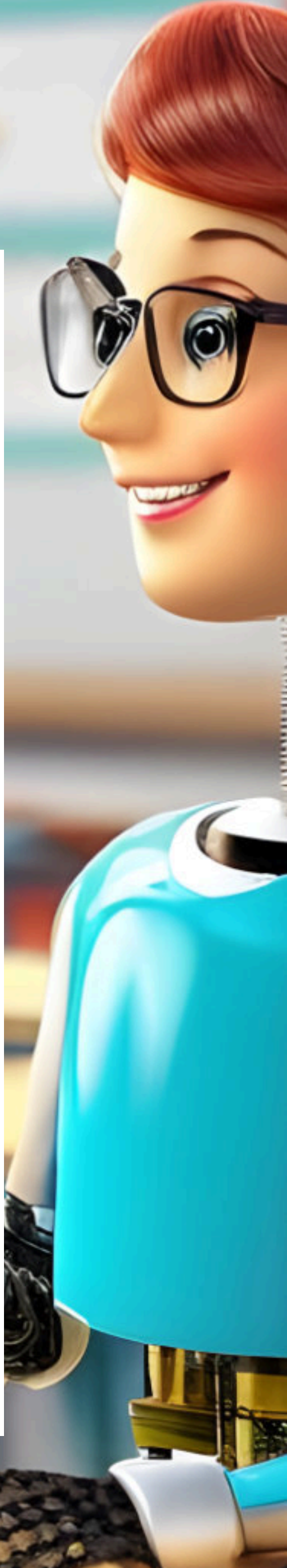
Rethinking, Reshaping and Restructuring ELT in the era of AI



In the ever-evolving landscape of English Language Teaching, Artificial Intelligence stands out as an Oppenheimer moment, requiring the ELT community to come together to reflect on how we teach, how students learn, and how AI is already impacting foreign language education. While educators and learners simultaneously engage with the dynamic capabilities of AI, this special edition of The **APPI eJournal** delves into the intersection of AI and ELT, exploring its vast potential and addressing the challenges it presents through the contributions of experienced professionals working in different levels of education.

Gabriel Díaz Maggioli presents a case study and explores the development of teacher autonomy through an ENABLE framework, emphasising how theory-informed practice can lead to effective use of AI in the EFL classroom. James Reily focuses on the enduring presence of AI in education and outlines how educators and researchers can utilise AI tools like ChatGPT, Eduaide, and Elicit to enhance teaching, lesson planning, and academic research.

Susana Oliveira and Nuno Martins bring to the forefront AI integration from different perspectives. Susana offers valuable insights on how learning apps and online platforms powered by AI algorithms may offer personalised learning opportunities, considering they are highly adaptive to individual learner's pace and style as well as the teacher's needs. Nuno reflects on the ongoing discussions regarding AI integration in his teaching context, offering examples of how he uses voice controlled virtual assistants (like Alexa) to simulate short conversations, allowing learners to practise communication skills and complete skill-based tasks in the second cycle.



While AI in ELT may herald a new era of customised and efficient learning, it is not without its pitfalls. As more and more industries use AI powered tools, Carlos Lindade suggests the importance of offering a renewed focus on digital literacies by encouraging analytical thinking through reading activities that focus on evaluating sources, verifying facts, and mastering other essential skills that can equip our students to adeptly navigate our digital world, which is abundant in information but frequently deceptive.

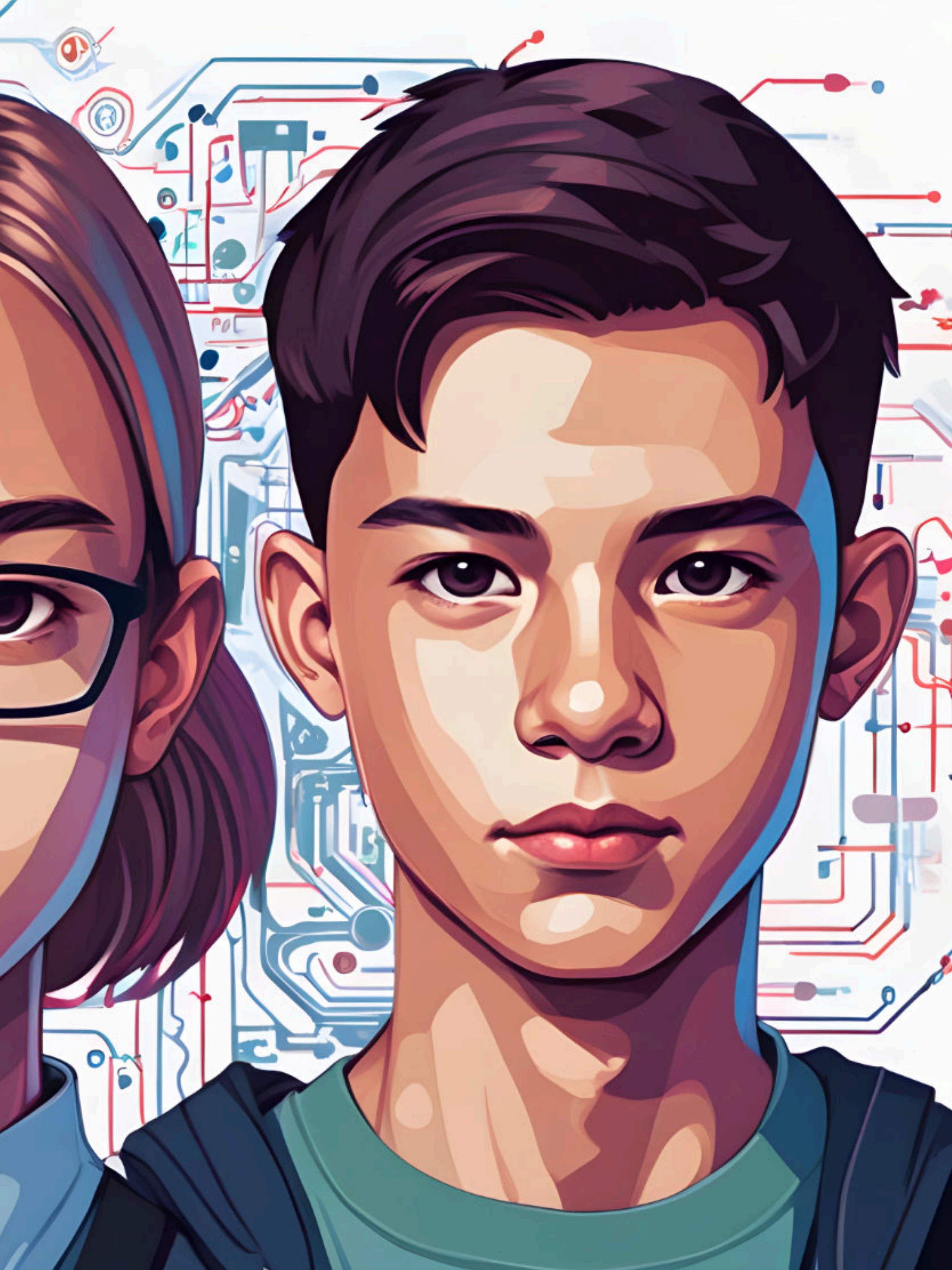
Speaking of reading, Judite Fiúza suggests a must read: *An Educator's Guide to AI in the Classroom* by Abigail McKeag (2023), an essential resource for educators exploring the integration of AI in education. This book offers practical insights, case studies, and ethical considerations for using AI in teaching, demonstrating how it can enhance learning experiences and grades while underscoring the symbiotic relationship between AI and educators in the modern classroom.

The future is here, and it is our collective responsibility to use AI ethically. Cooperatively, we can harness the power of AI to unlock new ground in language learning while staying true to the essence of education – the human connection! We, the teachers, remain at the (he)art of language education. As we stand at the cusp of this AI-driven revolution, it is our hope that this special edition may pave the way for more ambitious endeavours such as more special issues around this theme.

We are eager to hear your thoughts and experiences regarding AI. Reach out to our editorial team at ejournal.appi@gmail.com to find out how you can continue contributing to this conversation.

Carlos Lindade, *Guest Editor*







AI and AI in Teacher Education: A short case study

Gabriel Díaz Maggioli is academic advisor to the Institute of Education at Universidad ORT Uruguay and the Director of the Post-graduate Diploma in English Language Teaching. He is the past president of IATEFL.

Contact: diaz_g@ort.edu.uy



An illustration of a classroom. On the left, there is a whiteboard with some colorful lines and shapes. To its right is a large green chalkboard. The background is a warm yellow-orange color. In the bottom right corner, there is a partial illustration of a person wearing glasses and a purple shirt, sitting at a desk with a laptop.

Abstract

In this article, I look at a case involving the ethical use of AI in teacher education. We look at teacher autonomy as it is developed via a framework that ENABLEs teacher learning and see how a novice teacher can appropriate pedagogical content knowledge of AI as a tool.

Introduction

The acronym AI in English stands for two different, although deeply connected concepts: that of Artificial Intelligence and that of Academic Integrity. As a teacher educator, I needed to prepare the student teachers I worked with, for the world of Artificial Intelligence while at the same time, providing a thorough grounding on its ethical use and the extent to which its use in the classroom could support students' learning.

The case

This case study involves a novice teacher taking the last methods course in a public teacher education college in Latin America. She teaches beginners in a public secondary school in the college's catchment area and, where needs to devise her own materials. During our weekly classes in the college, we explored the ethical uses of AI and its application to teaching. We looked at the creation of "authentic" texts, and the use of the application to tailor the materials to the right language level of students. The lesson was designed as part of a unit on "Leisure time activities" involving the visualization of a video clip from the American sitcom "Friends." She included the process, product, and reflection about this experience in her portfolio as one of the key learning moments in the course.

