LLRC conference: Critical, ethical, and practical use of AI in the language classroom: opportunities and risks

13 June 2024, Language Learning Resource Centre, Leiden University

Lipsius, Cleveringaplaats 1, Leiden

Time	Lipsius 0.28	Lipsius 1.52
09.15	**Registration (Lipsius hall)**	
09.45	**Opening (Lipsius 0.28)**	
10.00	**INVITED KEYNOTE (Lipsius 0.28)** *AI in education: opportunities and risks* Esther van der Stappen (Avans University of Applied Sciences)	
11.00	**Coffee and tea break (Lipsius hall)**	
11.15		**Lipsius 1.52**
	Lipsius 0.28	WORKSHOP **(starts 11.15)**
11.30	*Imaginative futures of foreign language learning* Katrien Dewaele	Critical Thinking Skills in the age of AI
12.00	*Mindfully integrating AI tools into writing classes: a case study on style and cohesion* Gea Dreschler & Jens Branum	*Vincent Hernot*
12.30	**Lunch (Lipsus hall)**	
13.30	*Can AI Revolutionize Language Assessment? A Deep Dive into Automated Scoring System* Arum Perwitasari	WORKSHOP **(until 14.45)** Prompt engineering for language development
14.00	*The Art(ificial Intelligence) of Academic Writing* Janneke van der Loo, Tilburg University	*Kristina Thornton & Lysbeth Bakker*
14.30	**Coffee and tea break (Lipsius hall)**	
14.45		

	Lipsius 1.23	**Lipsius 1.47**
15.00	*AI integration in Teaching Listening Skills* Dalia Baki	*Experiences with AI-supported Language Learning in Secondary Education: A Task-Based Approach Using ChatGPT* Marrit van de Guchte, Maurice Schols, & Daphne van Weijen
15.30	*Fostering collaborative text revision in the L2 classroom with ChatGPT-generated models* Carola Strobl, Iryna Menke-Bazhutkina, Niklas Abel, & Marije Michel	*Empowering Language Learning with Chat GPT in Secondary Education* Paul Halma & Dex Vogel
16.00	**Closing and drinks (Lipsius hall)**	

ABSTRACTS

INVITED KEYNOTE 10.00-11.00

AI in education: opportunities and risks

Esther van der Stappen, Avans University of Applied Sciences

All sectors of education are increasingly using intelligent technology to enrich learning and teaching. Educational technology based on artificial intelligence (AI) offers many opportunities, such as personalization, differentiation, and flexibilization, but there are also significant risks. In this keynote, we explore the broad spectrum of AI applications in education and the implications for students and teachers. Using some concrete examples, we consider how AI puts pressure on public values such as justice, humanity, and autonomy and what it means for educational quality. Finally, we look ahead: we look at some concrete tools that can help us collectively gain insight into what is needed for the responsible use of AI in education.

About Esther van der Stappen: Esther van der Stappen graduated in Computer Science from the University of Groningen in 2003. In 2008 she received her PhD from Utrecht University. Until 2020 she worked at HU University of Applied Sciences Utrecht as lecturer at the Institute for ICT and as senior researcher at the lectorate Digital Ethics, within which she set up the research group Digital Innovation in Education. She currently works at Avans University of Applied Sciences as a professor of applied sciences (lector) of the Digital Education research group at the Center for Applied Research Future-Proof Education. Her research focuses on the value-added application of technology in (higher) education.

PRESENTATION 11.30-12.00

Imaginative futures of foreign language learning

Katrien Dewaele, UCLL Belgium

Experts predict that AI will significantly disrupt the educational system. Among all different fields of education, foreign language education may be the most affected by AI, especially by GenAI because it impacts the core objective of foreign language education, which is to teach students how to communicate proficiently in a foreign language. As a result, foreign language teachers face challenges adapting to the AI era and making their language courses relevant.

