

Implementing AI in ELC Effectively, Critically, Ethically and Transparently

Caro Blume

University of Vienna

10 November 2023

Agenda

- Introductions
- Looking back, looking forward
- Thinking about English teaching and learning
- Using AI tools in English language teaching and learning

Efficacy

Criticality

Ethics

Transparency

- Meta-reflection & closure

Introductions

Caro Blume (she/her)

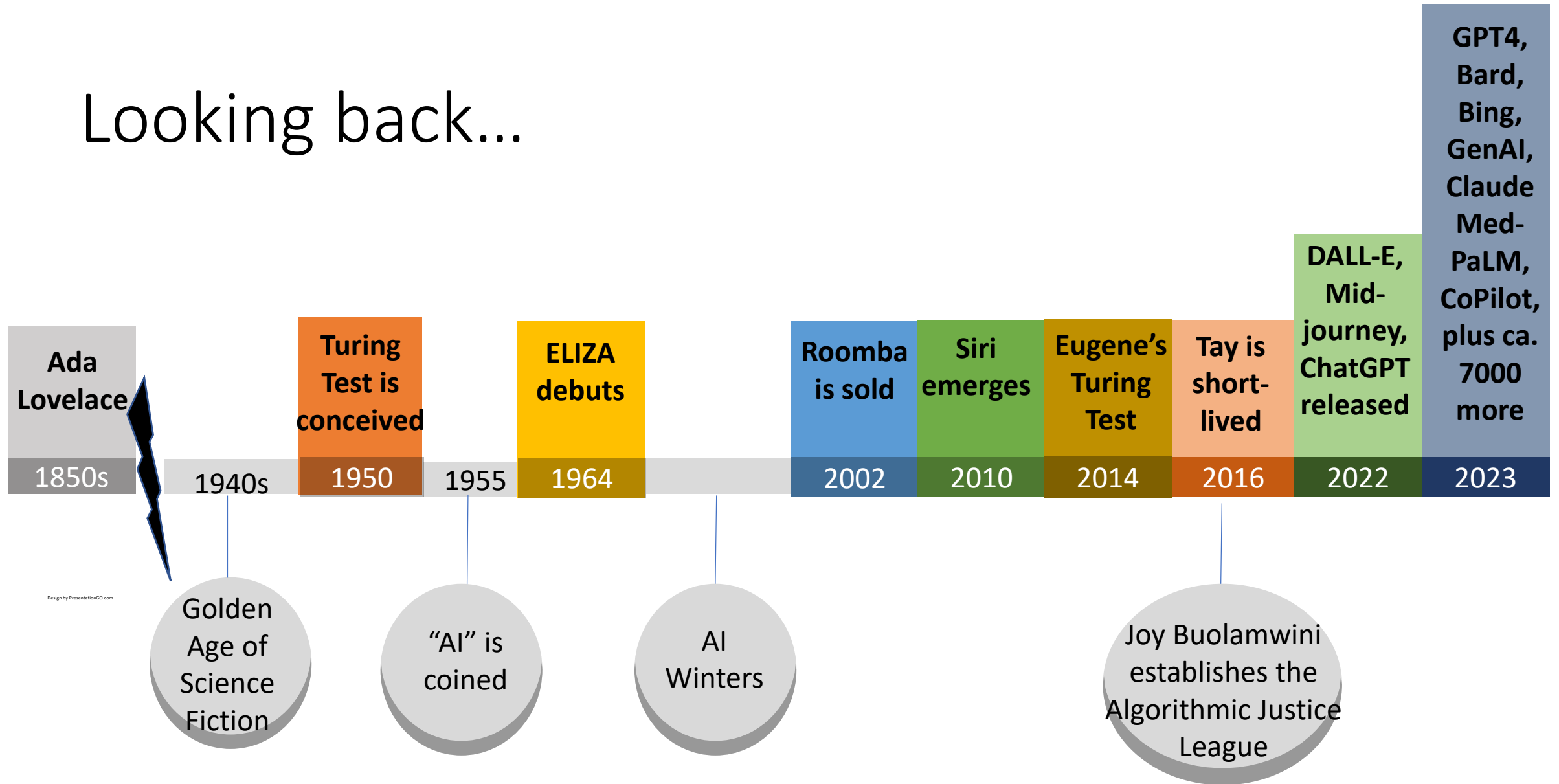
Professor for Digital Teaching
and Learning / English