The background of the page is a colorful illustration of a classroom. On the left, a woman with dark hair in a bun, wearing glasses and a purple jacket, is looking towards the right. In the background, there is a green chalkboard with some white markings, a whiteboard, and a clock on the wall. The overall style is modern and vibrant.

Reflection and action

“I will try to show how a teacher’s perspective is essential in the process of materials design since we are the only ones capable of fully understanding our teaching contexts. However, Artificial Intelligence proved to be useful and time saving, improving both, the students’ experience and mine when planning the lessons.” (Student A, 2023).

The first noticeable issue in her justification for including this learning experience in her portfolio is that she has a clear idea that AI is not such a generative tool, but one which requires the teacher’s active intervention to be useful. What is more, she set out to demonstrate, through her detailed account of the experience (which included the actual prompts used at each stage of the process, the products of those prompts, and her adaptations) that it is the intervention of the teacher that makes AI powerful. Additionally, she exhibits a double consciousness about the process describing the use of AI for teaching and learning.

“ChatGPT provided me with a suitable text geared to my students’ language level, together with information about the show, and descriptions of the characters... I had to re-write entire sections because it was quite confusing, and not suitable for my students’ language level... ChatGPT helped me save time and energy... and it allowed me to create materials around a specific topic and according to the students’ interests and language, which made the lessons flow more naturally.” (Student A, 2023).

In this second paragraph, Student A reinforces her conception of AI as instrumental and the idea that the intervention of the teacher is what makes the application successful.

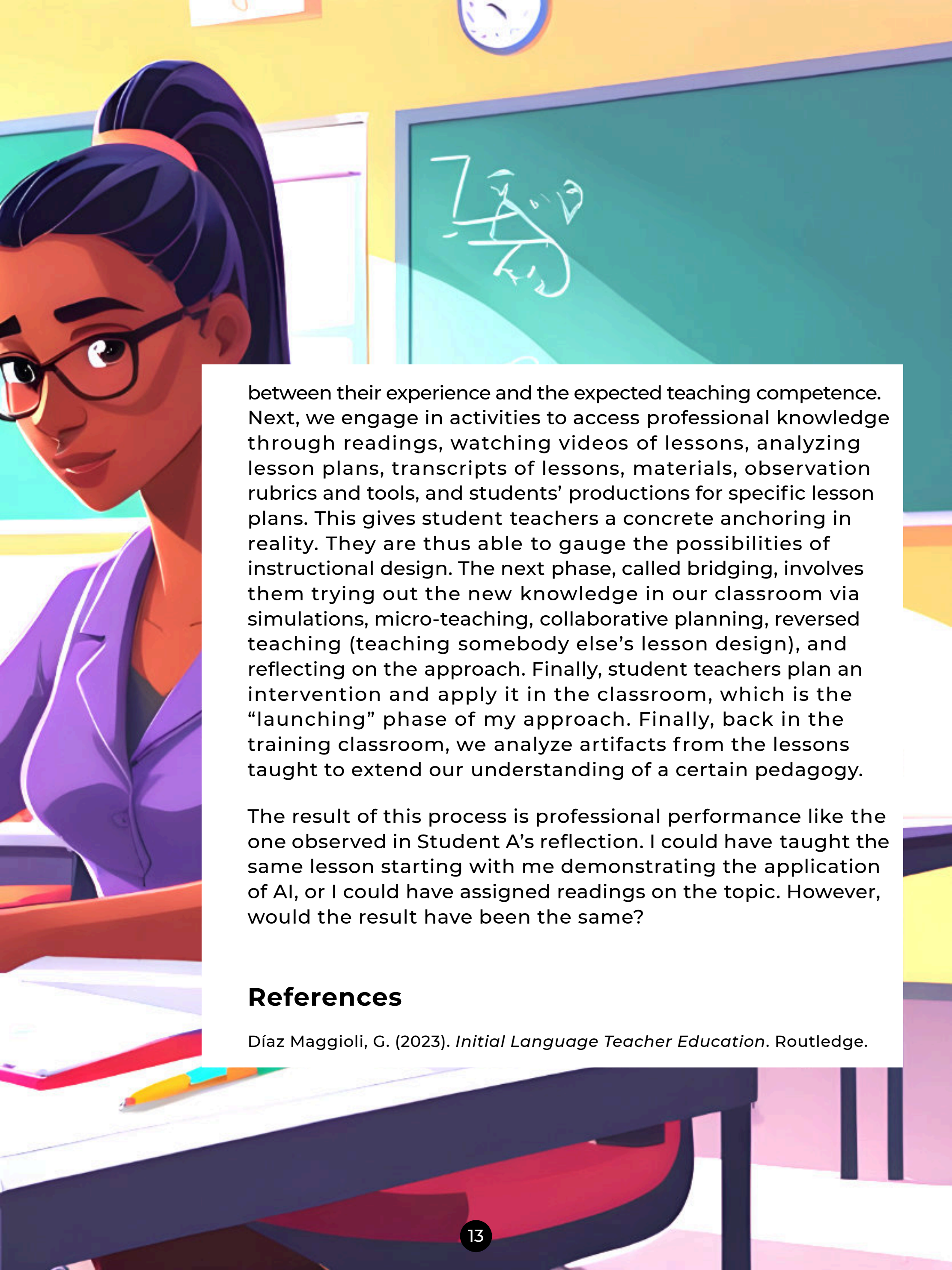
“The use of AI is a time-saving source for creating authentic texts, and it makes our lives easier in terms of designing activities as well. At the same time, a more knowledgeable and critical view is needed to create materials that suit our students' needs and capabilities. For this reason, when using ChatGPT, teachers play a central role because of their knowledge of the language as well as of pedagogical practices in a specific learning context.” (Student A, 2023).

Student A's conclusion reinforces her initial statement that AI is merely a tool that can support teaching activity. She recognizes its instrumental advantages but focuses on its enabling use as a tool and not as an end. Lastly, I must clarify that in her handouts, she referenced the use of AI using the correct citation style, which shows ownership of Academic Integrity, the other AI.

The teacher educator's perspective

This episode is an example of the autonomous application of theory to practice and evidence that, when correctly done, good practices in teacher training are conducive to the development of autonomy in novice teachers. My reflection on the process and product of this activity reinforces Student A's conclusions. It should be noted at this stage that our work in the college class involved learning how to write good prompts and exploring the many functionalities of the application (generating questions, generating texts, providing information, and so forth) but I did not model best practices, neither did I provide a list of applications of AI.

To understand this product, I should describe my approach to teacher education and development. I apply an ENABLE framework (Díaz Maggioli, 2023). We start with exploring student teachers' experiences as language learners, then we engage in activities oriented towards noticing differences



between their experience and the expected teaching competence. Next, we engage in activities to access professional knowledge through readings, watching videos of lessons, analyzing lesson plans, transcripts of lessons, materials, observation rubrics and tools, and students' productions for specific lesson plans. This gives student teachers a concrete anchoring in reality. They are thus able to gauge the possibilities of instructional design. The next phase, called bridging, involves them trying out the new knowledge in our classroom via simulations, micro-teaching, collaborative planning, reversed teaching (teaching somebody else's lesson design), and reflecting on the approach. Finally, student teachers plan an intervention and apply it in the classroom, which is the "launching" phase of my approach. Finally, back in the training classroom, we analyze artifacts from the lessons taught to extend our understanding of a certain pedagogy.

The result of this process is professional performance like the one observed in Student A's reflection. I could have taught the same lesson starting with me demonstrating the application of AI, or I could have assigned readings on the topic. However, would the result have been the same?

References

Díaz Maggioli, G. (2023). *Initial Language Teacher Education*. Routledge.



Harnessing the Power of AI: Three Tools for Teachers and Educational Researchers

James J. Riley has been teaching for nearly two decades. He holds an MA in TESOL, an EdS in Instructional Technology, and is pursuing his PhD in Educational Leadership. His research interests lie in academic writing, flipped language learning, peer observation of teaching, and social identity construction. He is originally from Long Island, New York, and currently lives in Peniche, Portugal.



Abstract

Artificial Intelligence (AI) is revolutionizing all aspects of life – including education. This article introduces teachers and educational researchers to three AI-powered tools for use in their classrooms and in their role as academics. It includes practical applications of the technology, as well as helpful tips for its effective use.

AI is here to stay. As educators and academics, we need to learn to harness the awesome power of this new technology. This article outlines the way teachers and educational researchers can utilize three AI-powered tools – **ChatGPT**, **Eduaide**, and **Elicit**.

ChatGPT

ChatGPT, when used properly, can aid in lesson planning, help teachers to differentiate instruction, and assist in designing assessment. ChatGPT is an incredibly valuable support; however, teachers need to remember that ChatGPT is trained by humans. It's always wise to be critical of the output you receive from the AI and edit it according to your needs.

Developing Mentor Texts:

Effective academic writing instruction involves frequently exposing students to numerous examples of effective English academic writing. In the past, I wrote all of these essays myself. Asking ChatGPT to produce model essays has saved me hours of preparation time. The output I receive from ChatGPT is not perfect. I always find the need to adapt it, and it is usually based on whatever rhetorical features I am highlighting in my lesson. However, editing the output from ChatGPT is much easier than starting from scratch.

