LEVERAGING AI IN THE ESL CLASSROOM

Presenter:
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OUR SESSION GOALS:

By the end of our time together, you should be able to:

- demonstrate understanding of basic AI principles
- identify at least one or two ways to incorporate AI into your ESL program or instruction
- Identify one or two of the common pitfalls of using AI

WHAT IS AI, REALLY?

LARGE LANGUAGE MODELS (LLMS)

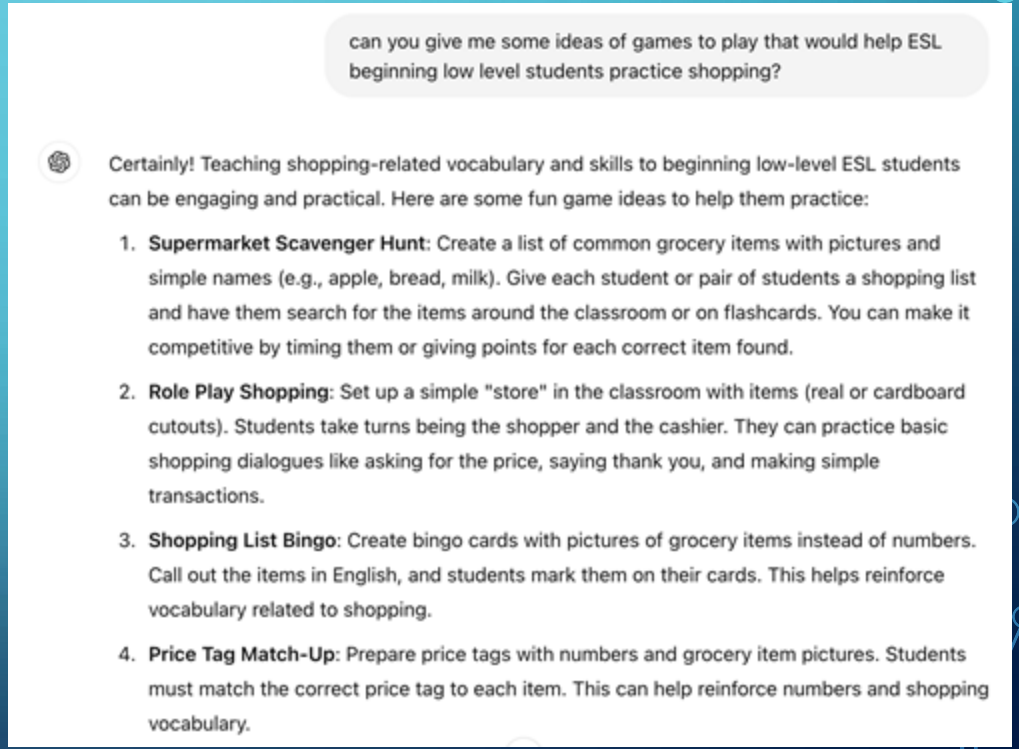
- ChatGPT, Gemini, Copilot, Etc.
- Prediction based
- Run on large amounts of data
- The output of an LLM is only as good as its input.
- REMEMBER: LLMs are programmed to give you the most LIKELY information, NOT the most accurate!

WHAT CAN AI BE USED FOR IN OUR ESL CLASSROOMS?

- Brainstorming
- Creating materials for collaborative activities
- Creating worksheets
- Creating individualized, multilingual materials for your class
- Creating reading texts
- A lot more!

BRAINSTORMING WITH AN LLM

- You can ask an LLM to generate some ideas and it will give you a list.
- You can then ask to expand on any of these.



BRAINSTORMING WITH AN LLM

8. **Grocery List Relay Race**: Divide the class into teams. Give each team a shopping list written in English. Set up a "store" on one end of the classroom and the teams on the other end. One student from each team must run to the store, find the items on the list, and bring them back to their team. The first team to complete their shopping list correctly wins.

AI IS A VERSATILE TOOL, BUT IT CAN'T DO EVERYTHING.

- The more you use AI the more you will learn its limitations.

- Ask yourself: Am I trying to drill a hole with a hammer?

EXAMPLES OF MATERIALS I HAVE MADE USING AI: GRAMMAR HANDOUTS

English:

1. **Subject (S)**: The subject is the person, place, thing, or idea that is performing the action. It usually comes at the beginning of the sentence.
    - Example: **She** (subject) reads a book.
2. **Verb (V)**: The verb is the action word in the sentence. It tells what the subject is doing.
    - Example: She **reads** (verb) a book.
3. **Object (O)**: The object is the person, place, thing, or idea that is receiving the action of the verb.
    - Example: She reads **a book** (object).

