AI4LA: Creating AI EAP Materials from the Principle of Language Adjustment

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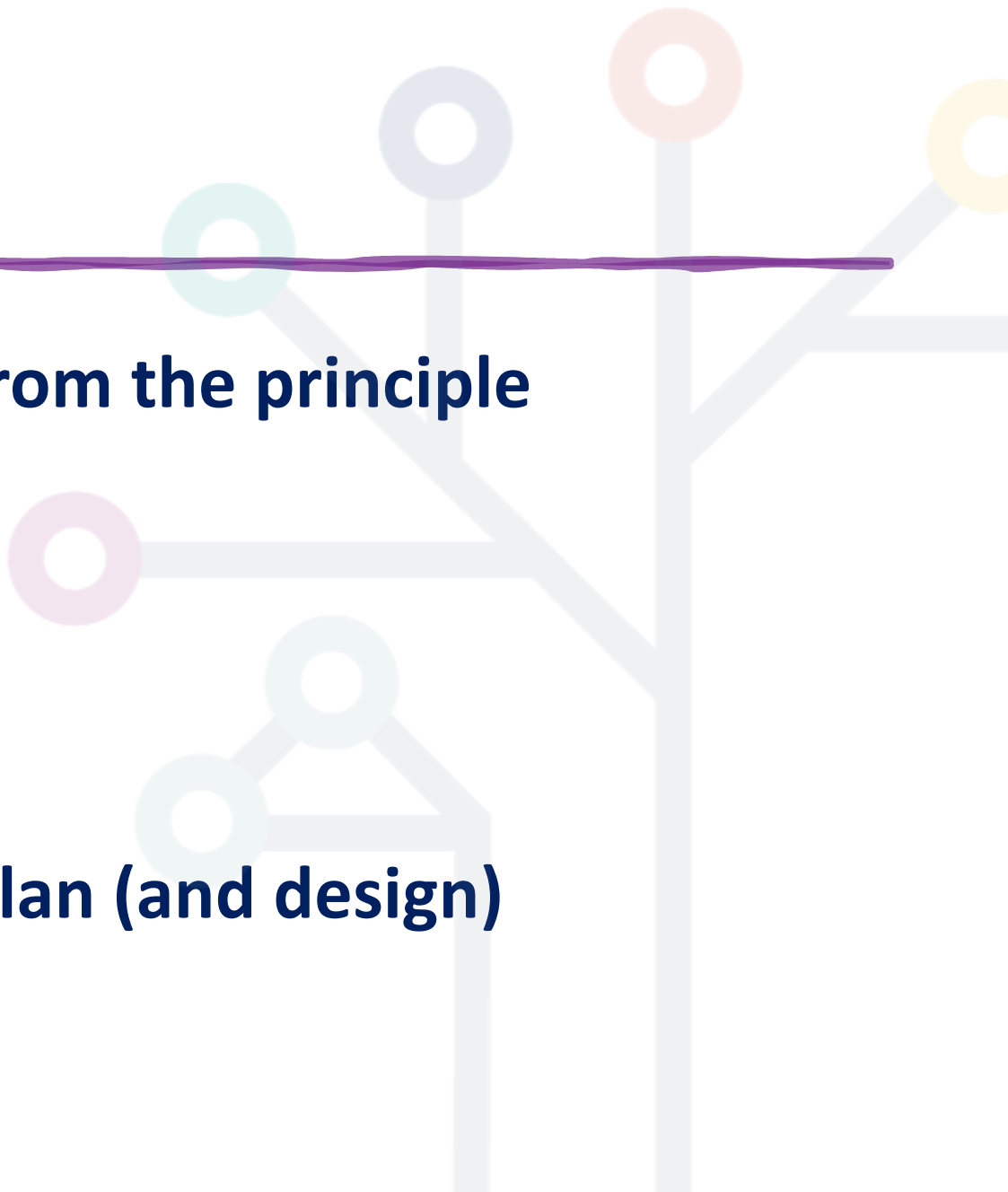
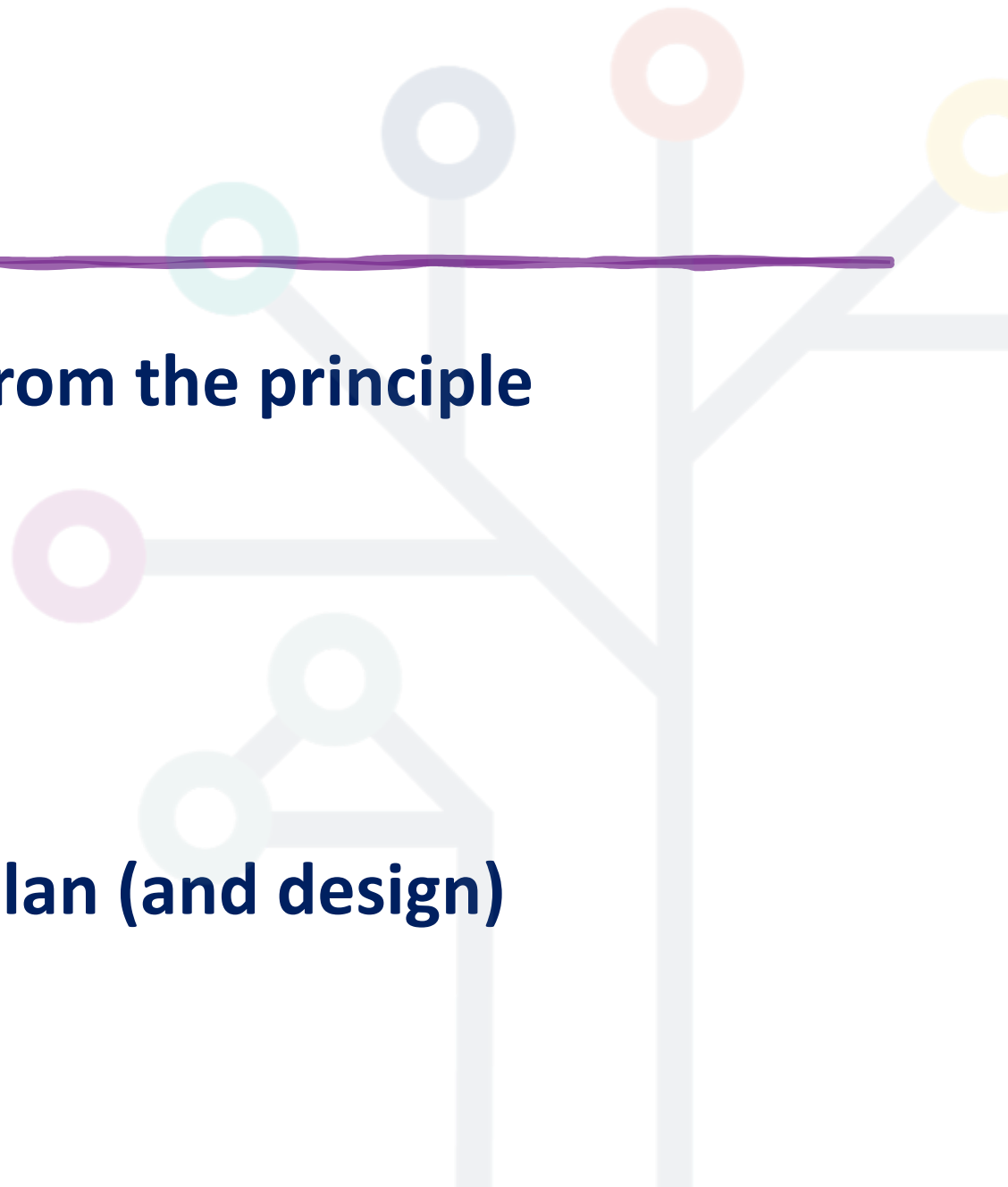University of Oxford