As AI is here to stay, it cannot be banned from our classrooms and our assessments. So we should use it effectively to support foreign language teaching and learning. According to Mollick (https://www.oneusefulthing.org), it even seems imperative that we actively experiment to find positive use cases. But to do so, those experiments need to be thoughtfully designed so they do not only promote the development of AI literacy but also significantly improve the foreign language teaching and learning process. The steep rise of AI demands a new set of digital skills from foreign language teachers. How do they relate to AI? Do they know how to use AI effectively themselves? Do they know how to teach their students to use AI as co-pilot during the learning process?

These are some of the questions we asked 71 foreign language teachers (French, English, Spanish, German, Italian, and other languages) from secondary and adult education through a questionnaire. In this presentation, we will report on the takeaways of these questionnaires and also reveal which scenarios teachers and consulted experts see for foreign language education within 15 years. These scenarios are an invitation for further reflection, discussion, and dialogue about foreign language learning in the age of AI.

PRESENTATION 12.00-12.30

Mindfully integrating AI tools into writing classes: a case study on style and cohesion

Gea Dreschler & Jens Branum, Vrije Universiteit Amsterdam

The proliferation of AI tools for text editing and text generation has raised challenging but also interesting questions for writing classes. In this paper, we report on our experiences with in-class exercises that explore the use of AI in an academic writing class.

We first outline our conceptualization of the writing process, breaking down the different skills that students need to master the complex task of writing, visualized as a 'writing pie' chart. This breakdown allows us to critically assess the capabilities of generative AI tools against our understanding of writing as a human process; helps to highlight some of the limitations of the output of current AI tools; and provides a basis for a meaningful integration of AI tools in writing classes.

Second, we share our experiences in working with two in-class exercises that integrate AI tools in a writing course. These exercises involved evaluating a text for aspects of formality (exercise 1) and linking language (exercise 2) and then suggesting improvements. We then had students compare their own suggestions to different suggestions made by ChatGPT on the same original texts. This was done in order to critically evaluate the output of AI in relation to the learning objectives.

As part of this talk, we include both instructors' and students' evaluations of the inclusion of AI writing tools in the course. We also reflect on whether the inclusion of such exercises can aid in training the students' writing skills, as well as their critical thinking skills. We end with some key take-aways from this project regarding the use of AI tools in writing classes.

WORKSHOP 11.15-12.30

Critical Thinking Skills in the age of AI

Vincent Hernot, Hogeschool van Amsterdam

With the coming of AI has come the end of that most traditional of testing methods: the take-home written assignment, at least in its usual form. While this may be an opportunity, we must realise that a written assignment has always been about the intellectual skills necessary prior to the writing - e.g. acquiring, selecting and structuring relevant information, developing an argument, and of course, thinking logically in order to appraise that information (e.g. reliability, usefulness, transparency).

Those skills can be broadly defined as Critical Thinking Skills (CTS), which incorporate not only logical thought-processes but also the 'Critical dispositions' (Paul, 2002) needed to implement them. It is, after all, possible to think poorly.

In this workshop, we will argue that special attention must now be paid to CTS in education, not only in schools but also in higher education and teacher-training courses. We will introduce concrete examples that can be used in class across various media and subjects, and participants will be asked to try their hands at those activities and reflect on how CTS can be exercised at all levels. Additionally, we will introduce a way to assess the extent to which CTS are present both in our learners and in our own teaching.

PRESENTATION 13.30-14.00

Can AI Revolutionize Language Assessment? A Deep Dive into Automated Scoring System

Arum Perwitasari, ETS Global

In the contemporary era dominated by digital advancements, Artificial Intelligence (AI) is revolutionizing the way we assess English language proficiency. This transformation involves an increasing reliance on automated scoring systems for evaluating constructed responses in language assessments, be they spoken or written. However, the question arises: can AI accurately evaluate students' responses? Should it entirely supplant human judgment, particularly in high-stake assessments?