Differentiating the Level of Texts:

This is perhaps my favorite use of ChatGPT. Whether I am teaching a lesson on academic writing or teaching reading skills in my English for Academic Purposes (EAP) classes, I often find that some of the materials I have created in years prior are not level-appropriate for my students. I can simply copy and paste the text into ChatGPT and ask, "Please rewrite this essay at a B1 level according to the Common European Framework." Anyone who has taught classes with mixed levels can appreciate the value of this where differentiating instruction is concerned.

Activities and Assessments:

I often create in-class activities and assessments that require students to use language in context. A recent example involved getting my students to use transition words in an academic essay. I can simply ask ChatGPT, “Please create a five-paragraph opinion essay in support of stricter carbon emissions laws. Leave a total of ten blanks where students can write transition words or phrases.” After ChatGPT gave me the essay, I then asked it to fill in the blanks with appropriate transitions, and it gave me the answer key that I needed.

Some Helpful Tips:

The Importance of Prompts:

The more specific the prompt you provide, the more the AI can do for you. For those teaching in a standards-based environment, you can enter the standards that you need to address, what the topic of the lesson should be (particularly valuable for content-based instruction), the length of time, the essential question, if you want a bellringer or warm-up, how many instances of independent practice you want, and if there should be a formative assessment or an exit ticket. I know that seems like a lot, but the more specific you can be, the fewer changes you will need to make to the output from the AI.

Be Persistent:

If the output from ChatGPT is not exactly what you want, tell the AI what changes you want to be made. Lesson planning is a recursive process. You can involve AI in this as well. Go back to previous chats and request adjustments to the output.

Ask the AI How to Use AI:

Not sure how to write effective prompts? Ask ChatGPT... seriously. If you are not sure what to include, ask the AI and it can help you provide better, more effective prompts.

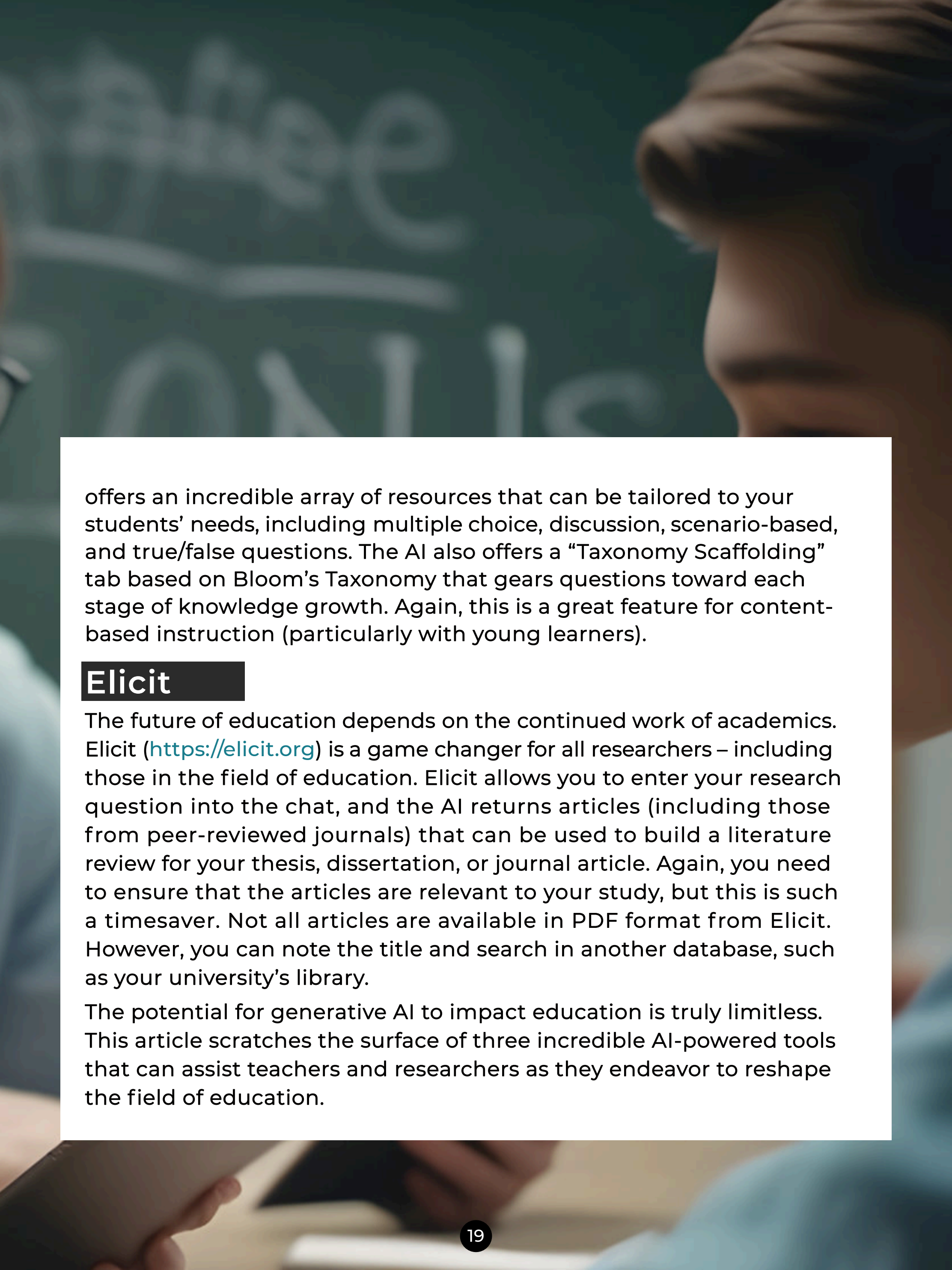


Eduaide.ai

Eduaide (www.eduaide.ai) has a slightly more complicated user interface than ChatGPT, but that is because it offers so many education-specific features. It was created by educators and is geared towards helping teachers utilize AI in their day-to-day roles. The cool thing about Eduaide is that it is a kind of one-stop shop. It includes everything from creating emails to parents, devising anchor charts for your classroom walls to writing lectures, creating activities and assessments, as well as designing rubrics. It also allows you to build on the output from the AI to create additional materials that you can use in your classroom. For example, you can ask the AI to develop a unit plan for you. Then, you can use that unit plan to have the AI develop lectures, activities, and assessments. Unlike ChatGPT, Eduaide requires simpler prompts that are based on keywords. If you struggle with creating effective prompts, Eduaide might be for you.

Some of My Favorite Features:

The "Rubric" feature is a huge time saver that generates a variety of rubrics based on a point scale of your choosing with clear descriptors. Under "Content Generator," the "Cooperative Learning" tab offers project-based learning activities, team-based activities, bingo, and jeopardy-style games. The "Questions" tab under "Content Generator"



offers an incredible array of resources that can be tailored to your students' needs, including multiple choice, discussion, scenario-based, and true/false questions. The AI also offers a "Taxonomy Scaffolding" tab based on Bloom's Taxonomy that gears questions toward each stage of knowledge growth. Again, this is a great feature for content-based instruction (particularly with young learners).

Elicit

The future of education depends on the continued work of academics. Elicit (<https://elicit.org>) is a game changer for all researchers – including those in the field of education. Elicit allows you to enter your research question into the chat, and the AI returns articles (including those from peer-reviewed journals) that can be used to build a literature review for your thesis, dissertation, or journal article. Again, you need to ensure that the articles are relevant to your study, but this is such a timesaver. Not all articles are available in PDF format from Elicit. However, you can note the title and search in another database, such as your university's library.

The potential for generative AI to impact education is truly limitless. This article scratches the surface of three incredible AI-powered tools that can assist teachers and researchers as they endeavor to reshape the field of education.



Browsing around generative AI tools for EFL/ESL learning and teaching

Susana Oliveira is an elementary and secondary English and German teacher. She is also a teacher trainer and a board member of APPI.

She is a postgraduate in Educational Computer Science and a Master's in Educational Science. Susana likes to explore the use and impact of technological tools and resources in language learning and teaching.



The transformative power of generative AI in language teaching and learning is significant and has the potential to revolutionise how languages are taught and learned. We should, therefore, be aware of the aspects in which it has already impacted and try to get to know some of the available tools for us teachers to use.

Personalised language learning experiences and immersive language environments

There is no doubt the impact of generative AI can be profound on language education and in our case, in English language learning and teaching. Let us think, for instance, of the possibility of AI creating personalised language learning experiences tailored to individual students' needs and abilities, in which it can adapt content and difficulty levels to ensure that learners are consistently challenged but not overwhelmed, leading to more efficient and effective learning. AI can generate immersive language environments, simulating real-world conversations and scenarios to provide learners with opportunities for practical language practice. This can include chatbots, virtual reality environments, and interactive simulations. Several websites and platforms can do this.

For instance, Duolingo, the website/app, uses AI to personalise lessons and adapt to the learner's proficiency level. Besides offering a gamified approach

to language learning it provides instant feedback on exercises as well.

Another one is Babbel, which is known for its focus on real-life conversation skills using AI to tailor lessons based on learners' goals, previous experience, and native language. I could name countless more in this area, but I will just add Memrise because of its use of spaced repetition and AI to help learners remember vocabulary and phrases effectively and personalising the learning experience based on their progress and goals.

Instant feedback

Another advantage as far as generative AI in languages is concerned is the area of feedback, in which AI can allow instant feedback on pronunciation, grammar, and vocabulary usage, helping learners correct mistakes as they happen (thus, accelerating the learning process and reducing frustration). Websites and tools that use AI to provide instant feedback in language learning contexts are becoming increasingly common. These platforms use natural language processing and other AI technologies to analyse user input and offer immediate guidance.