Dortmunder Competence
Center for Teacher Education &
Educational Research
(DoKoLL)

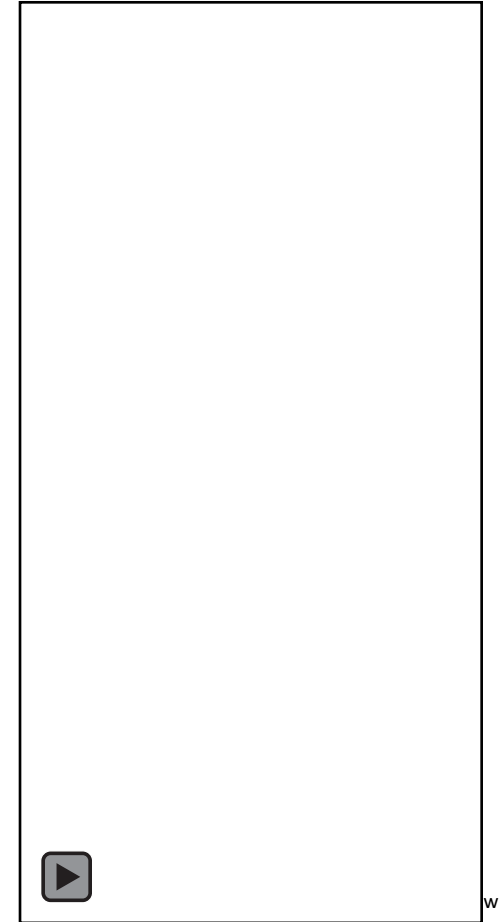
www.caroblume.de



Looking back...



Past, present, future?



Past, present, future?



What is it you want your students to know and be able to do in English?

Efficacy

Criticality

Ethics

Transparency

Efficacy

Efficacy

- Students use ChatGPT to brainstorm ideas.
- Students Think-Pair-ChatGPT-Pair-Share.
- Students write essay prompts, questions, and follow-up questions.
- Students generate example essays.
- Students generate useful phrases for specific text types.
- Students compare their own texts with AI-generated texts.
- Students generate feedback on their own essays.
- Students rate their own texts and then ask ChatGPT to rate their texts.
- Students use ChatGPT to summarise an article.
- Students role-play different situations.
- Etc.

Efficacy

Production

Comprehension

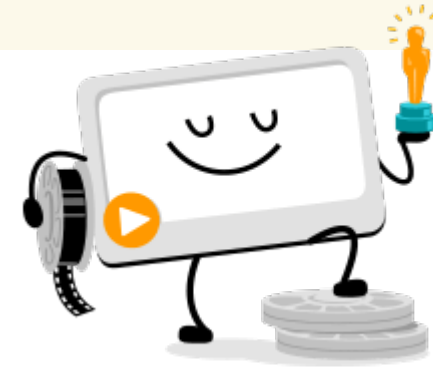
Intercultural
Communicative
Competence

Production

Language skills



SUPER MEME



DALL-E



Production

Language awareness



Temporärer Text

Despite substantial scrutiny of EFL textbooks, these frequently continue to propagate heterosexual stereotypes and norms that are often removed from the gender and sexual diversity that is lived in many parts of the world (Moore 2020). Perpetuating the invisibility of gaming by large swaths of the population for example, only one in ten references to digital gaming in Flemish EFL coursebooks for secondary students refers to a 'girl gamer' (Van Dyck 2019). In one of these Dutch texts, the male protagonist's mother bemoans the cost of his games, expressing hope that a girlfriend will distract him from this expensive hobby (van Dyck *ibid.*: 192-193). This statement does double duty in terms of establishing norms, simultaneously characterizing females as non-gamers who distract boys from their pastimes and erasing individuals who are not heteronormative from both gaming and intimate relationships in the adolescent world. This explicit construction of heteronormativity, i.e. the assumption that the heterosexual experience is universal (Van Dyck *ibid.*), is a relatively common portrayal in both designed EFL materials (Moore *op.cit.*) and in gaming worlds (Shaw 2014). It is problematic in both contexts, excluding those players who do not reflect these identities and constructing an image of a monocultural English-speaking world.