Both humans and machines possess distinct strengths and weaknesses. Human evaluators excel in grasping intricate linguistic nuances and contextualizing assessments within real-life scenarios, reflecting natural language comprehension. Nonetheless, they are prone to biases, inconsistencies, and fatigue, which can impact assessment quality. On the other hand, machines excel in maintaining consistency in evaluating specific linguistic elements such as fluency and pronunciation. They offer efficiency, scalability, and cost-effectiveness, especially in handling large volumes of test takers. However, they often struggle with understanding nuanced meanings and grappling with higher-order language complexities. The dynamic interplay between human and machine capabilities underscores the complexity of automated scoring. Achieving an optimal balance between the two is essential.

While AI presents promising advancements in language assessment, it is crucial for classroom teachers to leverage these technologies judiciously to enhance teaching practices. One concrete good practice for classroom teachers is to utilize AI-powered tools that can provide immediate feedback on students' language productions. The session explores the evolving capabilities of human and computer-based scoring systems and present best practices comparing the reliability of human, AI, and hybrid approaches to scoring. Through this exploration, teachers can gain insights into how to integrate AI into their teaching practices effectively while maintaining the integrity and validity of language assessments.

PRESENTATION 14.00-14.30

The Art(ificial Intelligence) of Academic Writing

Janneke van der Loo, Tilburg University

Since the introduction of ChatGPT, academic writing education has experienced significant changes. Instructors have had to reassess and adjust their approaches to ensure that their courses effectively incorporate and address the impact of GenAI tools like ChatGPT on the development of academic writing.

In this session, I will present the redesign of an academic writing course at Tilburg University. I will outline the strategic decisions made in relation to learning objectives, instructional methods, and assessment practices. Special attention will be given to our observations and findings regarding the varying impacts on weaker and stronger writers.

WORKSHOP 13.30-14.45

Prompt engineering for language development

Kristina Thornton & Lysbeth Bakker, NHL Stenden Hogeschool

Effective prompting of AI chat bots such as ChatGPT can play a role in language teaching as they guide learners towards meaningful language production and comprehension. Crafting prompts that are engaging, relevant, and scaffolded appropriately can significantly enhance the language learning experience for students. This workshop aims to equip language educators with the knowledge and skills necessary to design and implement effective prompts in their teaching practice with tips drawn from Chatten met Napoleon (Last & Sprakel, 2023).

Reference: Last, B., & Sprakel, T. (2023). Chatten met Napoleon: Werken met generatieve AI in het onderwijs. Boom.

PARALLEL PRESENTATIONS 15.00-15.30

AI integration in Teaching Listening Skills

Dalia Baki, LIAS, Leiden University

In contrast to English and other western languages, there is a scarcity in finding audio/video resources for teaching Arabic on the internet. Some textbooks offer their audio and video content via expensive companion websites. Arabic language instructors consistently create audio/video materials for quizzes, exams, and in-class practice, which is time consuming. Many online audio/video resources do not include level appropriate target language vocabulary that students are introduced to during their lessons. In addition, editing online authentic video and audio materials, to simplify their content and tailor it, requires considerable amount of teachers' time.

In my presentation, I will introduce three commercial AI tools: animaker.com, studio.d-id.com and elevenlabs.io. These tools are used for creating audio/video monologues and dialogues through audio recordings, uploading audio files, or typing text. Then, I will show a sample of three classroom activities that I created with these tools for use in university level Arabic classes. The generated audio and video are used in teaching listening at the beginners to intermediate levels. I will also discuss the potential of these tools beyond the sample materials. Finally, I will discuss the limitations of utilizing these tools in foreign language classrooms, such as cost.

PARALLEL PRESENTATIONS 15.00-15.30

Experiences with AI-supported Language Learning in Secondary Education: A Task-Based Approach Using ChatGPT

Marrit van de Guchte, Maurice Schols, & Daphne van Weijen, University of Amsterdam

This study explored participants experiences with using artificial intelligence (AI) to enhance language learning and student engagement. Participants were twelve 13–14-year-old students and two FL-teachers (one German, one French). Students performed several language learning tasks based on Task-Based Language Teaching (TBLT) principles, including oral and written interaction with ChatGPT and an oral final presentation.

