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## ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the traditional custodians of the unceded lands on which we all work, live and learn. We want to especially acknowledge the Wurundjeri people, the traditional owners of the lands on which we have the privilege of meeting together on today. We recognise that First Nations Australians have ongoing knowledge and perspectives that inform the past, present, and future of education and that we have so much to learn from.

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## PROGRAM

### Session 1

#### Panel discussion

#### Generative AI in EAL learning: promises and challenges

Dr Alexia Maddox (La Trobe University)  
Dr Shem Macdonald (La Trobe University)  
A/P Mark Pegrum (The University of Western Australia)

### Session 2

#### Teachers' voices on generative AI in EAL settings

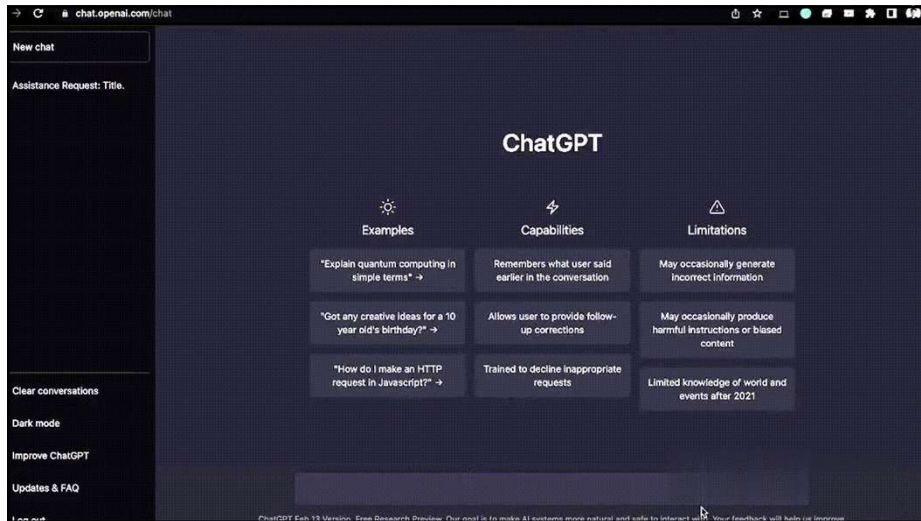
Dr Katrina Tour (Monash University)  
A/P Melissa Barnes (La Trobe University)

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## WHAT IS GENERATIVE AI?

- Generative AI is defined as “a class of AI models and systems that are designed to generate new content, such as text, images, music, or even video, that mimics human creativity” (ChatGPT, 2023).
- GenAI is trained using data collected from webpages, social media conversations and other online media. It generates its content by statistically analysing the distributions of words, pixels or other elements in the data that it has ingested and identifying and repeating common patterns (for example, which words typically follow which other words).
- One of the best-known examples is GPT-3.5/GPT-4 designed by the Microsoft-backed company OpenAI and released in November 2022.
- ChatGPT can be accessed by setting up a free account. A paid premium version of ChatGPT is available.
- ChatGPT can rapidly generate coherent and contextually relevant text, based on a given prompt or input for almost any topic and writing style (Pegrum, 2023).

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## AI TOOLS

■ Even though ChatGPT has drawn a flurry of attention to AI, there are a number of AI based tools that can be used in teaching and learning, and new tools emerge all the time.

<https://www.futuretools.io>

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## SESSION 1

### Panel discussion Generative AI in EAL learning: promises and challenges

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## SESSION 2

### TEACHERS' VOICES ON GENERATIVE AI IN EAL SETTINGS

Dr Katrina Tour (Monash University)  
A/P Melissa Barnes (La Trobe University)

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## BACKGROUND

- Digital technologies have always played an important role in language education, shaping its approaches and instructions.
- In 2023, a transformative development has emerged in the form of generative AI, opening up new opportunities in teaching and learning.
- Research on generative AI in EAL settings is scarce.
- Research questions:
  - How do teachers use generative AI in adult EAL settings?
  - How do they see its potential for adult EAL learners?



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## RESEARCH PROJECT

- AI in education experts (N=8)
- Adult EAL teachers (N=8)
  - Interviews (50-60 minutes, zoom)
  - Artefacts (e.g. AI-generated resources)

Teacher-participants	Teaching context
Tessa	AMEP
Eva	AMEP
Nathan	AMEP
Thi	AMEP
Julia	ELICOS
Shu	ELICOS
Andrew	ELICOS
Malik	ELICOS
Linda	Private tutoring

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## HOW DO TEACHERS USE GENERATIVE AI IN ADULT EAL SETTINGS?