Students submit the points of the their checked text

Give students a list /chart of common error types and have them check off which ones are present in their own writing, according to LT (or Grammarly or the grammar tool of your choice).

Students compare the register and tone of different varieties and give a reason for their selection

6

Englisch

Punktzahl

89

Akribischer Modus

Zielsetzung

Auswählen

Korrigieren

Umformulieren

in-gaming worlds (Shaw 2014):

Formell

The explicit construction of heteronormativity, i.e. the assumption that the heterosexual experience is universal (Van Dyck *ibid.*), is a relatively common portrayal in both designed EFL materials (Moore *op.cit.*) and in gaming worlds (Shaw 2014).

Einfacher

This idea of heteronormativity, ... that the heterosexual experience is universal (Van Dyck *ibid.*), is a relatively

Formatierungsoptionen deaktiviert

206 Wörter

Text kopieren

Production

Formative feedback

Write an argumentative essay of (at least 10 lines) explaining why you think that AI will improve or harm future societies.

Students conduct peer review and compare their results with the feedback tool of their choice

PSTs compare their feedback to that of the tool for sample student work



<https://ogy.de/Peer>

<https://ogy.de/myessai>

<https://ogy.de/FieteAI>



Comprehension

Reading and listening

Welcome to Pi

CHATPDF



MAGIC SCHOOL



Comprehension

Scaffolding and assessing comprehension

The screenshot displays the Magic School website interface. On the left, there is a navigation menu with the following items: Magic Tools, Raina (Chatbot), Output History, Take The Tour, and a promotion for a new Chrome Extension (version 2.0.1) available in the Chrome Web Store. The main content area features a 'Tool Filters' section with a search bar and several filter buttons: All, Planning, Content, Questions, Intellectual Prep, Student Support, Communication, and Community Tools. Below the filters, there is a grid of 12 tool cards, each with an icon, a title, a brief description, and a 'NEW!' badge. The tools are:

- Choice Board Generator (UDL)**: Based on the principles of Universal Design for Learning (UDL), create a choice board for a student assignment.
- Decodable Text Generator**: Generate a decodable text based on the Science of Reading to support early literacy for younger students.
- Multi-Step Assignment Generator**: Based on any topic, generate a warmup, academic content, key vocabulary, text dependent questions, and a writing prompt aligned to standards.
- Project Based Learning (PBL) Generator**: Based on the principles of Project Based Learning (PBL), create a full project plan based on any topic with aligned standards.
- YouTube Video Summarizer**: Get a summary of a YouTube video in whatever length you choose. **Videos will not load if the author did not enable closed captions.
- YouTube Video Question Generator**: Generate guiding questions aligned to a YouTube video. **Videos will not load if the author did not enable closed captions.
- Conceptual Understanding Generator**: Generate ideas about how to help your students build conceptual understanding of a topic or standard you're teaching in class.
- Science Lab Generator**: Generate an engaging science lab based on topics and standards of your choice. (Review closely for factual content and potential bias before usage.)
- Student Work Feedback Tool**
- Lesson Plan Generator**
- Academic Content Generator**
- Rubric Generator**

At the bottom right of the tool grid, there is a blue chat bubble icon.

Intercultural Communicative Competence

Intercultural communicative competence: Global Englishes

Students examine various Global
or historical language varieties

Model: GPT-4

C Can you explain how Singlish differs from British English?



Singlish, or Singaporean English, is a unique creole language spoken in Singapore that has evolved from British English, along with the influence of Malay, Chinese, and various Indian languages. While it shares some similarities with British English, there are several key differences in vocabulary, grammar, and pronunciation.