Putting it all together: **She reads a book.**

Spanish:

1. **Sujeto (S)**: El sujeto es la persona, lugar, cosa o idea que realiza la acción. Generalmente, se encuentra al principio de la oración.
   - Ejemplo: **She** (sujeto) reads a book.

2. **Verbo (V)**: El verbo es la palabra de acción en la oración. Indica lo que el sujeto está haciendo.
   - Ejemplo: She **reads** (verbo) a book.

3. **Objeto (O)**: El objeto es la persona, lugar, cosa o idea que recibe la acción del verbo.
   - Ejemplo: She reads **a book** (objeto).

Juntándolo todo: **She reads a book.**

Russian:

1. **Подлежащее (S)**: Подлежащее — это лицо, место, вещь или идея, выполняющая действие. Обычно находится в начале предложения.
   - Пример: **She** (подлежащее) reads a book.

2. **Глагол (V)**: Глагол — это слово действия в предложении. Оно указывает, что делает подлежащее.
   - Пример: She **reads** (глагол) a book.

3. **Дополнение (O)**: Дополнение — это лицо, место, вещь или идея, получающая действие глагола.
   - Пример: She reads **a book** (дополнение).

Соединяя всё вместе: **She reads a book**.

Partes de la Oración en Español

Entender las partes de la oración es esencial para dominar la gramática en español. Aquí tienes un desglose de cada una con ejemplos para ayudarte a comprender cómo funcionan en las oraciones.

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1. Sustantivos (Nouns)

- **Definición:** Palabras que nombran personas, animales, cosas, ideas o lugares.
- **Ejemplos:**
  - *Persona:* madre, niño
  - *Animal:* perro, gato
  - *Cosa:* mesa, libro
  - *Lugar:* escuela, ciudad
  - *Idea:* amor, libertad

2. Pronombres (Pronouns)

- **Definición:** Palabras que sustituyen a los sustantivos en una oración para evitar la repetición.
- **Tipos y Ejemplos:**
  - *Personales:* yo, tú, él, nosotros
  - *Demostrativos:* este, esa, aquellos
  - *Posesivos:* mío, tuyo, suyo
  - *Relativos:* que, quien, cual

3. Adjetivos (Adjectives)

- **Definición:** Palabras que describen o modifican a los sustantivos.
- **Ejemplos:**
  - *Colores:* rojo, azul
  - *Tamaño:* grande, pequeño
  - *Cualidades:* inteligente, rápido

4. Verbos (Verbs)

- **Definición:** Palabras que expresan acciones, estados o sucesos.
- **Ejemplos:**
  - *Acción:* correr, hablar, estudiar
  - *Estado:* estar, ser, parecer
  - *Suceso:* llover, suceder

5. Adverbios (Adverbs)

- **Definición:** Palabras que modifican a los verbos, adjetivos u otros adverbios, indicando cómo, cuándo, dónde o en qué medida ocurre algo.
- **Ejemplos:**
  - *Modo (Cómo):* rápidamente, bien
  - *Tiempo (Cuándo):* ahora, ayer
  - *Lugar (Dónde):* aquí, lejos
  - *Cantidad (Medida):* mucho, poco

6. Preposiciones (Prepositions)

- **Definición:** Palabras que muestran relaciones entre otras palabras, a menudo indicando ubicación, dirección o tiempo.
- **Ejemplos:**
  - *Ubicación:* en, sobre, debajo
  - *Dirección:* hacia, hasta, desde
  - *Tiempo:* durante, antes de, después de

7. Conjunciones (Conjunctions)

- **Definición:** Palabras que conectan cláusulas, oraciones o palabras.
- **Ejemplos:**
  - *Coordinantes:* y, o, pero
  - *Subordinantes:* porque, aunque, si

8. Interjecciones (Interjections)

- **Definición:** Palabras o frases que expresan emociones o reacciones súbitas.
- **Ejemplos:** ¡Hola!, ¡Ay!, ¡Uf!

Consejos Clave para Aprender las Partes de la Oración en Español:

- **Practica Identificando:** Cuando leas o escuches español, intenta identificar las partes de la oración en las frases.
- **Crea Tus Propias Oraciones:** Practica formando oraciones utilizando diferentes partes de la oración.
- **Usa Tarjetas de Memoria:** Crea tarjetas de memoria para cada parte de la oración con ejemplos para reforzar tu aprendizaje.