- Creating resources & materials
  - Examples of sentences
  - Samples of essays
  - Explanation of grammar features
  - Reading/listening comprehension units/activities
  - Placement tests
  - Simplifying texts
  - Coding for Moodle activities

*I find ChatGPT a really powerful tool. So it makes my teaching easier. (Julia)*

*It's basically like you have a little assistant. (Eva)*

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## HOW DO TEACHERS USE GENERATIVE AI IN ADULT EAL SETTINGS?

**Listening: Where do superstitions come from?**

**Vocabulary Practice**  
Write in the word form for each word and then add it to the sentence.

superstitions	superstitious	beliefs	religion	beliefs	luck
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- \_\_\_\_\_ is rich with stories that explain the origins of different superstitions, passing down these beliefs from generation to generation.
- \_\_\_\_\_ agree that false beliefs, superstitions, are people attribute events that are beyond their understanding.
- \_\_\_\_\_ in superstitions can lead individuals to believe in certain ways to enhance their \_\_\_\_\_ or good fortune.
- Many people believe in \_\_\_\_\_ because they are convinced that certain actions bring them good luck or bad luck.
- Throughout history \_\_\_\_\_ the Christianity has contributed to the evolution of various superstitions.

**First Listening**  
Watch the presentation. After listening, decide which statement describes the video's content.  
Why might believing in superstitions be likely to lead to better performance in sports?  
a. Superstitions have a direct impact on physical ability.  
b. Belief in superstitions can boost confidence.

**Second Listening: Multiple Choice**  
Read the questions carefully and listen again. Choose the best answer for each question.  
1. Which superstition is not mentioned in the speaker's introduction?  
a. Black cats  
b. Spinning an umbrella inside  
c. Not stepping on cracks on the street  
d. Knocking on wooden doors

**Short Answer Questions**  
Listen and write 1-3 words in a number depending on what the answer requires.  
1. What are the origins of many superstitions? \_\_\_\_\_  
2. How many people view as the biblical Last Supper? \_\_\_\_\_  
3. What does the speaker say the superstitions are? \_\_\_\_\_  
4. What are examples of superstitions from Italy? \_\_\_\_\_  
5. Which three countries have superstitions related to the number 13? \_\_\_\_\_  
6. What shouldn't people do regarding to superstitions? \_\_\_\_\_  
7. How many superstitions do most people consider bad luck? \_\_\_\_\_  
8. Superstitions are not really based on concrete belief anymore. What does the speaker think they are based on? \_\_\_\_\_

**Summary Review**  
Which is the best topic sentence for this video. Explain to your partner which one you think is best and why.  
a. This is an interesting video about the origins of superstitions beliefs. (no idea)  
b. "Where do superstitions come from?" is a video about the origins of superstitions beliefs. (no idea)  
c. "Where do superstitions come from?" is a video that discusses about the world view. (no idea)  
d. "Where do superstitions come from?" is a video about where superstitions come from. (no idea)

**Gap Fill Listening**  
Fill in the blanks with the words you hear.  
Are you afraid of black cats? (black) you open an umbrella indoors? And how do you feel about the number thirteen? (thirteen) or not you believe in them, you're probably familiar with a few of these superstitions.  
Do you still happen that people all over the world knock on wood, or avoid stepping on cracks on the street, although they have no basis in science, many of these weirdly specific 1 \_\_\_\_\_ and practices do have equally weird and specific origins.

(Andrew)

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## HOW DO TEACHERS USE GENERATIVE AI IN ADULT EAL SETTINGS?

### ■ Generating feedback on students' work

*When I write feedback... I will write two sentences... [And then I say] "Can you expand my two sentences into more? **Make it more specific, more detailed**" ... The core message is written by myself, but it [ChatGPT] would just make it more detailed (Shu)*

*My feedback cycle usually revolves around providing some level of acknowledgement that they've completed the task, and after that, areas of improvement, and then a final thought... And just once I've been able to get that efficiently prompted – **it just saves a lot of time**, and then I can make any changes to vocabulary. Because sometimes, it loses a little bit of my own personal voice, and then **I can make any amendments to that as I see fit.** (Andrew)*

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## HOW DO TEACHERS USE GENERATIVE AI IN ADULT EAL SETTINGS?

### ■ Self-directed professional learning

- Research on professional courses
- Management tips
- Feedback on lesson plans
- Expanding repertoire of teaching practices
- Writing lesson objectives
- Consulting on suitable forms of assessment / activities
- Building confidence / reassurance

*I will write [a lesson plan], and then I will put it in ChatGPT and ask, "Can you give me some feedback? Do you feel that this is a good lesson planning?" and I will, define good. Like giving some specific points. And it would tell me, "Okay, this is generally good but you can, da-da-da like this" (Shu)*

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## HOW DO TEACHERS USE GENERATIVE AI IN ADULT EAL SETTINGS?

