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-	e Al for ELICOS resou	irce								
development										
A teacher's experience with sa	mple materials				•			٠		
Ashley Starford		•	•	٠	•	٠	•	•	•	•
Academic Advisor and ELICOS		•		٠	•	•	•	٠	•	
Instructor, Swinburne College		•	•	٠	٠	٠	•	•	•	•
Thursday 21 March, 2024		•	٠	٠						
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Presentation overview

- · My interest in generative AI in language learning
- Resources
- Tips for teachers
- Student and teacher feedback, common concerns, and implications for teaching
- · Questions.

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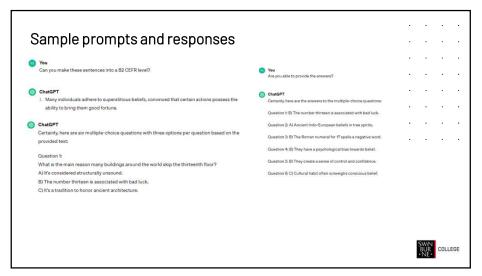


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My interest in generative AI in language learning and teaching · Elephant in the (tea) room · Suspected use among students, but what about · Curriculum development project: · Can it be used for resource development? Can it be used to make appropriate, inclusive, and responsive ESL learning materials? COLLEGE

ELICOS lesson: Where do superstitions come from? Can you please make 4 pre-listening discussion questions based on this transcript? Two-hour listening lesson EAP 4(IELTS 5.5) Listening: Where do superstitions come from? · Transcript provided Template used in alignment with other curriculum materials Other than the original transcript input text, all questions and superstitions supernatural belief religion folklore luck the text was generated by ChatGPT · Questions and produced text critically evaluated for accuracy and appropriacy.

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ELICOS academic support resources

Swinburne College Student Hub

• Weekly skills sessions offered to all Swinburne College ELICOS students, 45-60 minutes each session

• Some existing support materials needed to be replaced for currency, while some gaps needed to be filled

• New materials were designed to be engaging while building students' cultural knowledge of Melbourne and Australia

• Six lessons at varying levels created and trialled so far:

Lunar New Year in Melbourne

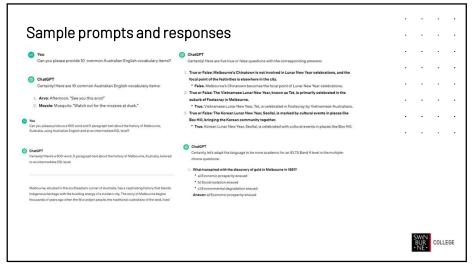
Melbourne's Chinatown

Does Australia have a national dish?

Lunar New Year in Melbourne Early Chinese contact with Australia

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Developing resources: Tips for teachers				•
Developing resources: Tipo for teachers	•			•
Fine-tune your prompts: be as concise and specific as possible	•	٠	٠	•
Adapt and clarify your prompts once input material has been produced				
Contextualise content				
Customise content to student/cohort interests				
Always scrutinise the accuracy and bias of Al responses	_	_		
 Apply your own critical thinking when content is being generated to ensure its reliability and quality 				
Consider generative AI platforms that can stimulate content and ideas, but will almost always require tweaking and evaluation				
Regularly review and update materials.				
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Student and teacher feedback, concerns, implications for teaching

- Students appear to engaging positively with the materials
- Creating the materials has been enjoyable and seem effective and engaging for language learning and summative assessment preparation
- Teachers are interested in ChatGPT's potential to develop ELT resources, though many remain hesitant, resistant, and wary
- Concerns have been focused on accuracy, authenticity, ownership, and dependency on technology
- Alignment with employer's policy on Al
- It can be used effectively to develop appropriate, reflective, and responsive ELT materials
- · Resource optimisation
- Teachers can create engaging materials with diverse and personalised content.



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Ashley Starford, Swinburne College Thursday 21 March, 2024

Questions?

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