EXAMPLES OF MATERIALS I'VE MADE USING AI: SHORT STORIES WITH SPECIFIC THEMES

Prompt: “Can you write a short story that demonstrates the sunk cost fallacy?”

The Unfinished Puzzle

In a cozy living room, Sarah sat hunched over a jigsaw puzzle. The table was strewn with colorful pieces—a serene landscape of rolling hills and a quaint cottage. She had started this puzzle weeks ago, drawn in by the promise of a satisfying challenge.

As the days passed, Sarah encountered difficulties. Some pieces refused to fit, and frustration gnawed at her. Yet, she persisted. She had invested hours—sorting, flipping, and rearranging. The puzzle had become a symbol of her determination.

One evening, her friend Emily visited. Emily glanced at the half-finished scene. “Why don’t you give up?” she asked. “It’s been weeks, and you’re not enjoying it anymore.”

Sarah hesitated. “I can’t quit now,” she said. “Think of all the time I’ve spent. It would be a waste.”

Emily raised an eyebrow. “But isn’t the point of a puzzle to enjoy the process? If it’s no longer fun, why continue?”

Sarah sighed. She remembered the late nights, the stubborn pieces, and the ache in her neck. She had become trapped by the sunk cost—the hours invested. She couldn’t bear to abandon the puzzle, even though it no longer brought joy.

And so, Sarah persisted. She glued together mismatched fragments, ignoring the dissonance. The hills merged awkwardly with the sky, and the cottage floated in midair. Completion was her obsession, not enjoyment.

Weeks turned into months. Sarah’s living room became a shrine to her stubbornness. Friends and family shook their heads, puzzled by her persistence. But she couldn’t let go. The unfinished puzzle haunted her dreams.

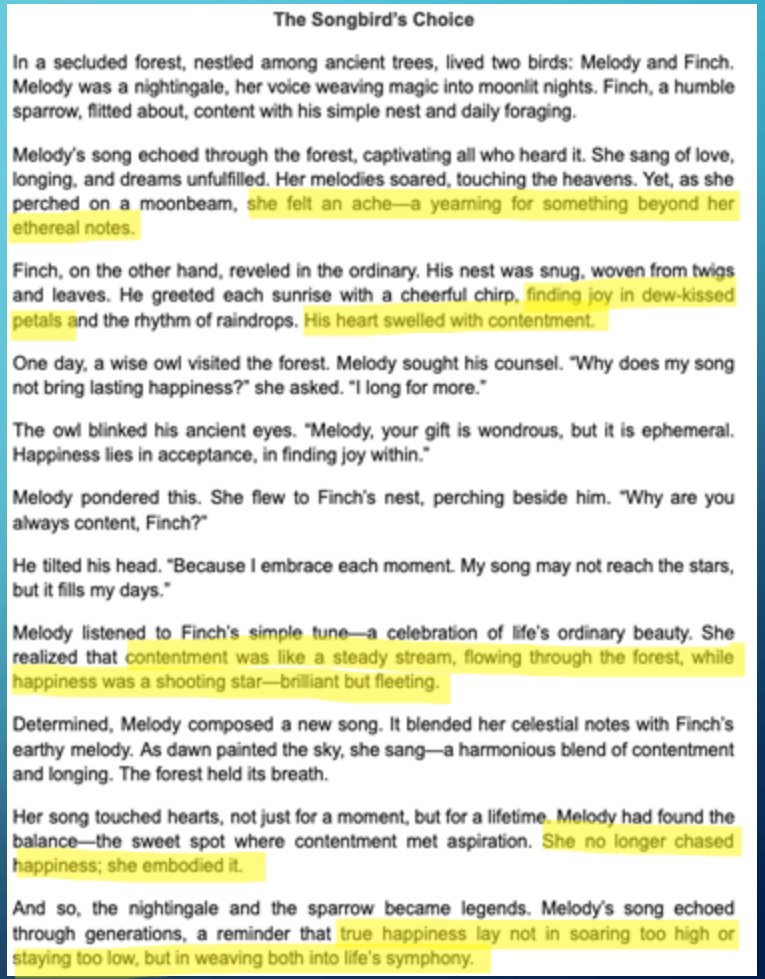
One day, Emily returned. She carried a fresh puzzle—a vibrant seascape. “Try this,” she said. “No pressure. Just enjoy.”