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In this workshop

1. Learn about using generative AI from the principle of language adjustment.

2. See some practical examples.

3. Choose a learning outcome and plan (and design) materials.

Suggest some lesson learning outcomes

On the Padlet write down a lesson learning outcome (that would require materials).

Write one LO per post.

It could be related to:

Reading   Writing

Listening   Speaking

Academic Skills   Other…?

https://bit.ly/3AiDSw4

AI4LA: AI for Language Adjustment

Common view of GenAI = text/content generation.

Write a prompt then get information.

The language as well as the ideas are all created by the LLM.

= view of cheating and plagiarism machine.

This is generally not the best way to approach using these tools.

LLM strength - retaining meaning while changing form.

Begin with your own idea/information/content, and have AI change the form.

Universal Semantic Translator

Language to language

Style to style

Structured text to unstructured

Unstructured to structured

Question to answer

Text to label

Image to text

Text to image

Text to code

Code to text

Infographic: Dominik Lukeš

Example

Submission to [TELSIG Webinar](#) series

1. **Unstructured language – spoken ideas**

2. **Translated to structured language – same meaning**

3. **Revision and editing – requires skill and knowledge (of genre, structure, voice…)**

4. **Additional assistance with title and biography**

5. **Follow up – I needed to give the webinar!**

> I'm going to talk about a topic that I want to create a presentation for, and I have to write an abstract before I submit the proposal. I'm just going to tell you my thoughts, and then I want you to write a short abstract putting the information into a logical structure. Can you do that?

Of course! Please go ahead and share your thoughts, and I'll help you craft a concise and structured abstract for your presentation proposal.

> So the topic is about the problems that EAP, which is English for Academic Purposes, is facing at the moment, and the problems that it's facing are multiple. So there are problems to do with the injustice of the existence of academic English, there's talk in the field about decolonising the curriculum, and there's also the problem of, the big one that everyone's talking about, which is the problem of artificial intelligence affecting coursework and assessment and language proficiency. So my thought is that we can address this problem in a way, if we rethink what English for Academic Purposes is, and the way we can do that is to think of, instead of being English, think about it, just English, think about it as translanguaging. So translanguaging is, instead of seeing students in this deficit mindset about, you know, they have problems with their English, is that actually they're multilingual people with multilingual, multi-abilities, and they can use these abilities, and they do use these abilities in order to communicate. So the way I foresee this working in the real

AI4LA: AI for Language Adjustment

Use LLMs for language adjustment,

not information generation.

Additional benefits: reduced risk of hallucination & unintentional plagiarism, and easier to check accuracy of output.

AI4LA in EAP Material Creation

1. Simplifying language for scaffolding

2. Personalising content for engagement

3. Exemplar of academic language

4. Creating quizzes for independent study

5. Differentiating text for information accessibility [BONUS!]

1. Simplifying Language for Scaffolding

LO: *Understand the benefits of pre-reading for listening.*

- Students watch two short videos, on similar topics, rating their level of understanding after each one.

- Before watching the second video, they are given a short, simple text to read.

1. Simplifying Language for Scaffolding

- To create the pre-read text:

- I copy+pasted the video transcript into ChatGPT and asked it to summarise the main topics as bullet points.

- I then used these bullet points and asked it to expand them into a short text written in plain, simple English.

- The students discussed the questions:
  - Where do languages come from?
  - What is the definition of a language?

Think about how languages change and become different over time. Imagine people in the past moving to new places. As they live in new areas, far from each other, their way of speaking starts to change. Over many years, these small changes in language add up. This is how, from a few ways of speaking, we get many different languages. This idea helps us see why there are so many languages in the world today.

In addition, we can find out which languages are related, like in a family. Linguists, who study languages, look carefully at languages to find connections between them. They don't just listen for words that sound the same. They also look at how sentences are formed and basic words used in everyday life. These parts of language don't change easily, so they are great for finding out which languages come from the same family.

Lastly, understanding and putting languages into groups can be hard. Sometimes it's difficult to decide if a way of speaking is a whole new language or just a dialect of the same language. This decision can be influenced by the country or people's beliefs. Also, studying very old languages is tough because there isn't much information about them. These challenges show that studying languages is interesting but not always easy.