Grammarly is one of those tools that provides instant feedback on grammar, spelling, and punctuation as we type in web-based text editors like Gmail, Facebook, and others and even offers a free browser

extension. ProWritingAid is another tool, in this case, a website that has an online editor that offers instant feedback on grammar, spelling, style, and readability. Another very interesting one is [Languagetool.org](https://www.languagetool.org) since it is a free and open-source proofreading tool that checks grammar and style errors in our text and provides instant feedback.

Assessment and progress tracking

Linked to feedback also comes assessment and progress tracking, since AI can automatically assess students' language proficiency and track their progress over time. The data resulting from this can be invaluable both for teachers and learners, given that it can help them identify areas that need improvement and adjust their learning strategies accordingly.

In this area, even though the majority require a subscription or payment, we can still find some free web-based tools such as Exam English, which offers a variety of free language proficiency tests for English, including IELTS, TOEFL, and Cambridge exams, together with providing practice tests and tracking our progress. As for EF SET, it offers a free standardised English proficiency test we can take and receive a certificate, and it includes tracking features for our language progress over time. In a more informal way, Quizlet offers free flashcard-based learning tools for vocabulary acquisition and

language assessment. It allows us to create our own flashcards adapted to our needs or our students' needs, and track our/their progress. Even though these free sites may not offer as robust features as paid tools, they can still provide insights into our language skills and areas that may need improvement.

Content creation

Another area in which generative AI can be particularly beneficial for language teachers is content creation since it can help easily generate a vast amount of language learning content, such as exercises, quizzes, reading materials, and conversational prompts. Quillionz is an example of a free online tool that allows teachers to create reading comprehension exercises, flashcards, and more. Concerning the area of video content creation, Lumen5, which is a free platform that uses AI to turn text content into engaging video content, teachers can create video lessons or visually appealing materials for language learning.

The possibility of creating content using synthetic voices is another field that can be of great use for language teachers. Many websites, like iSpeech and Natural Reader, offer free voice generation tools, which can be used to convert text materials into audio lessons.

In the domain of polls and quizzes, we are already familiar with many tools, several of which have recently been overhauled to integrate AI features. An example of such updates regards Wooclap which offers teachers a considerable number of different types of interactive activities in the same platform, thus increasing the possibility of making lessons even more interactive.

On the part of learners, AI can generate language, thus helping students gain exposure to various dialects, accents, and regional variations since Generative AI can produce text and speech in different languages, enabling students to explore and practise a wide range of languages. In this context, it is mandatory to mention ChatGPT. Even though it is primarily a chatbot AI, it can be used to create conversational scenarios and language exercises and even be used for text generation to help language teachers and students.

A few more aspects to keep in mind

Let us not forget one of the top important benefits of the above-mentioned and similar ones: AI-based language learning platforms are available around the clock, allowing students to practise and study at their own convenience and teachers to prepare their work the same way. Furthermore, they can offer alternative ways of interacting with content through

voice or screen readers, to people with disabilities or unique learning needs. In the economic area, Generative AI and its tools can reduce the cost of language learning, making it more accessible to a broader range of people, which is especially important for learners who may not have access to traditional language education resources. This leads to another essential aspect, overcoming the language barriers, a truly significant challenge for international communication and business, since AI has exponentially helped develop the area of real-time translation and interpretation services, making it easier for people to communicate across languages.

Considering the above, and thinking of how much more could be said, we must admit that the transformative power of generative AI in language teaching and learning is no doubt undeniable and promising. It is important to consider the potential challenges and ethical implications it brings such as data privacy, biases, and the lack of human interaction. Effective integration of AI into language education should take these factors into account to maximise the benefits and minimise potential drawbacks. It is up to us teachers to be aware of all this so we can promote our students' language proficiency together while helping them grow as citizens and future professionals.

Digital Tools:

Babbel.com. (n.d.).

<https://www.babbel.com>

ChatGPT. (n.d.).

<https://openai.com/chatgpt>

Duolingo. (n.d.).

<https://www.duolingo.com>

First, E.-E. (n.d.). EF set. EF Standard English Test.

<https://www.efset.org>

Exam English Ltd, all rights reserved. (n.d.). Exam English.

<https://www.examenglish.com>

Grammarly. (n.d.).

<https://www.grammarly.com>

iSpeech. (n.d.).

<https://www.ispeech.org>

LanguageTool. (n.d.).

<https://languagetool.org>

Lumen5. (n.d.).

<https://lumen5.com>

Memrise. (n.d.).

<https://www.memrise.com>

NaturalReader. (n.d.).

<https://www.naturalreaders.com>

ProWritingAid. (n.d.).

<https://prowritingaid.com>

Quillionz. (n.d.).

<https://www.quillionz.com>

Quizlet. (n.d.).

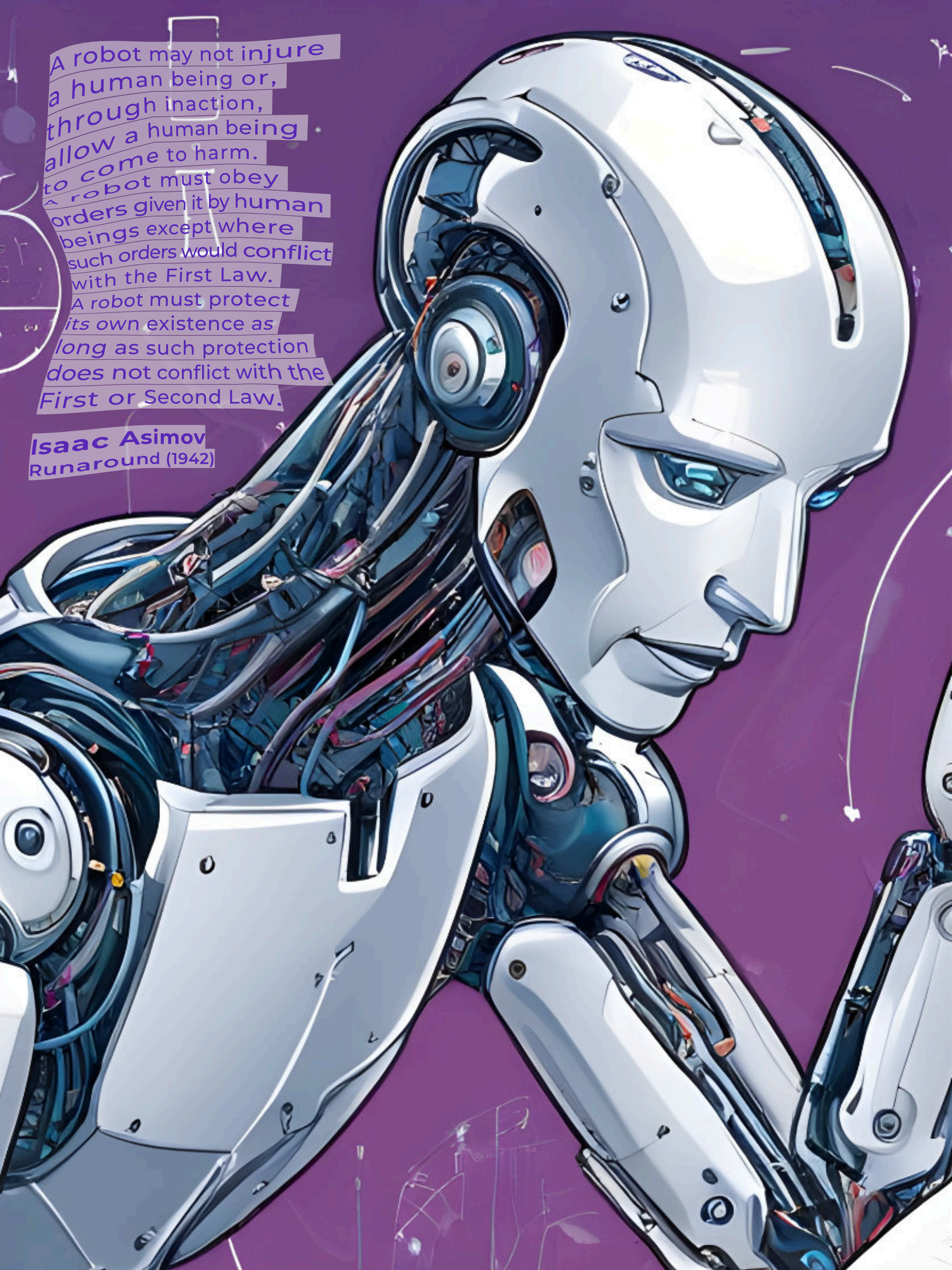
<https://quizlet.com>

Wooclap. (n.d.).

<https://www.wooclap.com>

A robot may not injure a human being or, through inaction, allow a human being to come to harm.
A robot must obey orders given it by human beings except where such orders would conflict with the First Law.
A robot must protect its own existence as long as such protection does not conflict with the First or Second Law.