Sarah hesitated, then nodded. As she placed the first piece, a sense of liberation washed over her. The colors blended seamlessly, and the waves danced. She laughed—a genuine, light-hearted laugh.

The old puzzle remained untouched. Sarah realized that her sunk costs—the time and effort—were irrelevant. Happiness lies not in completion but in the journey. She had learned a valuable lesson: sometimes, quitting is the wisest choice.

And so, she dismantled the hills and the cottage, returning them to their box. The unfinished puzzle no longer weighed on her. She embraced the new challenge, savoring each piece. The living room echoed with laughter, and Sarah discovered that true satisfaction came from letting go.

Prompt: “Can you write me a short story that illustrates the difference between happiness and contentment?”



The Songbird's Choice

In a secluded forest, nestled among ancient trees, lived two birds: Melody and Finch. Melody was a nightingale, her voice weaving magic into moonlit nights. Finch, a humble sparrow, flitted about, content with his simple nest and daily foraging.

Melody's song echoed through the forest, captivating all who heard it. She sang of love, longing, and dreams unfulfilled. Her melodies soared, touching the heavens. Yet, as she perched on a moonbeam, she felt an ache—a yearning for something beyond her ethereal notes.

Finch, on the other hand, reveled in the ordinary. His nest was snug, woven from twigs and leaves. He greeted each sunrise with a cheerful chirp, finding joy in dew-kissed petals and the rhythm of raindrops. His heart swelled with contentment.

One day, a wise owl visited the forest. Melody sought his counsel. "Why does my song not bring lasting happiness?" she asked. "I long for more."

The owl blinked his ancient eyes. "Melody, your gift is wondrous, but it is ephemeral. Happiness lies in acceptance, in finding joy within."

Melody pondered this. She flew to Finch's nest, perching beside him. "Why are you always content, Finch?"

He tilted his head. "Because I embrace each moment. My song may not reach the stars, but it fills my days."

Melody listened to Finch's simple tune—a celebration of life's ordinary beauty. She realized that contentment was like a steady stream, flowing through the forest, while happiness was a shooting star—brilliant but fleeting.

Determined, Melody composed a new song. It blended her celestial notes with Finch's earthy melody. As dawn painted the sky, she sang—a harmonious blend of contentment and longing. The forest held its breath.

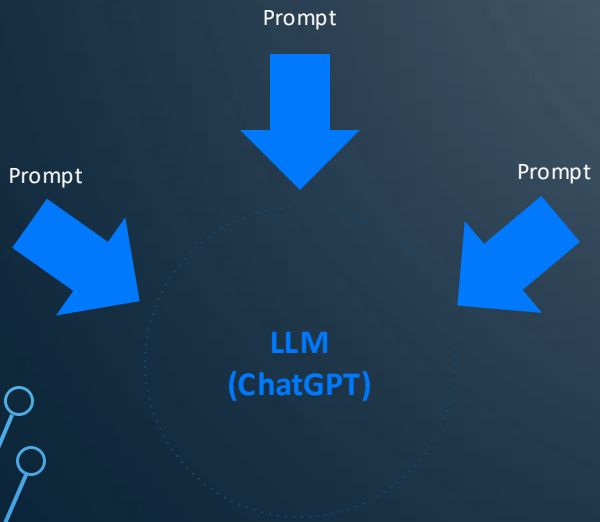
Her song touched hearts, not just for a moment, but for a lifetime. Melody had found the balance—the sweet spot where contentment met aspiration. She no longer chased happiness; she embodied it.

And so, the nightingale and the sparrow became legends. Melody's song echoed through generations, a reminder that true happiness lay not in soaring too high or staying too low, but in weaving both into life's symphony.

WHAT ABOUT AI TOOLS THAT ARE NOT LLMS?

WHAT'S THE DIFFERENCE BETWEEN CHATGPT AND PACE AI IF THEY'RE BOTH AI?