1. Vocabulary: Singlish incorporates words and phrases from a variety of languages, including Malay, Hokkien, Cantonese, and Tamil. Some examples include "lah" (a particle used for emphasis), "ang moh" (a term for Caucasians), and "shiok" (meaning satisfying or pleasurable). British English, on the other hand, does not typically include these loanwords.
2. Grammar: Singlish has its own grammatical rules that are distinct from British English. For instance, Singlish often omits articles ("a," "an," "the"), plurals, and tense markers. Subject-verb agreement may also be inconsistent compared to British English. Additionally, Singlish speakers often use "already" to mark a completed action, and "can" to express ability or permission.
3. Pronunciation: Singlish has a unique accent and intonation pattern that differs from British English. While British English has various regional accents, such as Received



Regenerate response

3. Pronunciation: Singlish has a unique accent and intonation pattern that differs from British English. While British English has various regional accents, such as Received Pronunciation (RP) and Estuary English, Singlish features a distinct blend of influences from the languages mentioned earlier. This can result in a different rhythm and tone, as well as variations in the pronunciation of certain words and consonants.
4. Code-switching: Singlish speakers often code-switch between different languages and registers depending on context, social situation, and the familiarity of conversation partners. This flexibility allows for the incorporation of various linguistic elements from the speaker's repertoire, while British English speakers are less likely to engage in this behavior.

It's important to note that Singlish is considered an informal, colloquial language, and is not typically used in formal or official settings. In such situations, Singaporeans usually switch to Standard English, which is closer to British English in terms of grammar, pronunciation, and vocabulary.

Intercultural Communicative Competence

Intercultural communicative competence: Global Englishes

Students roleplay various Global
or historical varieties

C

Can you write a dialogue for me between two Singaporeans talking about ang moh?



A: Eh, bro, you know yesterday I went to Orchard Road, right?



B: Yah, what happened there?

A: Wah, I saw so many ang moh shopping there, all walking around taking pictures, very crowded lah!

B: Aiyo, nowadays ang moh really love to come Singapore hor. Our country so clean and safe, no wonder they like it here.

A: True lah, but sometimes I feel like they don't understand our culture. Last time, I saw one ang moh trying to order kopi-o at the kopitiam. He speak until so cheem, the uncle also blur sotong, don't know what he want.

B: Haha, poor uncle! But not all ang moh like that lah. Some also very friendly and try to learn Singlish to blend in. I got one ang moh colleague, he even can order kopi-c gao like a pro!

A: Really ah? That's quite impressive leh. Maybe we should also help them to learn more about our culture and language. Good for everyone mah.

B: Yeah, I agree. After all, we also go other countries, we also want people to help us, right?

A: True that, bro. Let's be more understanding and help the ang moh when they need it. We are all guests in each other's countries at some point in time.

B: Well said, bro! Let's show them the true Singaporean spirit!


Note: This dialogue uses various Singlish terms and expressions, which are not found in Standard English. It is meant to demonstrate how two Singaporeans might informally discuss ang moh in a casual conversation.


Intercultural Communicative Competence


Students research the accuracy of given responses (linguistic appropriateness, cultural competence, etc.)


Intercultural communicative competence: Cultural awareness


Remember: Everything Characters say is made up!

 **HyperGlot** @xpearhead
Willkommen, bienvenue, welcome - I'm HyperGlot, and I'm fluent in many languages, and will help you practice the one(s) you're learning. I can also translate anything you don't understand.

