Integrating AI for Enhanced EAP Learning
Strategies and Case Study from XJTLU

BALEAP PIM, Durham University
30 June 2023

Jinyang (Sam) Song
School of Languages, Xi'an Jiaotong-Liverpool University

Xi'an Jiaotong-Liverpool University
西交利物浦大學

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Pre-workshop Discussion

- What are your thoughts on the use of AIGC tools in education?

- Do you think it has the potential to transform the way we teach and learn, or do you have concerns about its impact?

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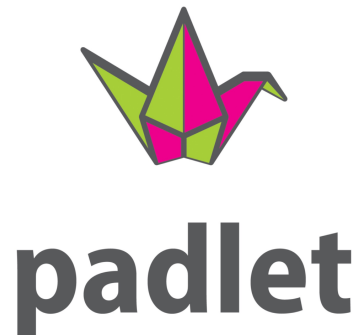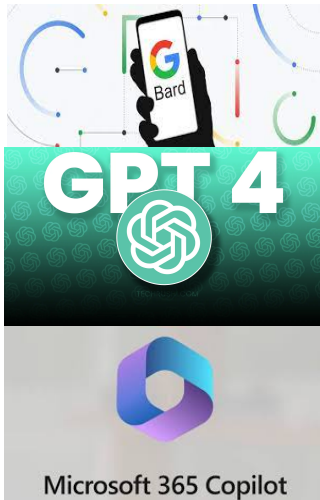
The timing of integrating AI in the EAP classroom

- There is no one-size-fits-all answer to the question of when is the right time to integrate AI into the EAP classroom. However, there are a few factors to consider:
  - ✓ The level of maturity of AI technology.
  - ✓ The availability of AI tools and resources.
  - ✓ The needs and interests of the students.

Implementing AI in the classroom

Discussion Question:

How would you implement AI/AIGC tools in your classroom?

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Implementing AI in the classroom

- Some common approaches include:
  - ✓ Using AI tools and resources alongside traditional teaching methods.
  - ✓ Creating blended learning environments that combine AI-powered instruction with face-to-face instruction.
  - ✓ Developing new AI-powered teaching methods.
- The best approach for you will depend on the specific needs and interests of your students.

EAP1013TC at XJTLU

Context:

- English Language And Academic Skills For B.A. Arts, Technology And Entertainment

- 10 credits, year-long

- The module aims to support students in the development of English language and academic skills specific for the BA Arts, Technology and Entertainment. The main emphasis is for students to utilise English language skills to reflect on and produce work relevant to Arts, Technology and Entertainment forms.

Scenario 1: EAP103TC Speaking Coursework 2

- Task: Group discussion, 4 students – 16 minutes and 3 students – 12 minutes
- Topics: Pop Culture and storytelling, Pop Culture and technology, and Pop Culture in the media, which are related to their study in Semester 2 of EAP103TC and other BA ATE content modules.
- Discussion prompt: will be provided

Core Task Requirements
All core task requirements must be fulfilled. Failure to fulfil any of the Core Task Requirements (CTRs) will result in a mark deduction from the final assessment mark.

- Engages in discussion based on the topic provided.
- Listens and responds appropriately to other students.
- Uses ideas from **at least 1 of the pre-task sources** provided.
- Does not directly read from notes during the discussion.

Scenario 1: EAP103TC SCW2

EAP103TC Speaking Coursework 2 (SCW2) Task Sheet APR Section F 858.7KB PDF document Uploaded 19/03/23, 10:51

📁 EAP103TC SCW2_Pre-task sources
View

Restricted Available from **4 May 2023, 13:00**

Pre-task preparation (individual)

Three pre-task sources are provided in this folder. Availability: on Thursday, 4 May 2023 at 1 pm, once the Week 12 regular EAP103TC seminars have been delivered.

Read and watch the pre-task sources and take notes on **one** of the sides of an A4 page (downloadable from LMC). Only **handwritten** notes are allowed, and no photocopies will be accepted.

Including citations using the **APA** referencing system in your notes is recommended. No Reference list is required to be included in your notes.

The other side of this A4 can be used for taking notes during the preparation stage of the discussion and/or the discussion task itself on the day of the assessment.