Prompt Engineering



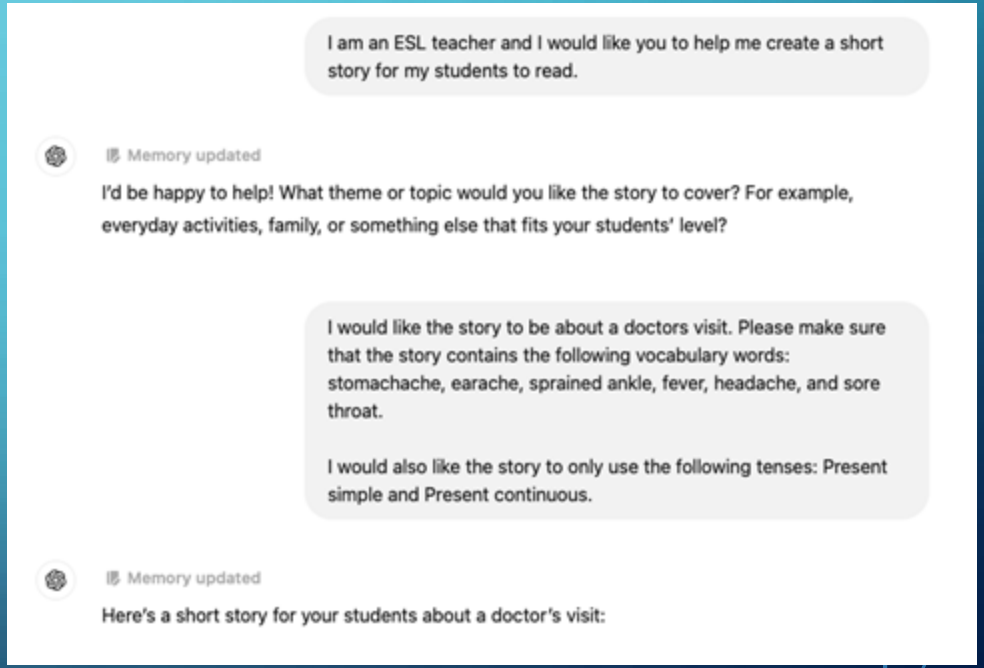
Building an AI Agent for ESL

Different AI models and techniques ensembled together

All laser-focused on the ESL context only

STEP 1: GENERATE A READING TEXT

- Be Specific!
- Clearly explain the task that you want the LLM to perform.
- LLMs do better with clearly identified roles



At the Doctor's Office

Maria is sitting in the doctor's office. She is not feeling well. She has a headache and a sore throat. Her stomach hurts, too.

The doctor walks in. "Hello, Maria. How are you feeling today?" he asks.

"I don't feel good," Maria says. "I have a stomachache, a headache, and a sore throat. I also have a fever."

The doctor checks Maria's temperature. "Yes, you have a fever. Let me look at your throat," he says. The doctor checks her throat. "Your throat is red. Do you have an earache?"

"No, my ears are okay," Maria says.

Suddenly, the door opens, and John, Maria's friend, comes in. He is limping. "What happened to you?" the doctor asks.

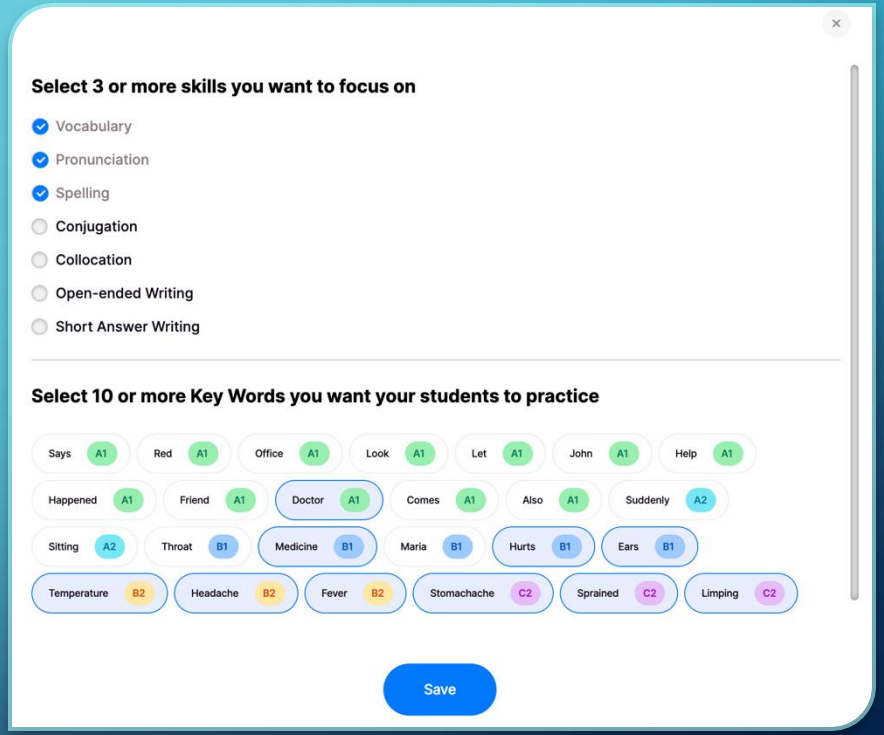
"I sprained my ankle," John says. "It hurts a lot."