Isaac Asimov
Runaround (1942)



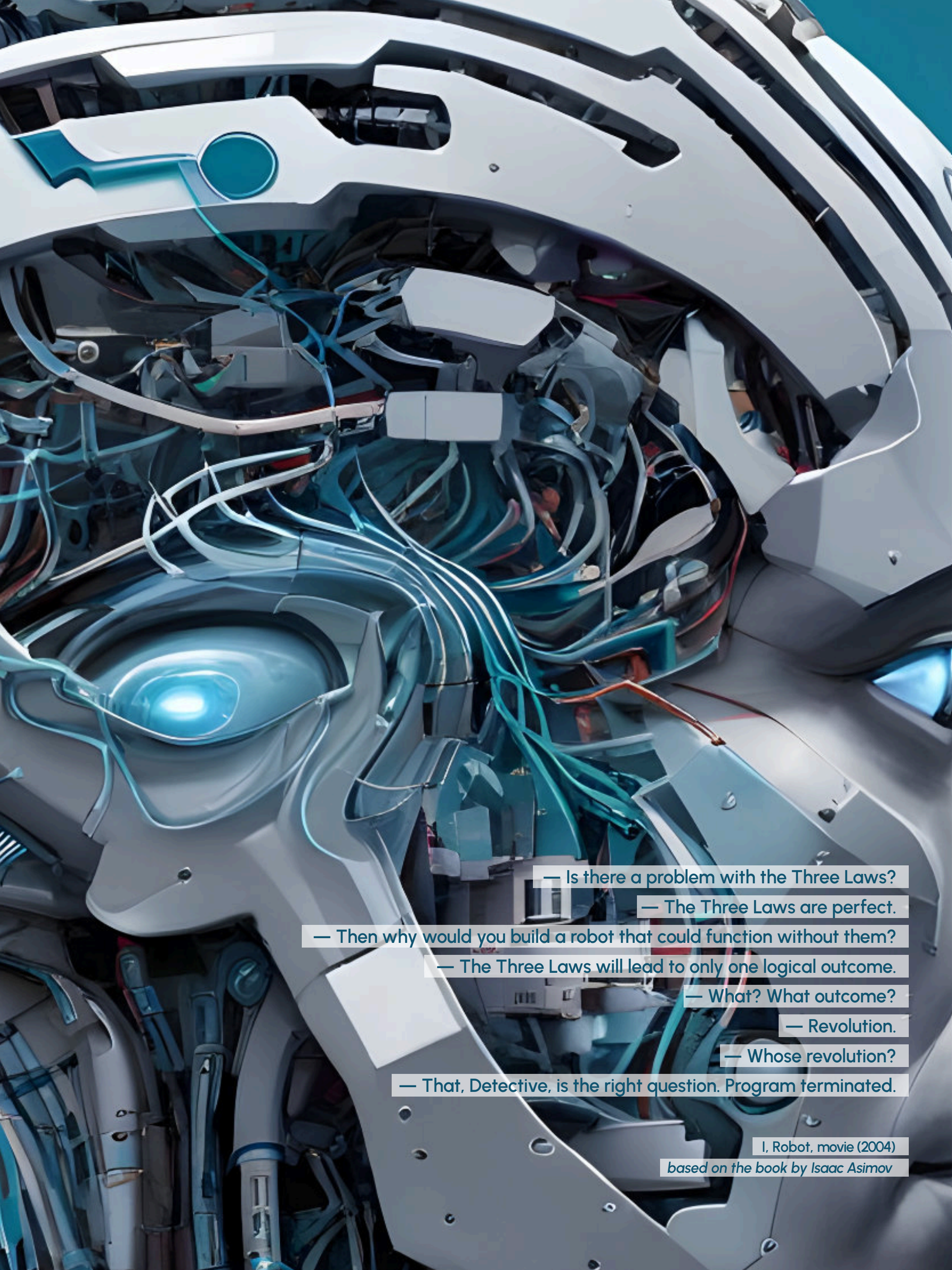
Do we, as teachers, fear AI?



Nuno Martins has been a teacher of English as a second language since 1997. He has been also a teacher trainer for the University of Algarve on several occasions. He has a Master's degree in Educational Multimedia from the University of Aveiro.

He was an assistant teacher in the subject of Interactional Design in the same Master's. He is an ICT enthusiast and he is a trained teacher trainer by the Scientific Council for Lifelong Training from the University of Minho.





— Is there a problem with the Three Laws?

— The Three Laws are perfect.

— Then why would you build a robot that could function without them?

— The Three Laws will lead to only one logical outcome.

— What? What outcome?

— Revolution.

— Whose revolution?

— That, Detective, is the right question. Program terminated.

I, Robot, movie (2004)

based on the book by Isaac Asimov



Disclaimer: This article was not written using AI.

Do you realise that AI has been part of our lives since we started using computers? Are you aware that we have been integrating AI in our classrooms for ages? From the simple word corrector to the use of an interactive map of the different English-speaking countries, AI has surprisingly become somewhat omnipresent.

Not too many years ago colleagues thought that the appearance of Wikipedia was the end of writing. Perhaps we are living a similar frenzy when we think about AI. Most of the creative software that exists includes AI-powered tools that avoid any creative blocking that the user might have. So, if suites like Adobe, Office, or even Google are using AI-powered tools to be more productive, shouldn't we embrace it?

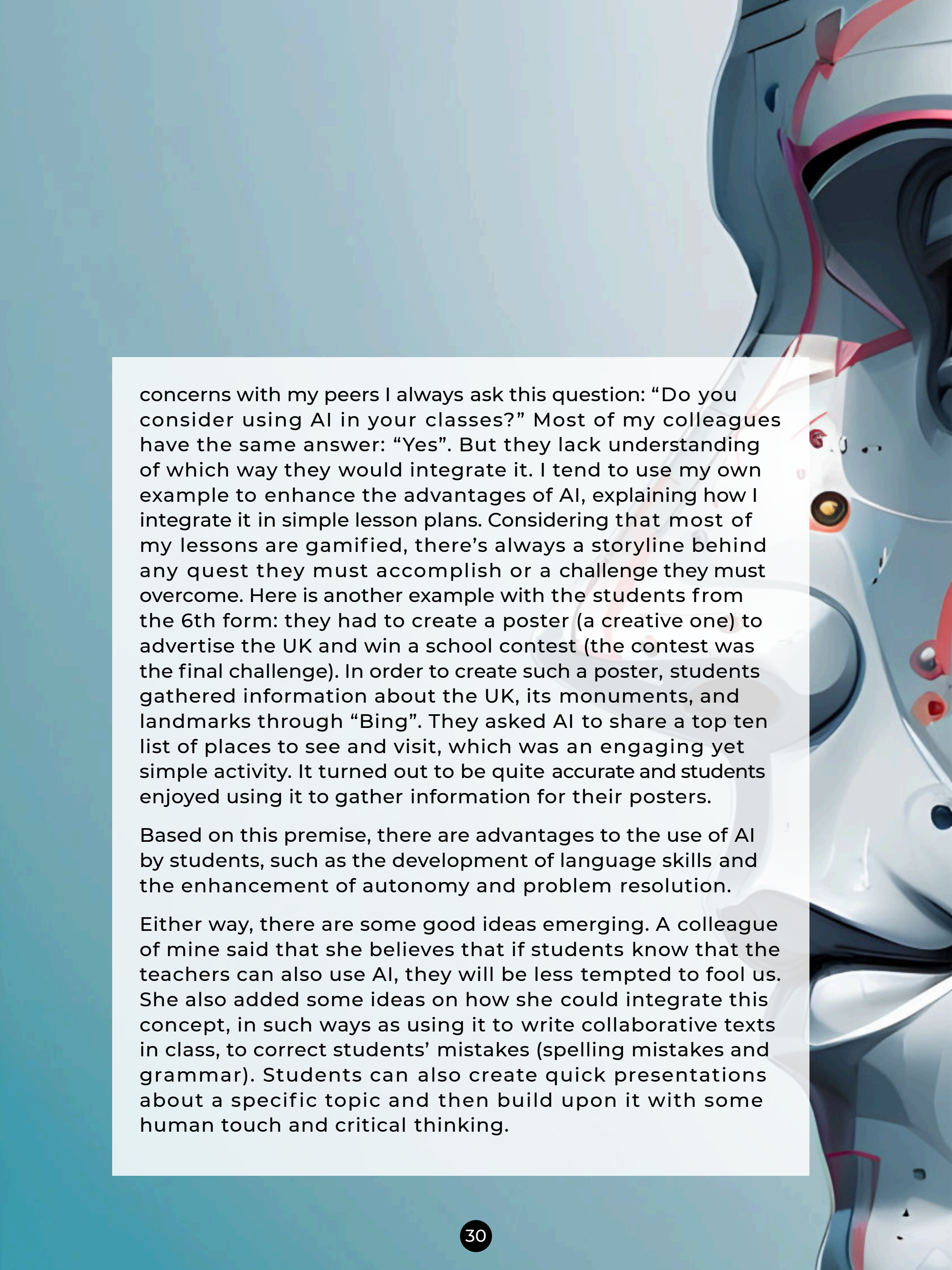
Being a teacher myself I was quite interested in how these tools could help my students with their language skills. I started integrating AI in my classes to make speaking tasks more engaging (one of the major problems shared by my EFL colleagues at work). I accomplished this by combining AI with gamification.

Here is a straightforward example:

I provided my students with a gamified lesson plan. In this context they were journalists, and they were writing an article about famous people. So, they had to ask Alexa (perhaps one of the most popularised AI bots), questions about a certain person (date of birth, job, nationality, among other topics). It dwelt on pronunciation and formulating the correct question. Then they had to listen carefully to take notes and later create their article about that famous person. But this is me. I rather use alternative approaches and embrace new tools to engage my students than insist on the same old tricks to teach language-related skills and end up having my students complete unrealistic speaking and writing tasks.

So, what is happening in schools? Are teachers willing to integrate AI tools and try something new? The honest answer is I do not have a clue! But many teachers that I do know are already using AI tools unknowingly convinced that AI is only ChatGPT and when they are asked about the use of AI tools in EFL classrooms they go directly to essay writing and their fear of being deceived.