### ■ Using in class with learners

*So, I took them through the [cover] letter writing process and then we went on to ChatGPT and we were just discussing how is it different to Russia? How is it different to the Ukraine? ... And then some of the pre-fabed cover letters – looking at those with the skills sets and language and self-marketing. I ran that through ChatGPT and it gave different variations, but then I decided to run it through translation for each member in the class, and they saw that on the screen...*

*So I was involving the learners in that process, to get them to go "How is that translation? Is it really great? Is it that?" And from there, it was interesting response from different cultures around simple things like "I'm so happy to apply for this job," or "I'm so excited to apply for this job." That would never happen in the Ukraine or Russia or China. You wouldn't say you were overly pleased to apply for a job. So, out of all these different cultural overlays that came up.*

*It's just **such a strong way to scaffold.** It really is. It's such an **interesting way to scaffold.** It's just so **creative.** (Nathan)*

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## Using AI: some tensions

- Changes in teachers' work and practices
- Professional competence and judgement

*People [students] ask me some questions. I was, "Okay, let me use ChatGPT". I typed, for example, "What is the difference between "I have to" and "I've got to". It showed some examples... [But then] the student complained to my boss, like, "**[Shu] is being lazy.** She doesn't want to explain. She uses ChatGPT"... Since then, I don't use it anymore in my classroom... (Shu)*

*A lot of teachers are very funny about it. They feel like it's an existential threat to the industry and to them morally and professionally. I see it as an inevitability and something that we need to work with rather than against. So, yeah, I'll continue to use it. **I might not be as open in my use of it as I am with you right now.** (Andrew)*

*I feel like there's a **stigma** when a teacher uses ChatGPT. It's like, "Oh, the teacher is **not that competent** because she uses ChatGPT". (Julia)*

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## HOW DO THEY SEE ITS POTENTIAL FOR ADULT EAL LEARNERS?

### ■ Language learning opportunities

- Students ask about grammar rules
- Feedback on writing (accuracy) as well as genres
- Editing and proof-reading written work
- Language bot (students can ask questions—but one-way)
- Pronunciation feedback based on first language
- Gaining broader knowledge of the topic
- Vocabulary (using words in contexts)
- Simplifying information

*One of my students wanted to know how to tell difference between adjective ending with “ing” and “ed” – Interesting/interested. So, he was using ChatGPT, like, “Give me one example of “exciting” and “excited”. Can you use these two words in one sentence? And we’ll ask more questions like that, make more sentences” (Shu).*

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## HOW DO THEY SEE ITS POTENTIAL FOR ADULT EAL LEARNERS?

### ■ Developing critical and creative thinking

*...how can we get our students to engage and reflect and think more critically? I think it [gen AI] actually is **an enabler of critical thinking**....” (Andrew)*

*I think Chat GPT **allows and shows them to be creative too**. For example, if I wanted to write a comparative essay and I want to teach my students to write comparative essays, ...[ChatGPT] can give me 20 versions of comparative essays for that topic....A student should know that...different students can think differently. The essay wants something, but they think that they all should be thinking, writing in one structured format. That critical thinking is important, to show the students that you can write the way that you like, but at the same time giving the [key] points. (Malik)*

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## HOW DO THEY SEE ITS POTENTIAL FOR ADULT EAL LEARNERS?

### ■ Timely, multilingual and on-demand feedback, correction and advice

*I think it’s good to give really tailored feedback, the learner could say ... “Can you correct my writing, but can you also provide explanations for my mistakes”, that’s really **tailored feedback that the teacher often doesn’t have time to do**, explain which grammar points I need to work on or....feedback in their language. I think that could be a real – a really **good point of access** for them. I think especially – not even the lower levels, even the higher levels. When there’s really complex grammar to be able to have the **grammar explained in your language can be really useful, which the teacher can’t do**. (Eva)*

*I think there’s a great potential for AI applications to be able to identify [first language interference] and **to tailor solutions to correct particular pronunciation issues**. Directing the student then to perhaps exercises that involve, maybe, an animation around their mouth and where their tongue placement goes and things like that. (Linda)*

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## HOW DO THEY SEE ITS POTENTIAL FOR ADULT EAL LEARNERS?

### ■ Personalised learning to decrease anxiety

*I think it’s **decreased the learner anxiety** in some ways. Because they might have an assistant they can go to. (Nathan)*

*One of the advantages of AI is that tailoring to that – and **personalising that experience, and producing information that is the right level for that person**. Perhaps not too much so that they’re **overwhelmed** and they don’t remember anything, but information that is comprehensible at the time that they are receiving it. (Linda)*

*There is **no emotional stress** [when using ChatGPT] because typically...most students I have, especially Asian students, are very **overwhelmed**. They will look at the teacher’s facial expression, they will worry too much. Like are the teachers being a little bit impatient? But **ChatGPT is so patient**... (Shu)*

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