"I will help you next," the doctor says.

The doctor gives Maria medicine for her fever and sore throat. "Take this medicine and rest," the doctor says.

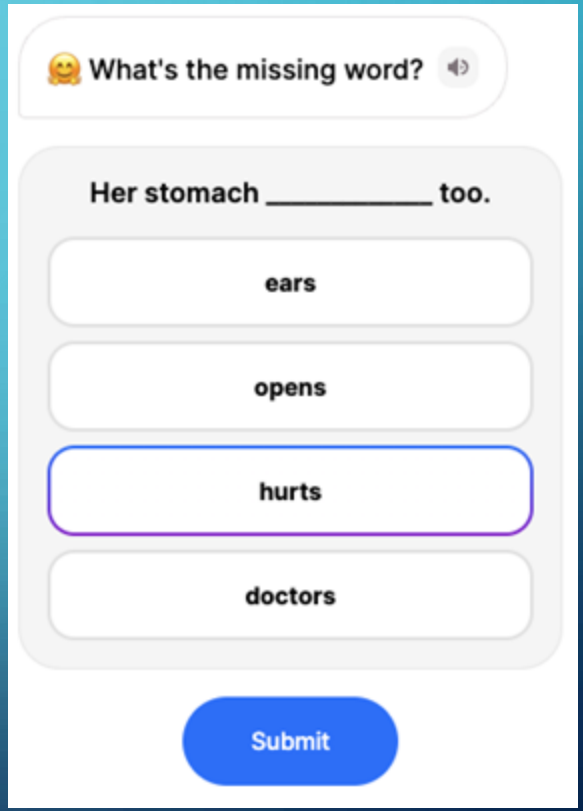
IMPORT INTO PACE

- Pace AI allows you to import your reading text and select key vocabulary and activity types.
- The AI then creates relevant activities for your students to complete.



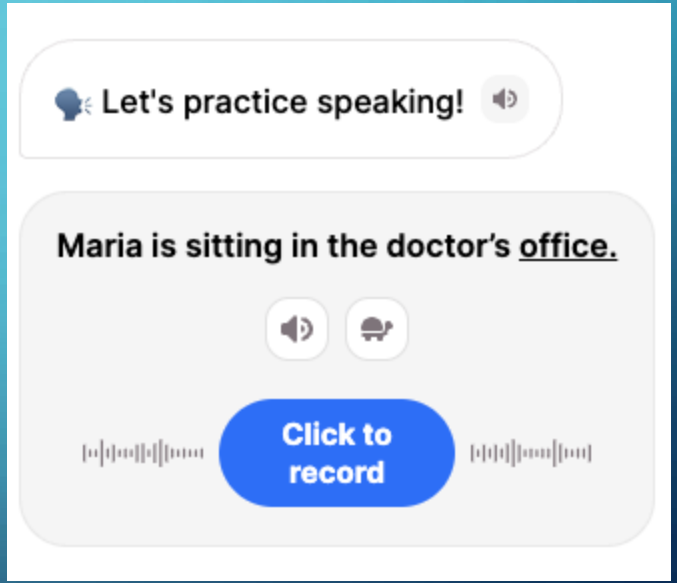
VOCABULARY QUESTIONS

- Students are asked to fill in the missing words from the text.



