



1

ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the traditional custodians of the unceded lands on which we all work, live and learn. 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.

2

PROGRAM

Session 1

Practice presentation

Utilising generative AI for resource development: A teacher's experience with sample materials

Ashley Starford (Swinburne College, Melbourne)

Session 2

Research presentation

Teachers' voices on generative AI in EAL settings

Dr Katrina Tour (Monash University)

A/P Melissa Barnes (La Trobe University)

3

Practice presentation

- **Ashley Starford** is an Academic Adviser and ELICOS Teacher at Swinburne College, Melbourne. He has developed several curriculum items for General English, English for Academic Purposes, and bespoke ELICOS courses. He has worked extensively on developing asynchronous materials and was a member of the 2020 Action Research in ELICOS Program. Ashley also teaches part-time at the Faculty of Education, the University of Melbourne, and has been published on a variety of topics in the English Australia Journal. Aside from AI, he is interested in incorporating inclusivity into the ELICOS curriculum and exploring teacher-student relationships in EAL contexts

4

Research presentation

- **Dr Katrina Tour** is a Senior Lecturer in the Faculty of Education at Monash University. Her research focuses on the digital literacies of adults and children from refugee and migrant backgrounds as they settle in Australia to enhance educational policies and pedagogies for digital literacies in EAL/TESOL settings.
- **Associate Professor Melissa Barnes** works within the School of Education at La Trobe University. Her teaching focus and research interests are situated within the fields of teacher education, pedagogy, assessment, policy and TESOL. Recent research projects include an examination of teacher education policy reforms and school, family and community partnerships supporting families from refugee backgrounds.

5

TEACHERS' VOICES ON GENERATIVE AI IN EAL SETTINGS

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

6

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:
 1. How do teachers use generative AI in adult EAL settings?
 2. How do they see its potential for adult EAL learners?



7

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

8

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)*

9

HOW DO TEACHERS USE GENERATIVE AI IN ADULT EAL SETTINGS?

exercise:
Now, let's practice! Complete the following sentences by choosing the appropriate quantifier: "some," "any," "a little," or "a few."

I need _____ new books to read during my vacation.
Could you please pass me _____ salt for the soup?
I don't have _____ money right now. Can you lend me some?
Are there _____ good restaurants in this area?
She has _____ friends in the neighborhood.
Would you like _____ coffee with your breakfast?
I have _____ spare time this evening. What should I do?
Can I have _____ information about the upcoming event?
We don't have _____ oranges. Can you buy some on your way home?
He has _____ experience in playing the guitar.
Answers:

According to the survey mentioned in the article, which social media platform was rated the worst for mental health and wellbeing among teens and young adults?
a) Facebook
b) Snapchat
c) YouTube
d) Instagram

Which social media platform received the highest marks for health and wellbeing in the survey?
a) Facebook
b) Snapchat
c) YouTube
d) Instagram

How did YouTube differ from other social media platforms in terms of its impact on mental health and wellbeing?
a) It had a positive impact on depression and anxiety.
b) It was associated with lower levels of sleep quality.
c) It received negative marks for self-identity.
d) It was linked to higher levels of bullying.

What are some of the positive aspects associated with social networking, as indicated by the survey?
a) Decreased levels of depression and anxiety.
b) Negative effects on body image.
c) Positive impact on sleep quality.
d) Increased feelings of loneliness.

What were the negative aspects associated with social media platforms, particularly Instagram, as reported in the survey?
a) Positive impact on self-identity.

(Shu)

10

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)*

11

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)

12

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)

13

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)

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)

14

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).

15

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)

16

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)*

17

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)*

18



Q&A

19