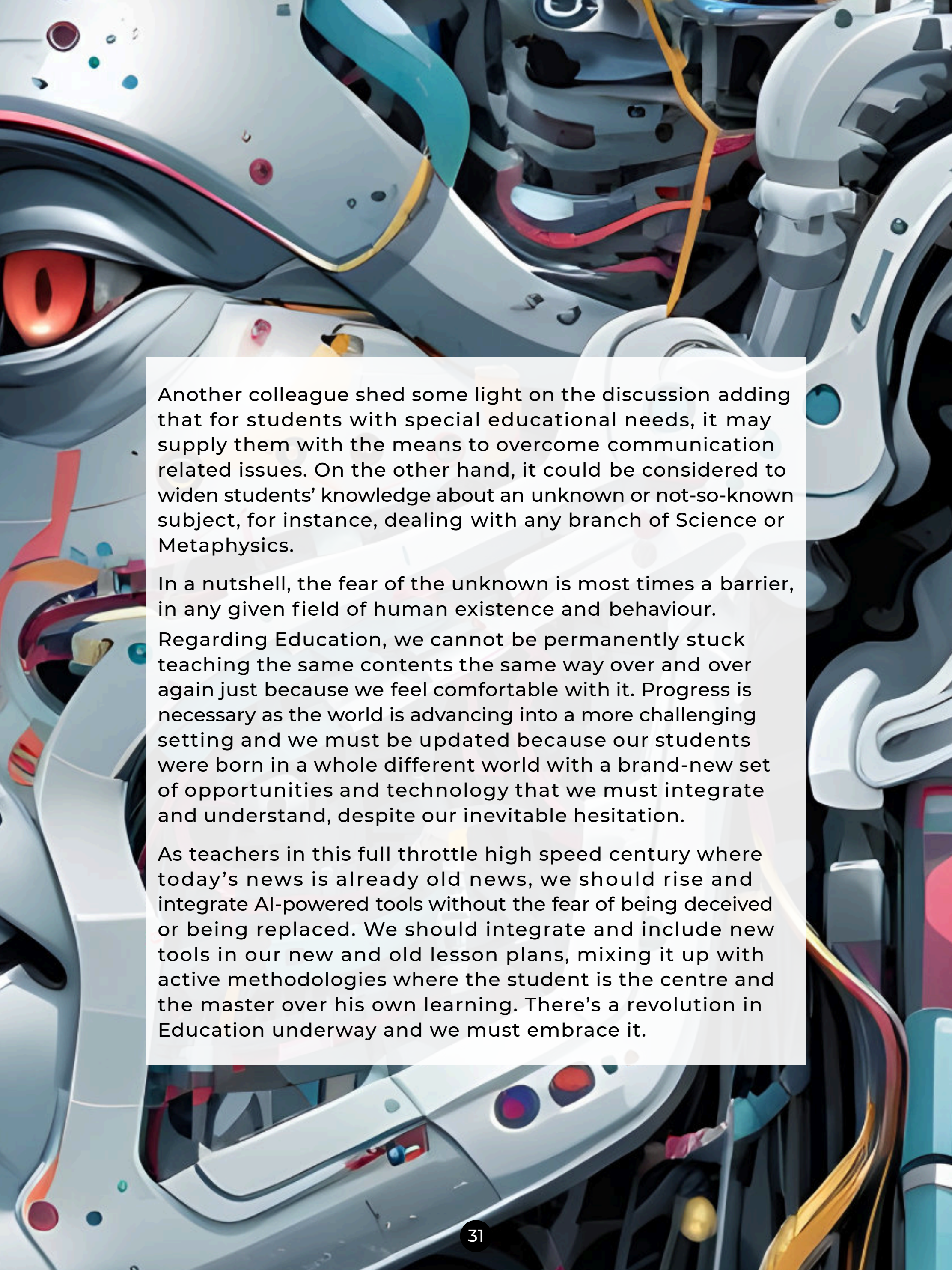
The good side to it is that some of them are curious about this and are aware that AI has potential in the field of education. Conversely, the other half are caught up with this idea that AI will reduce the creative process and allow students to cheat their way to college. In informal conversation about these



concerns with my peers I always ask this question: “Do you consider using AI in your classes?” Most of my colleagues have the same answer: “Yes”. But they lack understanding of which way they would integrate it. I tend to use my own example to enhance the advantages of AI, explaining how I integrate it in simple lesson plans. Considering that most of my lessons are gamified, there’s always a storyline behind any quest they must accomplish or a challenge they must overcome. Here is another example with the students from the 6th form: they had to create a poster (a creative one) to advertise the UK and win a school contest (the contest was the final challenge). In order to create such a poster, students gathered information about the UK, its monuments, and landmarks through “Bing”. They asked AI to share a top ten list of places to see and visit, which was an engaging yet simple activity. It turned out to be quite accurate and students enjoyed using it to gather information for their posters.

Based on this premise, there are advantages to the use of AI by students, such as the development of language skills and the enhancement of autonomy and problem resolution.

Either way, there are some good ideas emerging. A colleague of mine said that she believes that if students know that the teachers can also use AI, they will be less tempted to fool us. She also added some ideas on how she could integrate this concept, in such ways as using it to write collaborative texts in class, to correct students’ mistakes (spelling mistakes and grammar). Students can also create quick presentations about a specific topic and then build upon it with some human touch and critical thinking.

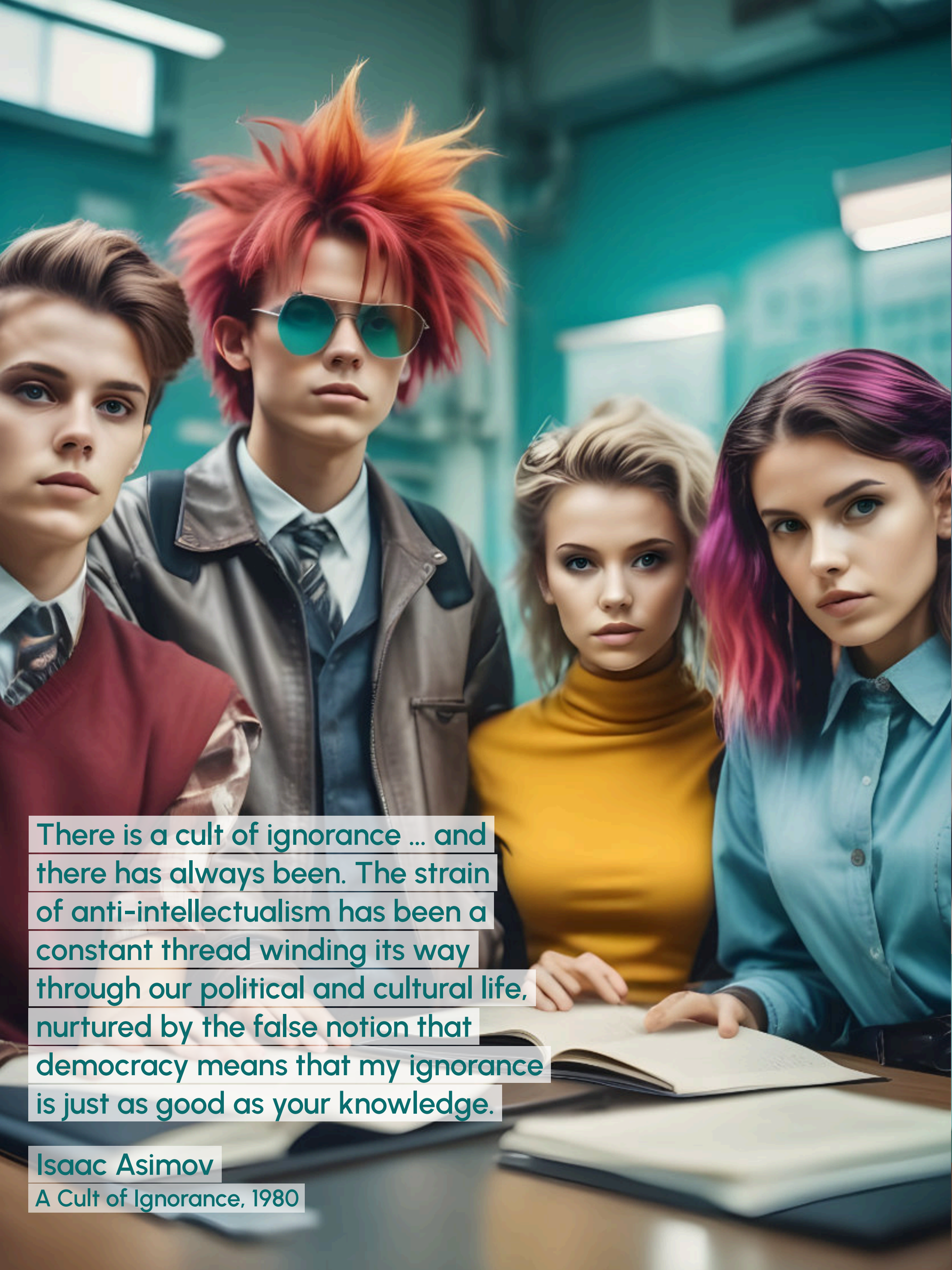


Another colleague shed some light on the discussion adding that for students with special educational needs, it may supply them with the means to overcome communication related issues. On the other hand, it could be considered to widen students' knowledge about an unknown or not-so-known subject, for instance, dealing with any branch of Science or Metaphysics.

In a nutshell, the fear of the unknown is most times a barrier, in any given field of human existence and behaviour.