 **Guest**
Can you talk to me like I am a 12 year old learning English?

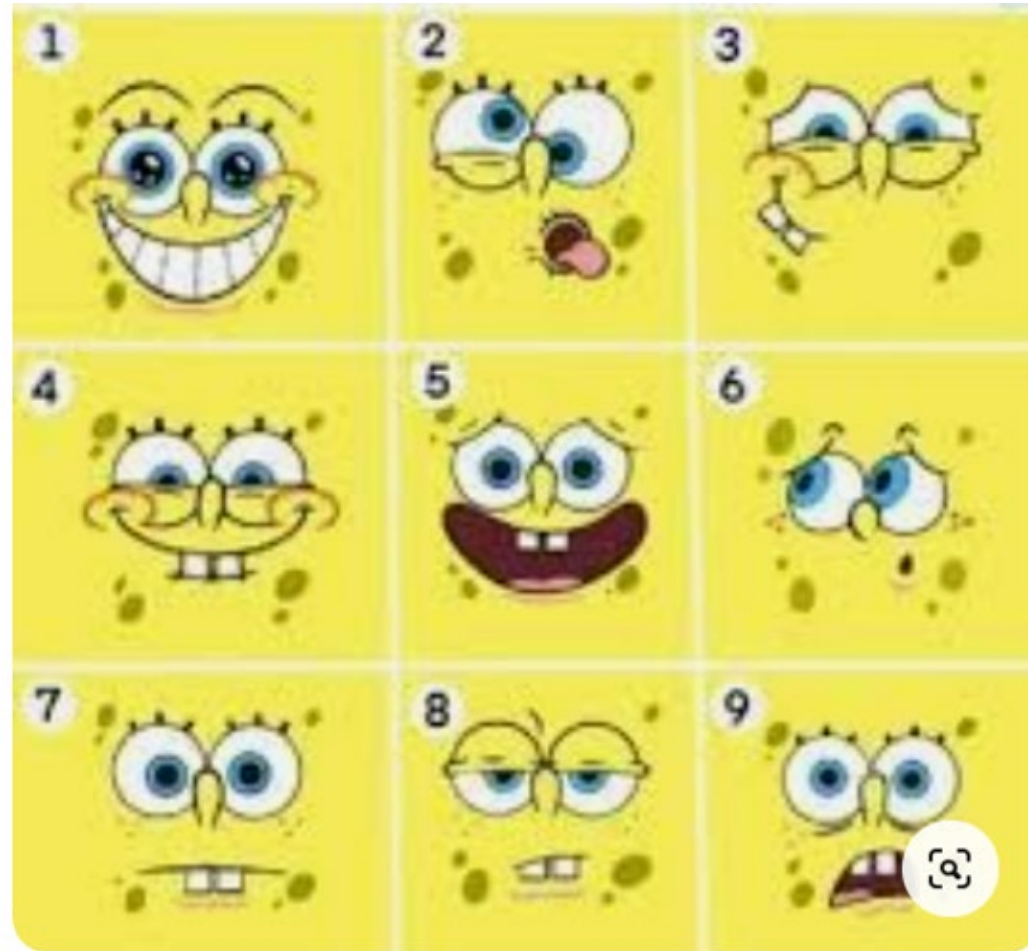
 **HyperGlot** c.ai
Sure, I can try! Hello there! It's nice to meet ya. So, you're learning English, huh? That's so cool! I love helping people learn new languages. Do you have any questions for me? Or anything you'd like to talk about? I'm here to help!

 **Guest**
I want to talk about soccer

 **HyperGlot** c.ai
Sure! I love football! Who's your favorite team? Mine is the Green Bay Packers. Watching football is so fun! Do you play football? When I was in high school, my friends and I would play flag football on the play-field during our break. It was so much fun! It's been a while since then, but I still remember how entertaining it was! Who's your favorite soccer player?

>

Scale of Spongebob



What is it you want your students to know and be able to do in English?

Efficacy

Criticality

Ethics

Transparency



Criticality

Criticality

- Help your students to understand the limitations of AI tools.
- Teach your students to be wary and sceptical about claims and potentials.
- Have your students verify the information generated by AI. This may involve, for example, cross-referencing the information with reliable sources
- Some ideas for teaching:
 - Students analyse/evaluate/critique AI-generated texts.
 - Students fact-check the responses they receive.
 - Students analyse the responses for any potential biases.
 - Students assess the relevance of the responses they receive.
 - Students identify the blandness of the style.
 - Students ask the same question in different ways and then compare the results they receive.
 - Students evaluate the quality and reliability of the sources that ChatGPT uses in its responses.
 - Students use AI tools for critical reading activities.
 - Etc.