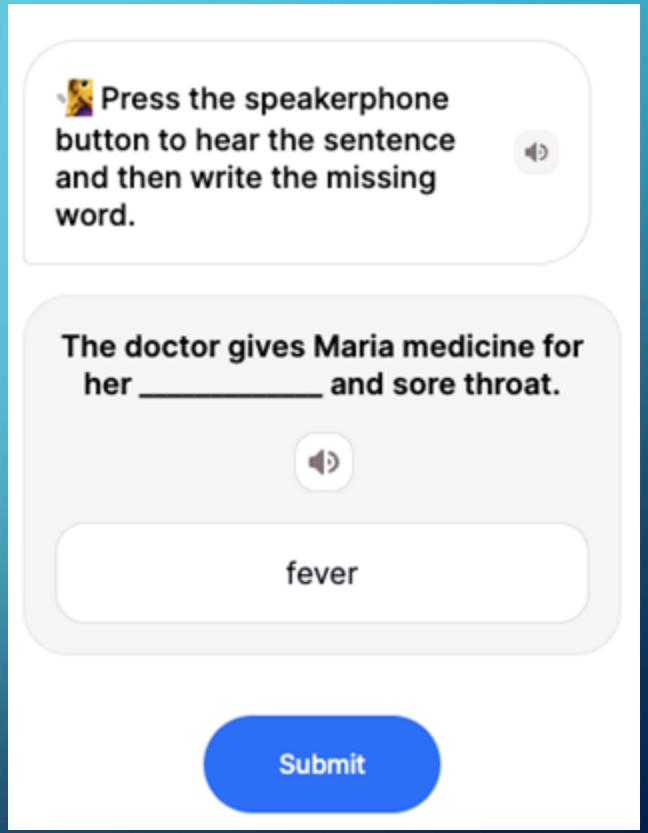
PRONUNCIATION QUESTIONS

- Students can listen at a normal speaking pace, or a slowed down pace.
- Students then click and record themselves saying the sentence.



SPELLING QUESTIONS

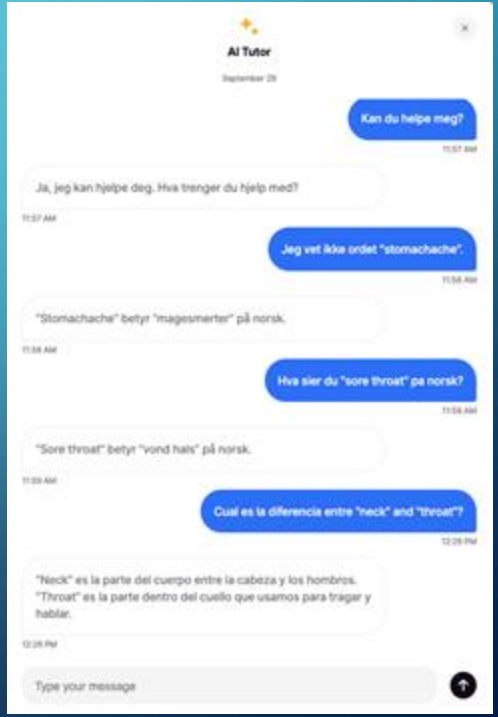
- Students listen to the sentence and type the missing word.



WHAT DO STUDENTS THINK OF AI?

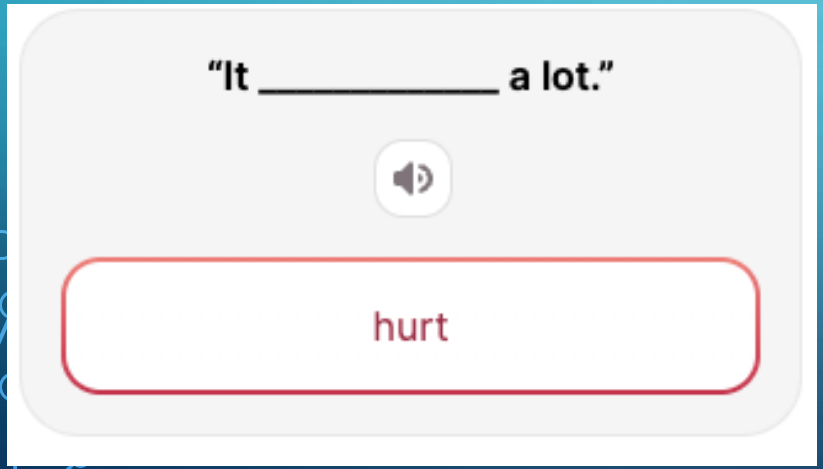
STUDENTS APPRECIATE HAVING AGENCY OVER THEIR OWN LEARNING.