ChatGPT was implemented in all phases of the language learning tasks, to generate useful chunks, practice oral interaction and learn new words. A combination of teacher-led and self-generated prompt were used for interacting with ChatGPT.

Data collection consisted of a survey with Likert scales and open questions, followed by separate focus group sessions with the two teachers and students. Questions were related to four main constructs: (1) usefulness of AI in language learning and instruction, (2) ease of use of AI tools, (3) the impact of AI on students' self-confidence and (4) students' motivation.

Preliminary findings indicated that teachers were positive regarding the potential of AI to enhance language instruction, particularly in improving interaction skills in the target language. Students reported finding AI tools beneficial and enjoyable for preparing oral presentations. Some students noted that AI provided a safe environment for oral interaction and pronunciation skills, thus boosting their confidence. However, students indicated wanting to learn more about prompt engineering, as they found it challenging to elicit desired responses from ChatGPT. Despite this, they reported that AI use seemed to provide them with more autonomy in selecting tools to support their language learning.

PARALLEL PRESENTATIONS 15.30-16.00

Fostering collaborative text revision in the L2 classroom with ChatGPT-generated models

Carola Strobl, University of Antwerp; Iryna Menke-Bazhutkina, University of Groningen; Niklas Abel, University of Groningen/Amsterdam University of Applied Sciences; Marije Michel, University of Groningen

Collaborative writing in foreign and second language (L2) education has shown to promote noticing, L2 development (Dobao, 2012; Storch, 2002, 2005) and equity among learners. With the introduction of generative large language models, yet another dimension has been added to fostering collaborative engagement with text (Weller, 2023).

In this classroom-based study, we investigate how generative AI facilitates collaborative text revision. Eight BA students of L2 German at a Dutch university were paired to write a synthesis of two source texts. After jointly producing a first draft, students received two ChatGPT-generated syntheses of the same source texts and subsequently assessed and revised their own texts using these models, guided by a rubric to compare content, structure, and language. Screen and voice recordings documented the revision process and group discussions and were coded for trigger of potential revisions, revision focus and revision success. Texts were also evaluated for functional adequacy (Kuiken & Vedder, 2017).

Results indicate that the students effectively improved their texts through peer discussions on AI-generated content and formulations as well as adjusting and integrating text fragments from the model texts. Collaborative patterns, following Storch's (2002, 2012) model, were observed in pair discussions, fostering language-related episodes (LRE). Furthermore, we identified episodes that were favorable for effective revision processes which we coined "task-related episodes" (TRE). We will showcase how effectively solved TRE and LRE during collaborative revision lead to text improvement, highlighting the role of ChatGPT-generated models in this context.

PARALLEL PRESENTATIONS 15.30-16.00

Empowering Language Learning with Chat GPT in Secondary Education

Paul Halma, A. Roland Holst College Hilversum, Hogeschool van Amsterdam & Dex Vogel, A. Roland Holst College Hilversum

This good practice presentation showcases a module where students learn how to utilize Chat GPT in language learning. The module adopts principles of task-based language teaching, preparing students for an oral presentation in class where they present a daily schedule for German or French youths visiting their school.

We will demonstrate how Chat GPT can be employed both before, during, and after the task. Prior to the task, students search for useful phrases to use during the execution. The task itself involves engaging in a chat conversation with Chat GPT (with a speech plugin). Post-task, students request Chat GPT to generate a vocabulary list and an exercise to practice with the words discussed during the chat. Students utilize prompts provided by the teacher as well as self-generated prompts.

Feedback from students indicates that the preparation with Chat GPT equips them well for the oral task in class. They report learning new phrases and improving their pronunciation through the chat conversation. Several students express feeling confident to deliver the presentation in the target language due to their preparations. Moreover, students experience increased autonomy in task execution compared to regular lessons. They express interest in further learning to craft effective prompts to elicit desired responses from Chat GPT. We will also discuss how teachers can adapt their teaching methodology when using AI in language lessons.