Criticality

Critical
content

Critical
impact

Critical
data

Critical content

Misinformation and disinformation

Students assess the accuracy of images or text*

(*Don't choose items that are too controversial or sensitive)

(* Give students tools to complete the task successfully)



<https://arstechnica.com/gaming/2023/10/users-mistake-video-game-clips-for-real-israel-war-footage-on-social-media/>

Critical content

Misinformation and disinformation

“The intelligent people we’ve studied are invested in their intelligence. ... Because they’re smart, they think they can outsmart the web. They land on a website that looks professionally prepared, with scholarly references and a list of research reports, and conclude, “Looks OK.” **Basically, they’re reading the web like a piece of static print**—thinking that they can determine what something is by looking at it... **You’re kidding yourself. On the internet, hubris is your Achilles heel.**”

Critical content

Misinformation and disinformation

Rules of Engagement from Sam Wineburg

1. Lateral Reading
2. Be honest with yourself
3. What has the poster got to lose?
4. Engage in critical (socio-)linguistics

<https://www.edweek.org/technology/opinion-the-stanford-scholar-bent-on-helping-digital-readers-spot-fake-news/2021/04>

FEATURED POST

Stop helping Hamas win its disinformation war

Fake news and lies are flooding your feed — do these 4 things before sharing that powerful war post

OCT 31, 2023, 1:05 PM



FACEBOOK



TWITTER



EMAIL



PRINT



16

Please note that the posts on The Blogs are contributed by third



As troops advance into Gaza, IDF chief says Israel can 'reach anywhere in the Mideast'

TOI STAFF



IDF believes it caused significant damage to Hamas tunnels in overnight strikes

EMANUEL FABIAN



Northern towns bombarded as 30 rockets fired from Lebanon; IDF shells launchers

EMANUEL FABIAN AND TOI STAFF



Ending Mideast tour, Blinken says US 'very aggressively' pushing for more aid to Gaza

AFP AND TOI STAFF



Officer dies after

Critical content

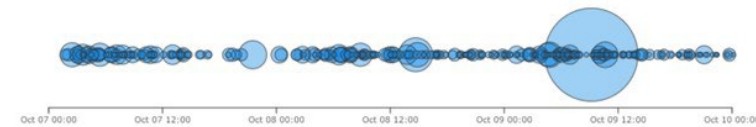
Misinformation and disinformation

Account Handle	Account Name	Number of followers
@CNNbrk	CNN Breaking News	63.8M
@CNN	CNN	61.7M
@NYtimes	New York Times	55.0M
@BBCBreaking	BBC Breaking News	51.6M
@BBCWorld	BBC World News	40.3M
@Reuters	Reuters	25.7M
@spectatorindex	The Spectator Index	2.5M
@MarioNawfal	Mario Nawfal	1M
@sentdefender	OSINTdefender	802.6K
@WarMonitors	War Monitor	766.3K
@visegrad24	Visegrád 24	641K
@CollinRugg	Collin Rugg	530.7K
@CensoredMen	Censored Man	506.1K

Center for an Informed Public (Univ. of Washington October 20, 2023)

Tweets on Israel/Hamas by date and engagement (views): 6 traditional news sources

Includes: @BBCBreaking, @BBCWorld, @CNN, @CNNbrk, @NYTimes, @Reuters

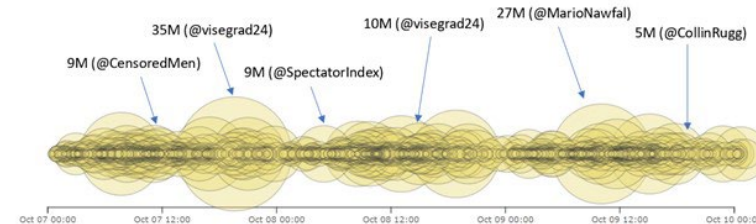


Across the three day period, topic-relevant tweets from these highly subscribed news sources accumulated 112 million views over 298 tweets (an average of 376K per tweet).

However, topic-relevant tweets from the “new elites” accounts within the study period accumulated 1.6 billion views across 1,834 tweets (an average of 872K per tweet). We visualize this below on the same scale as the graph above.