Regarding Education, we cannot be permanently stuck teaching the same contents the same way over and over again just because we feel comfortable with it. Progress is necessary as the world is advancing into a more challenging setting and we must be updated because our students were born in a whole different world with a brand-new set of opportunities and technology that we must integrate and understand, despite our inevitable hesitation.

As teachers in this full throttle high speed century where today's news is already old news, we should rise and integrate AI-powered tools without the fear of being deceived or being replaced. We should integrate and include new tools in our new and old lesson plans, mixing it up with active methodologies where the student is the centre and the master over his own learning. There's a revolution in Education underway and we must embrace it.



There is a cult of ignorance ... and there has always been. The strain of anti-intellectualism has been a constant thread winding its way through our political and cultural life, nurtured by the false notion that democracy means that my ignorance is just as good as your knowledge.

Isaac Asimov

A Cult of Ignorance, 1980

Teaching Reading in the era of AI

Carlos Lindade, APPI member B-7249, is a Portuguese Canadian ELT professional who is heavily involved in training EFL teachers. He holds a PhD in Advanced English Studies from the University of Vigo and lectures full-time at the Faculty of Arts and Humanities of the University of Porto (FLUP). He is a member of the Centre for English, Translation and Anglo-Portuguese Studies (CETAPS) and a regular speaker at APPI events.



“Until I feared I would lose it, I never loved to read. One does not love breathing.”

— Harper Lee

Generative AI has shaken the educational landscape, especially for teachers who feel their practices are becoming obsolete overnight. This new reality makes it particularly challenging for EFL teachers whose focus often revolves around fostering productive skills such as speaking and writing over listening and reading. However, as educators like Daniel Herman (2023) pointed out in an op-ed featured in *The Atlantic*, the rise of AI might provide a much needed refocus on reading.

Introduction

The integration of generative AI into educational settings is transforming the landscape of ELT. As teachers quickly grapple with the implications of AI in their classrooms, one major shift is occurring: the reevaluation of traditional writing-focused pedagogy in favour of a renewed emphasis on other skills. This contribution briefly explores the importance of reading in the context of EFL education and advocates for a well defined focus on digital literacies and critical thinking to adjust to this evolving educational landscape.

Reading in the context of ELT

Reading is one of the cornerstones of EFL education. Proficiency in reading is an indispensable tool for

achieving academic excellence and constitutes a fundamental aspect of any language course. Reading serves not only as a way to gather information and engage in an enjoyable pastime but also as a vehicle for broadening and deepening one's language expertise. The significance of reading is underscored by its ubiquitous presence in our lives, as it remains an essential activity for seeking knowledge and information. If we think about academic contributions to this area, Nunan (2003) considers reading as a procedure undertaken by readers, which involves merging information from the text with the background knowledge of students to create understanding (Brown's *Teaching by Principles* (2015), or Scrivener's *Learning Teaching* (2005) also share valuable insights on reading). Being a fundamental language acquisition skill, reading cannot be disregarded when considering other language learning abilities. Proficiency in reading not only helps learners to comprehend written material but also boosts their listening, speaking, and writing skills. However, and in very broad terms, when one considers how current EFL educators teach reading, very little has changed in the past few decades. From my observations of different ELT classrooms, teachers often shift from different kinds of reading,

such as intensive reading, reading aloud and silent reading (sacrificing extensive reading due to time constraints), while formatively assessing what students understood from a given text through different comprehension tasks: written responses, multiple choice tasks and gap filling are among the most common. Yet, In the age of AI, reading must become something more. Reading needs to be closely intertwined with digital literacies to help our students, the citizens of tomorrow, critically navigate, understand, create, and communicate in the digital world. Literacy is not restricted to being able to read and write. Building on Harmer's (2015: 197) position on digital literacy: just because most children (depending, of course, on the societies they are born into) grow up in a digital world, it does not mean that they will become digital experts. They are surrounded by books, too, but not all of them will become successful readers and writers, unless they are helped to learn how to do and appreciate these things – that is, unless we help them to become literate.

Although other literacies have been identified by Hockly, Dudeney and Pegrum (2022), by providing learners with interesting texts from unique sources teachers can engage learners to go beyond the surface of the text. A critical reader does not

absorb information passively but engages with the text, questioning its content, identifying biases, and assessing the credibility of sources. In an age where misinformation and fake news proliferate, the skill of critical thinking in reading is a shield against manipulation and a gateway to acquiring meaningful knowledge. It equips students with the tools to separate fact from fiction and engage with written material in a thoughtful and discerning manner, contributing to personal growth and informed citizenship.

Strategies for Teaching Reading in the 21st Century Classroom

As adults, we are aware that generative AI is already being used for nefarious ends. However, teaching reading skills today should help teenage students to quickly isolate news outlets or social media accounts that are spreading misinformation or disinformation. While preparing this contribution in November 2023, ChatGPT 3.5 was fed the following prompt: “As an EFL teacher, which reading skills should I be teaching my teenage students in the era of ChatGPT? I want my students to be responsible 21st century citizens that are able to spot fake news quickly.”

This was the result:

Here are some important reading skills you should focus on:

- **Critical Thinking:** Encourage your students to question what they read. Teach them to evaluate the credibility of sources and to consider the author's perspective, bias, and intent.
- **Source Evaluation:** Teach students how to assess the reliability of the sources they encounter. Discuss the differences between credible news outlets and unreliable sources.
- **Fact-Checking:** Emphasize the importance of fact-checking. Show them how to verify information using fact-checking websites and tools like Snopes or FactCheck.org.
- **Media Literacy:** Help your students understand the different types of media (e.g., news articles, opinion pieces, social media posts, videos) and how to critically analyze each.
- **Confirmation Bias:** Discuss the concept of confirmation bias and how it can influence what people choose to believe. Encourage students to seek out diverse perspectives.
- **Analyze Headlines and Titles:** Many fake news stories rely on sensational headlines. Teach students to look beyond the headline and read the full article to understand the context.
- **Context Awareness:** Stress the importance of understanding the context in which information is presented. Discuss how information can be taken out of context to mislead.
- **Skepticism:** Encourage a healthy level of skepticism. Teach students that not everything they read is necessarily true, and they should approach information with a questioning mindset.
- **Critical Reading Strategies:** Teach specific strategies like skimming, scanning, and close reading. These skills can help students quickly evaluate and understand the content they encounter.
- **Discussion and Debates:** Engage students in discussions and debates on various topics, encouraging them to express and defend their opinions with well-reasoned arguments.
- **Recognizing Misinformation and Disinformation:** Explain the difference between misinformation (false information shared without harmful intent) and disinformation (false information shared with the intent to deceive). Teach them to recognize both.

- **Awareness of Manipulative Techniques:** Discuss common manipulative techniques used in fake news, such as emotional appeals, logical fallacies, and selective use of evidence.
- **Privacy and Security:** Teach students about online privacy and security to help them safeguard their personal information and reduce the likelihood of being targeted by disinformation campaigns.
- **Fact-Based Research:** Show students how to conduct proper research using reliable sources, such as academic journals, government websites, and reputable news outlets.
- **Digital Literacy:** Emphasize the importance of understanding how algorithms and social media platforms work, as they can shape the information students encounter online.

Incorporate real-world examples and current events into your lessons to illustrate these concepts. While most ELT coursebooks do not cater for digital literates and provide a conservative approach to reading, often requiring students to only look at written material at a superficial level, reading must evolve from a traditional language skill into a critical competency for the digital world.

The suggestions outlined above provide a possible roadmap for teachers to foster digital literacy and critical thinking in their classrooms through reading. In fact, by focusing on source evaluation, fact-checking, media literacy, among other vital skills, we can prepare our students to navigate our current information-rich and often misleading digital landscape. Furthermore, fostering a culture of skepticism and encouraging open discussions on various topics will empower students to think critically and make informed decisions. As EFL educators, we do not have the luxury of waiting for a new breed of coursebooks to change the status quo, the change must start now from within our classroom, and it should start by how we approach reading.

Closing Thoughts

While some teachers are worried that this is the end of writing, I share Daniel Herman's position: this is the beginning of reading. While generative AI can provide polished essays rapidly, they lack the human touch, the personal experiences, and the cultural nuances that learners bring to the table. Recognising this distinction helps educators realise the true potential of reading as a bridge between

structured language learning and personal expression. Teachers are far from being replaced by AI. Celebrities such as RuPaul Charles would argue that teachers have a particular blend of “charisma, uniqueness, nerve, and talent” that is irreplaceable. While generative AI can provide valuable insights and guidance, even provide some form of professional development when none is available, teachers must continue to foster human connections and interactions in their classrooms, while reevaluating what they teach and how they teach EFL: less writing and more critical thinking through reading is one way forward. Ultimately, we are in the business of teaching the leaders of tomorrow, and while we do not exactly know what it will look like, I am certain that the importance allocated to reading will only grow in the near future.

References:

- Brown, H. D. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education.
- Dudeny, G., Hockly, N., & Pegrum, M. (2022). *Digital literacies: research and resources in language teaching*. (2nd ed.). Routledge.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson.
- Herman, D. (2023, August 30). *High-School English Needed a Makeover Before ChatGPT*. The Atlantic. <https://www.theatlantic.com/technology/archive/2023/08/chatgpt-rebirth-high-school-english/675189>
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.
- OpenAI. (n.d.). *Teaching Reading Skills for 21st Century Citizens in the Era of ChatGPT*. [<https://chat.openai.com/c/a707ba07-b065-4b66-a9ee-d17bf3133910>]
- Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. Macmillan Education.