2a. Personalising Content for Engagement

English Word	Nepali Translation	Hindi Translation	Farsi Translation	Yoruba Translation	Igbo Translation	Edo (Bini) Translation (Approximate)	Welsh Translation
Translation	अनुवाद (Anuvad)	अनुवाद (Anuvaad)	ترجمه (Tarjomeh)	Itumọ	Nsụgharị asụsụ	Igbaokhae	Cyfieithu
Transcription	प्रतिलिपि (Pratilipi)	लिप्यंतरण (Lipyantran)	ترانسکریپشن (Transcription)	Kikọ iwe	Ide ihe ederede	Ikọghọ ede	Trawsgrifio
Translanguaging	ट्रान्सल्याङ्ग्युएजिंग (Translyanguaging)	ट्रांसलैंवेजिंग (Translanguaging)	زبان‌گردانی (Zaban-gardani)	Kikọ ede	Igbanwe asụsụ	Igbaokhae-ede	Trawsieithu
Description	वर्णन (Varnan)	वर्णन (Varnan)	توصیف (Tavseef)	Apejuwe	Nkọwa	Afọhan	Disgrifiad
Bilingual	द्विभाषी (Dvibhashi)	द्विभाषी (Dvibhashi)	دوزبانه (Dozabaneh)	Mejila	Onye nwere abụọ asụsụ	Ede eva	Dwyieithog
Monolingual	एकभाषी (Ekabhashi)	एकभाषी (Ekabhashi)	تک‌زبانه (Tak-zabaneh)	Kanla	Onye nwere otu asụsụ	Ede okpa	Uniaith
Multilingual	बहुभाषिक (Bahubhashik)	बहुभाषी (Bahubhashi)	چندزبانه (Chandzabaneh)	Lopọla	Onye nwere ọtụtụ asụsụ	Ede emwin	Amlieithog
Polyglot	बहुभाषी (Bahubhashi)	बहुभाषी (Bahubhashi)	چندزبانه‌دان (Chandzabaneh-dan)	Polyglot (Lopọla)	Onye maara ọtụtụ asụsụ	Ede emwin eni	Amlieithog
Monoglot	एकभाषिक (Ekabhashik)	एकभाषिक (Ekabhashik)	تک‌زبانه‌دان (Tak-zabaneh-dan)	Monoglot (Kanla)	Onye maara naanị otu asụsụ	Ede okpa eni	Uniaith
Glossary	शब्दकोश (Shabdakosh)	शब्दावली (Shabdavali)	واژه‌نامه (Vajeh-nameh)	Itumọ ọrọ	Okwu mkpokọta	Oro-ọrọ	Geiriadur

LO: *Know how to infer meaning from word structure.*

- I gave ChatGPT a list of academic-level vocabulary in English related to language, and asked it to create a table translating the words into languages of the students.

2b. Personalising Content for Engagement

Country Misconceptions

You are going to listen to 5 'people'* talk about their experience visiting different countries (Wales, India, Nepal, Nigeria, and Japan).

Identify the misconceptions in what they say. In your experience, what are they wrong about?

*The audio was created by me using AI. First, I asked ChatGPT4o to list some common misconceptions about a country, then I asked it to write like someone who had visited the country and believed the misconceptions and hadn't been corrected. Next, I edited the writing, then I pasted into elevenlabs.io and chose a voice. Lastly, I downloaded the audio file.

LO: *Provide evidence to counter incorrect facts and faulty reasoning.*

- I prompted ChatGPT to write a script as someone who believes misconceptions about [country] after they have visited.

- I then uploaded the script to ElevenLabs.io and generated the audio, selecting different voices and accents.

2b. Personalising Content for Engagement

Japan

Nepal

- While listening, students filled in a worksheet identifying misconceptions, noting down the reality, and then suggest what evidence they could find to support their argument.

- In the next lesson they presented their arguments and evidence.