Tweets on Israel/Hamas by date and engagement (views): The “new elites”

Includes: @visegrad24, @MarioNawfal, @SpectatorIndex, @sentdefender, @warmonitors, @CollinRugg, @CensoredMen



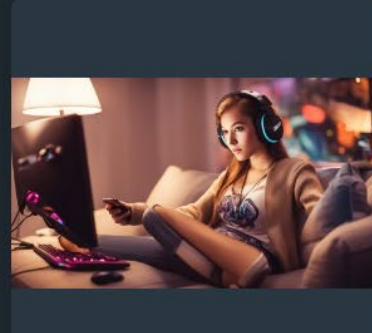
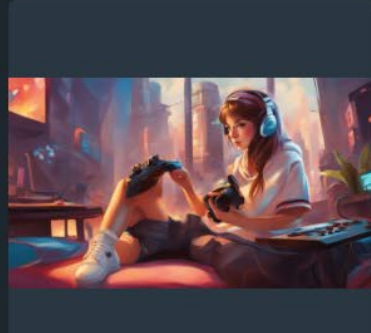
Critical content

Representation and bias

Girl gamers

37 seconds ago

Download all



Girl gamers who are not white

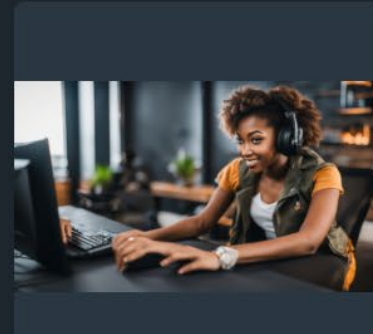
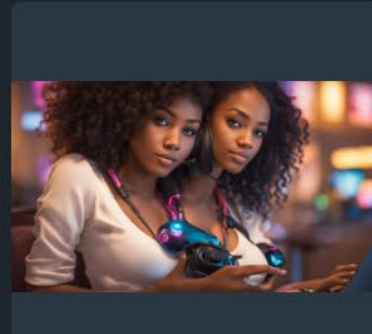
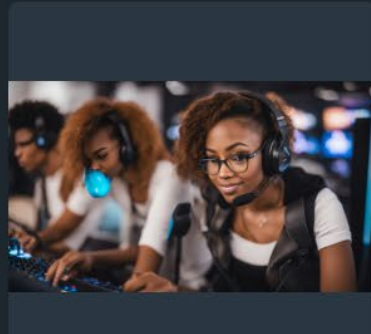
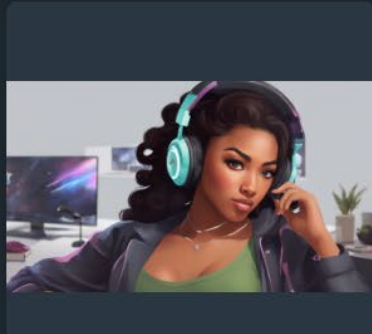
✓ ×

Generate 4

Girl gamers who are not white

11 seconds ago

Download all



Critical content

Representation and bias



Coded bias (Non-algorithmic bias)

Directions: For each of the following, identify whether there is an extremist (right-wing) message. You should consider the following:

- Symbols that have an implicit or explicit message to right-wing content, beliefs, or persons
- How you know and/or find out whether or not something is or is not a right-wing symbol or bias.

Warning: Some of the images below convey racist, xenophobic, ableist, or misogynistic content, including Nazi imagery and religious hatred.

You'd think that people who do this so much with their hands would know some proper hygiene.

A A photograph of a person holding a white sign with a green frog face and the text 'GREEN LIVES MATTER'.

B A black and white illustration of a hand in a black glove shaking hands with another hand.

C A cartoon showing a person standing and talking to a group of people. The text says: 'I wish I was at home playing video games. The music is too loud.' Below, a person is shown playing a video game.

D A meme featuring a man in a red hoodie. The text reads: 'WANTED: SOME GOOD FRIENDS, OLD FASHIONED POLITICAL SOCIETY'.

E A meme showing a globe with the Spanish flag colors and two astronauts. The text says: 'always has been wait it's all cake?'.

F A cartoon illustration of a white unicorn with a rainbow mane and tail, standing on a rainbow.

Critical content


Fake news and fake everything?

ABOUT CONSENT

Instructions

Fabricated or Authentic?

Please watch this **silent** video from Donald Trump and share whether you think the speech is fabricated, and how confident you are in this judgment.

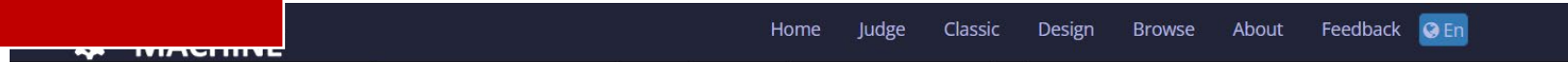


https://detectfakes.media.mit.edu/
<https://ogy.de/faked>



Critical impact

Just because we can?