ON THE BOOKSHELF



An Educator's Guide to AI in the Classroom

The Transformative Power of AI in Education

How to Use AI in School, K-12 Classroom
Lesson Plans, and Answers to Common
AI Questions

Abigail Mckeag

Published 2023

by ViaNova Productions, LLC

180 pages

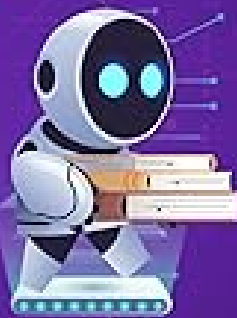
ISBN 979-8-9885862-9-6



The Transformative Power of AI in Education,
How to Use AI in School, K-12 Classroom Lesson Plans,
and Answers to Common AI Questions

AN EDUCATOR'S GUIDE TO

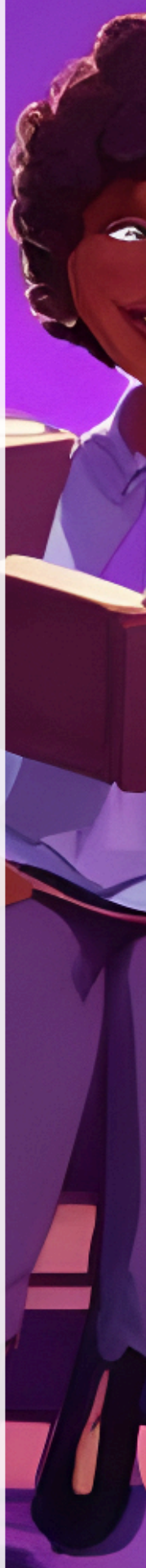
AI



IN THE CLASSROOM

ABIGAIL MCKEAG

Judite Fiúza, APPI member A-1327, holds a degree in Filologia Germânica (English/German) and Línguas e Literaturas Modernas (Portuguese/English) from FLUL and the curricular part of a Masters in Anglo-Portuguese Studies at FCSHUNL; taught Portuguese for foreigners at UNL and later at FLUL and has been teaching English for 40 years in Secondary Schools. Judite is retired from teaching and is a member of the APPI executive board.


A stylized illustration of a woman with dark skin and curly hair, wearing a blue shirt and dark pants, sitting and reading a book. The background is a vibrant purple with faint, overlapping silhouettes of other people, suggesting a classroom or library setting.

In a world driven by technological advancements, *An Educator's Guide to AI in the Classroom* stands as a beacon of innovation, offering educators a profound insight into the transformative power of artificial intelligence in education. This book is a comprehensive and invaluable resource for teachers, tutors, parents, and anyone interested in the future of education.

The book begins with a concise introduction to the AI revolution, setting the stage for the profound impact this technology is having on education. The author skillfully demystifies complex AI concepts, making them accessible to educators with varying levels of technological expertise. This approach ensures that readers, 'whether tech-savvy or novices, can engage with the content effectively'.

One of the standout features of this guide is its practicality. The author offers a wealth of real-world examples, case studies, and best practices, allowing educators to visualise AI's potential within their own classrooms. From personalised learning pathways to automated assessment tools, the book explores how AI can enhance the teaching and learning experience from level 1 to 12 in diverse school subjects by presenting lesson plans of great value. Therefore, this book is not only directed to EFL teachers but also to Maths and History to mention just a few.

The author places a strong emphasis on ethical considerations, which is a crucial aspect of AI integration in education. She guides educators on how to navigate the ethical dilemmas associated with AI, promoting responsible and inclusive AI adoption. This perspective sets *An Educator's Guide to AI in the Classroom* apart, ensuring that AI is wielded as a force for good within the educational landscape.



The role of teachers in the AI-powered classroom is also discussed. It presents a compelling argument that, rather than replacing educators, AI can serve as a valuable assistant, liberating teachers from routine tasks and allowing them to focus on more meaningful aspects of instruction. The author emphasises the importance of fostering a symbiotic relationship between AI and educators, resulting in a more efficient and effective educational environment.

Throughout the book, the reader is equipped with the knowledge and tools to evaluate AI solutions and select those that best align with their educational goals. The practical guidelines, checklists, and resources provided are indispensable for decision-making and implementation.

An Educator's Guide to AI in the Classroom is a good starting point for teachers who are eager to connect the power of AI to improve learning outcomes and prepare students for the future. By the end of this enlightening journey through AI's role in the classroom, the reader is left with a profound sense of optimism and a clear understanding of how AI can be a transformative force in education.

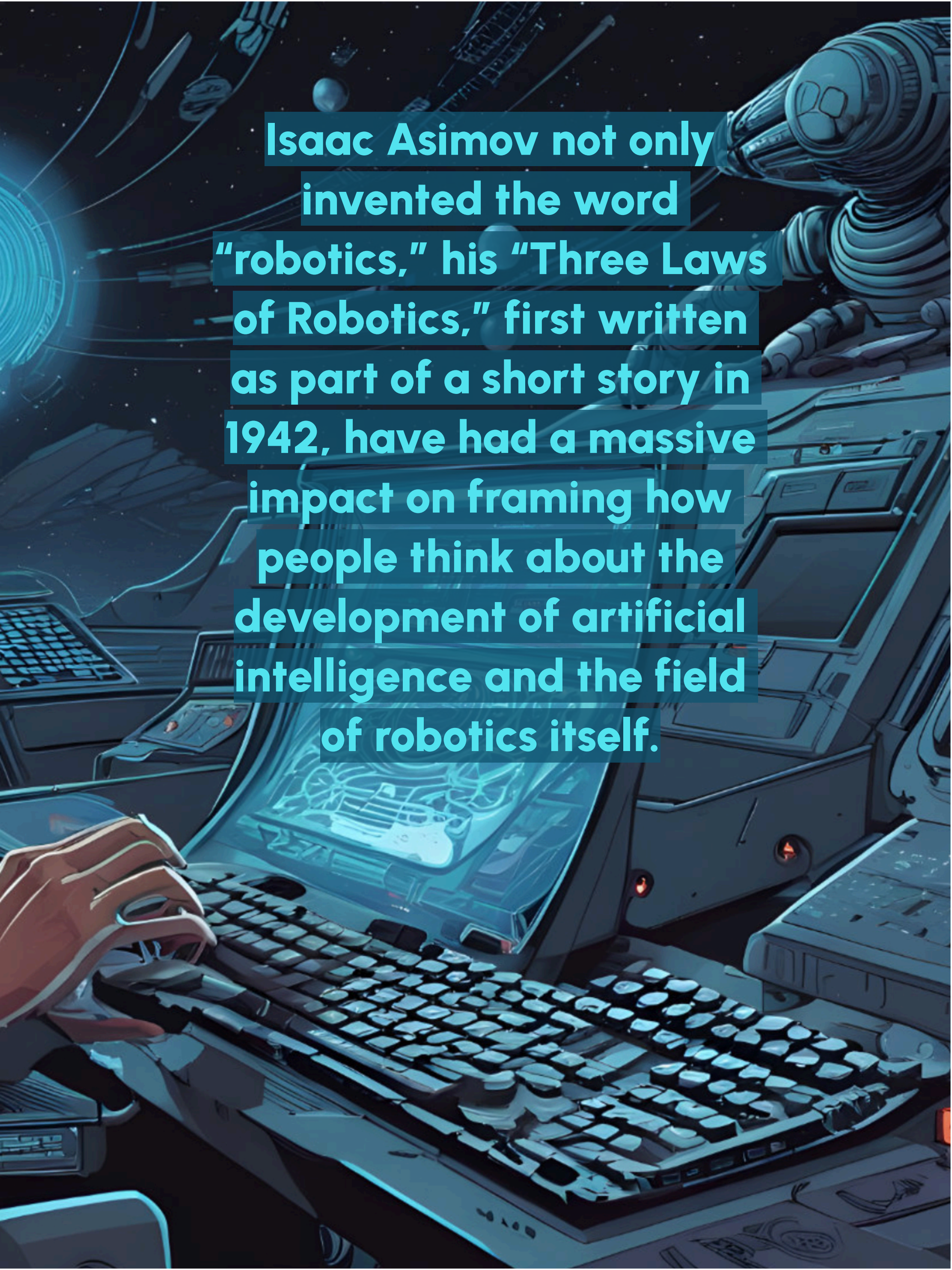
Summa summarum, this book is an absolute must-read for educators who wish to stay at the forefront of educational innovation. It's an invaluable guide that empowers educators to embrace AI and leverage its potential to create more personalised, efficient, and ethical learning environments.

An Educator's Guide to AI in the Classroom is a brilliant resource that will shape the future of education, making it an essential addition to every educator's bookshelf.



“ Human beings have dreams. Even dogs have dreams, but not you. You are just a machine; an imitation of life. Can a robot write a symphony? Can a robot turn a... canvas into a beautiful masterpiece? ”

Detective Spooner, I, Robot (movie, 2004)

A futuristic, blue-toned illustration of a control room. In the foreground, a person's hands are shown typing on a keyboard. The background features a large, curved screen displaying a wireframe model of a robot. To the right, a large, detailed robot head is visible. The overall scene is filled with various control panels, buttons, and glowing elements, creating a high-tech, sci-fi atmosphere.

Isaac Asimov not only invented the word "robotics," his "Three Laws of Robotics," first written as part of a short story in 1942, have had a massive impact on framing how people think about the development of artificial intelligence and the field of robotics itself.



appi

ASSOCIAÇÃO PORTUGUESA
DE PROFESSORES DE INGLÊS

ISSN 2184-7525