3. Academic Language Exemplar

Original Text	ChatGPT Revised Academic Text
The article suggests that most of the time we only use a machine to check single words and sometimes we can use complete sentences to check to help us practice grammar.	The article indicates that machines are often used to check individual words, and occasionally, complete sentences, aiding in grammar practice.
From such machine learning we can get information about different castes castes languages religions. In the same way the linguistic problems that we face in our daily life can be easily solved and in the future we do not need the help of others to know any new things.	Machine learning provides insights into various cultures, languages, and religions, thus aiding in solving everyday linguistic challenges. In the future, this could reduce the need for external assistance in learning new information.

LO: *Evaluate AI-generated academic language and identify the differences in vocabulary, grammar, conciseness, meaning, and find any mistakes.*

- I put their written text into ChatGPT and asked it to rewrite it in academic English.

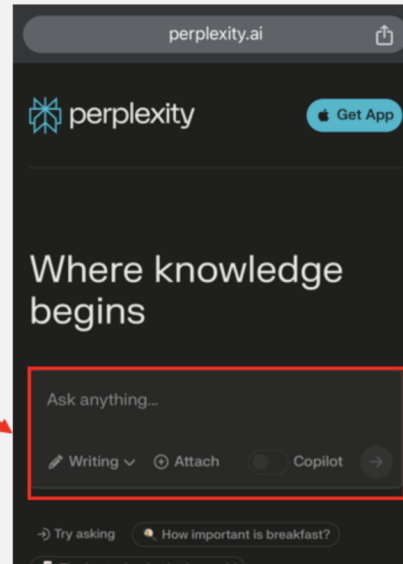- Students filled in a worksheet analysing the differences.

4. Creating quizzes with the AWL

Chatbot Study Buddy

Write the following prompt:

> You are an EAP tutor. Create a multiple choice quiz to help me learn the definitions of the following academic words: [*add your words here*]. Ask me one question at a time and give me feedback and an example sentence using the word after each answer.

Follow up prompts:

- *I want to practice using these words in sentences. How can you help me do that?*

- *Can you give me sentences to rewrite using one of the words? Tell me which word to incorporate.*

LO: *Use the AWL to independently increase your academic vocabulary.*

- Students were given AWL sublists and underlined unknown words.

- Then experimented with chatbot prompts to create multiple choice questions to help them practice.

5. Differentiating text for information accessibility

- Students benefit from simple, clear communication of information.

- For example, when they are reading instructions.
  - Write your instructions and then get a chatbot to reword them so they are simple and clear.

- Also – feedback.
  - Screencasting.

5. Screencasting Feedback

I have used Microsoft Stream to record myself and my screen while giving feedback.

- Communicates non-verbal information

- More approachable for students

- Some students may prefer listening to reading

- Greater density of information + visual cues

AI4LA?

- MS Stream automatically provides a transcript

- Copy and paste this into ChatGPT and ask it to reformat it in an easily accessible structure, i.e. bullet points, action points, a numbered process.

- Students then have a choice about what format to access their feedback.

AI4LanguageAdjustment

We have seen:

Changing language...

... from complex to simple

... from one language to others

... from written to spoken

... from emergent English to academic English

... from a request into a learning tool

... from speech into writing into accessible feedback

Helps with...

... accessibility
... engagement
... understanding
... skill development
... independent learning
... language evaluation
... AI literacy
... also teacher efficiency!

QUESTIONS?

It's your turn

Choose one of the LOs on the Padlet.

Think of how you can collaborate with GenAI to create materials following the principle of AI4LA.

Write a post on the padlet which includes:

- o The LO you are addressing
- o A description of the materials and how you would create them

Be creative! Even if you don't know if the tool exists to do what you want. Suggest it anyway – you never know!

If you have time and the ability, you can also create the materials and share them in the comments to your post.

I will come around and provide assistance and advice.

At the end we'll review what we've got.

https://bit.ly/3AiDSw4

Thank you

https://bit.ly/aicc-pages

BALEAP PIM Materials Workshop feedback

https://forms.office.com/e/XDT3HnA1q5