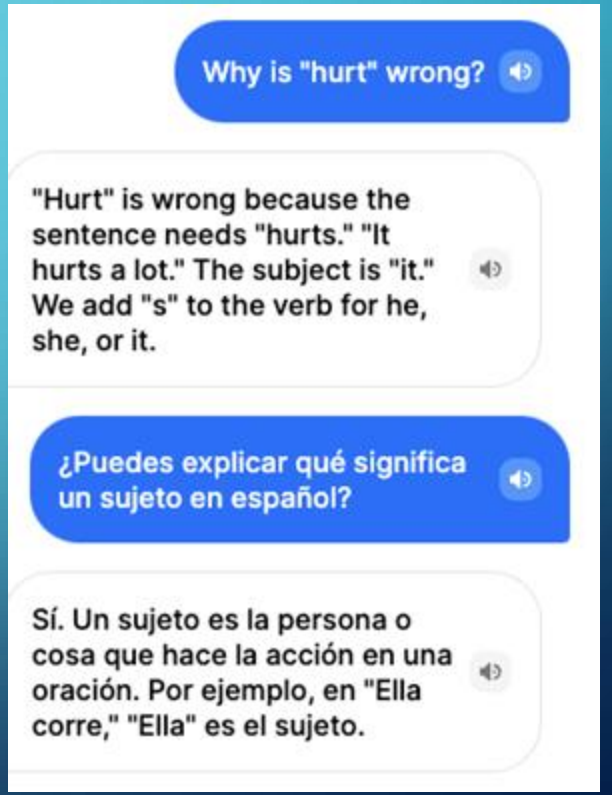
- Using the **AI Tutor**, students can get help in whatever language they want.
- Students have a set native language, but the tutor is not locked to this language.



AI TUTOR IN AN ACTIVITY

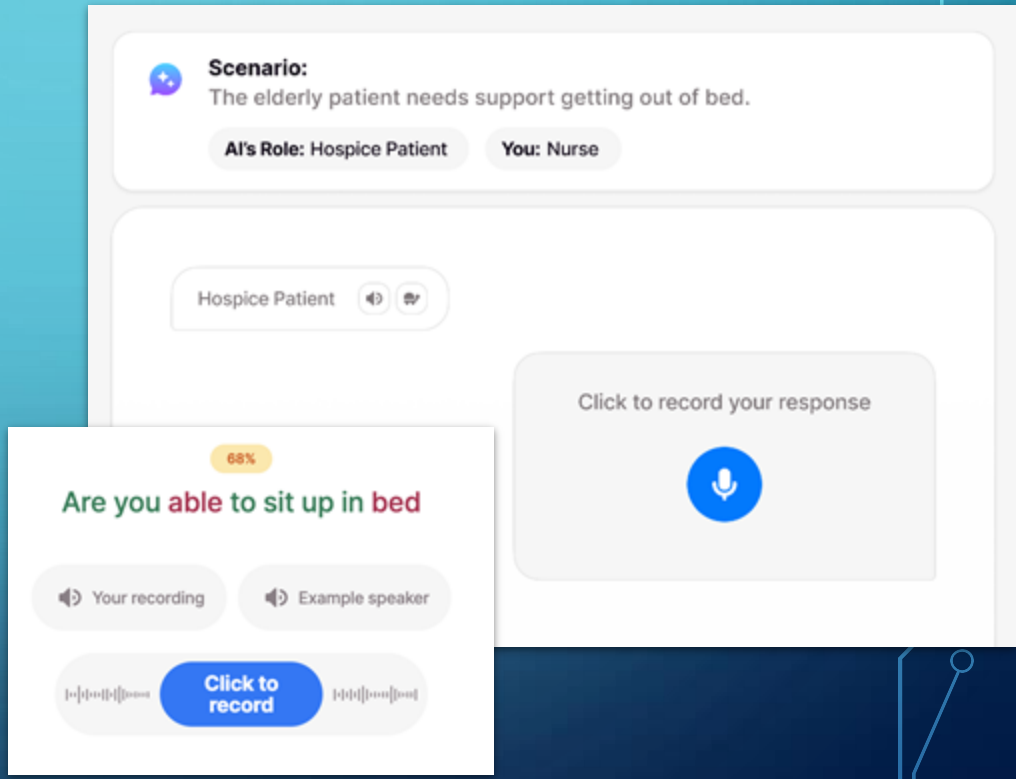
- Students can ask the Tutor to explain mid-lesson.





INTELLIGIBILITY, NOT ACCENT REDUCTION

- The Neural Acoustic Model gives students feedback on intelligibility.
- Getting a passing score is achievable, and leads students to practice pronunciation more.



SOME AI BEST PRACTICES FOR ESL TEACHERS

- Tailor your AI workflow to your specific needs!
- Getting the right output sometimes requires re-prompting, that's part of the process!
- AI doesn't replace everything, keep in mind the things that AI can and cannot do!

THANK YOU!

QUESTIONS?

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