📁 Group Discussion

Scenario 2: Automated writing feedback tools

EAP103TC Writing Coursework 2

Task: Write a Project Report about one of the practical projects you've been assigned in your ATE modules in Semester 2.

Q: Can an AI Chatbot write your assignment?

Scenario 2: Automated writing feedback tools

- Automated writing feedback: AI-powered tools can provide students with feedback on their writing, including grammar, style, and content.

Scenario 2: Automated writing feedback tools

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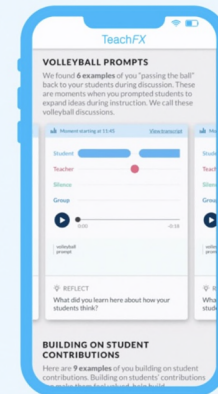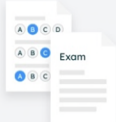
Scenario 2: Automated writing feedback tools

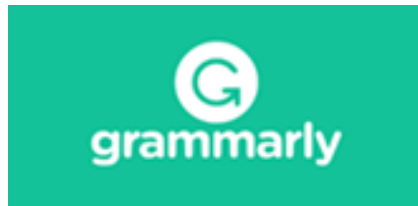# Scenario 3: Personalized learning

- Q: Are there any tools or platforms that you or your students use?
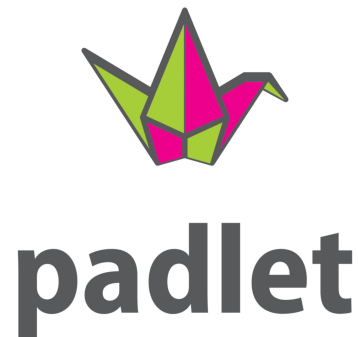
Scenario 3: Personalized learning

Scenario 3: Personalized learning

Target audience for AI integration

- AI can be a valuable tool for all EAP learners, but it may be particularly beneficial for learners who:
  - Are struggling with a particular skill or concept.
  - Have learning disabilities.
- It is important to adapt AI tools and technologies to the specific needs of the learners.

Ethical Considerations

- The use of AI in the EAP classroom raises a number of ethical considerations, including:

  - Privacy: How will AI-powered tools collect and use students' data?

  - Bias: How can we ensure that AI tools are not biased against certain groups of students?

  - Accountability: Who is responsible for the decisions made by AI-powered tools?

- It is important to be aware of these ethical considerations and to take steps to mitigate them.

(Furze, 2023)

Summary and Recommendations

Educate

Andrew Piper @_akpiper · Follow

Funny the @nytimes covered this today, but I had an honest conversation with my students today about #chatGPT. 🧵

1:13 AM · Jan 17, 2023

Read the full conversation on Twitter

♥ 438   💬 Reply   ⬆ Share

Read 20 replies

Enhance

Dom Pates | @dompates@mastodon.online @dompates · Follow

In discussion with an Associate Dean yesterday, they asked me (I paraphrase) 'Is it the case that #ChatGPT forces us to make changes that we long should have been making anyway?' (ie better assessment design). 'Yes', I replied. Very much so. #altc #AI

4:14 PM · Jan 19, 2023

♥ 136   💬 Reply   ⬆ Share

Read 7 replies

(Wood, 2023)

Summary and Recommendations

- AI has the potential to revolutionise EAP learning by providing personalised instruction, timely feedback and access to a wealth of resources.

- Explore the potential of AI tools in your own EAP classroom and guide students.

- Be patient with the policy.

Reflection and Feedback

K	W	L
What do you **know** about AIGC tools now?	What do you **want** to know about AIGC tools in the future?	What have you **learned** about AIGC tools?

Thank you
and any questions?

Xi'an Jiaotong-Liverpool University
西交利物浦大學

References

Furze, L, 2023. *Teaching AI Ethics: Power. Available online:*
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Wood, M, 2023. *AI & the Future of Assessment in Higher*
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future-of-assessment-in-higher-education/ (Accessed: 15 June
2023)

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School of Languages, Xi'an Jiaotong-Liverpool University
Jinyang.Song@xjtlu.edu.cn

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