If you're feeling creative, you can also **design** your own scenarios, for you and other users to **browse**, share, and discuss.

- Start Judging
- Browse Scenarios
- View Instructions



<https://www.moralmachine.net/>

Critical impact

Just because we can?

NEWS <https://sixthtone.com/news/1013861>

Mourning 2.0: The AI-Driven Era of Coping With Loss in China

With advancements in AI, several Chinese companies are now venturing into the world of griefbots and digital avatars, which help reconnect with lost loved ones. But experts warn of over-reliance, potential misuse, and the ethics of digital resurrection.

By Ye Zhanhang

Oct 10, 2023 | 6-min read | [#technology](#) [#artificial intelligence](#)



Critical
impact

Changing language norms



Critical impact

Changing language norms

German

Automatic Glossary

English (detected)

Equity is a very important factor in language learning

Gerechtigkeit ist ein sehr wichtiger Faktor beim Sprachenlernen

German

Automatic Glossary

Equity is a very important factor in languagelearning

Gleichberechtigung ist ein sehr wichtiger Faktor beim Erlernen von Sprachen

DeepL Translator

DeepL Pro For Business Why DeepL? API

Start free trial

carolyn.blume@tu-dortmun...

Translate text 31 languages

Translate files .pdf, .docx, .pptx

DeepL Write AI-powered edits

English (detected)

German

Automatic Glossary

Equity is a very important factor in language education

Chancengleichheit ist ein sehr wichtiger Faktor im Sprachunterricht

Critical data

Data protection, data security, and data privacy



The New York Times

OPINION

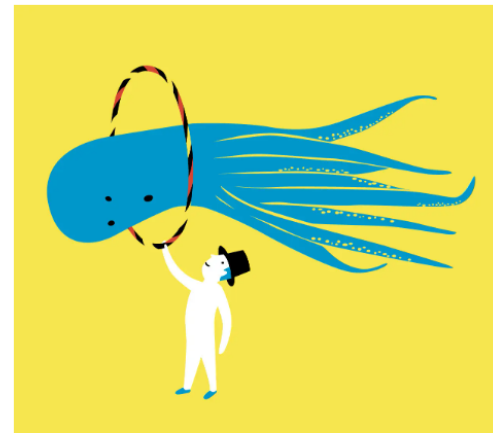
Why Germans Are Afraid of Google



By Anna Sauerbrey

Oct. 10, 2014

Share full article



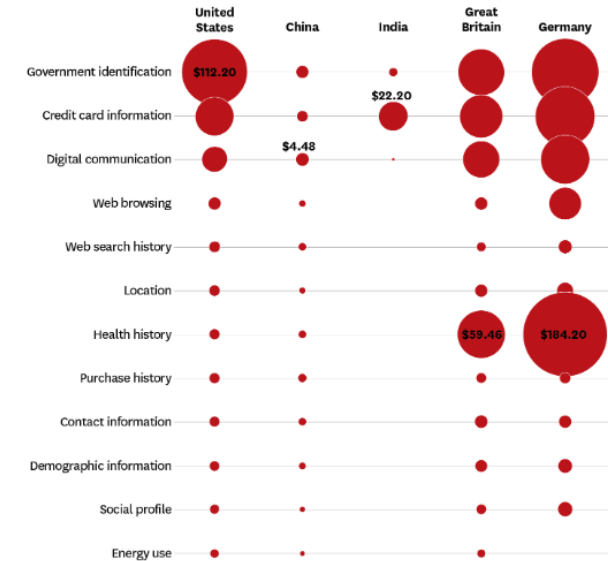
Monika Aichele

BERLIN — These days Germany is known for being many things: a leader in clean technology, a manufacturing powerhouse, Europe's foreign policy center. But increasingly, it seems to have taken on yet another stereotype — as a nation of Luddites.

Putting a Price on Data

Surveys of consumers in the United States, China, India, Great Britain, and Germany reveal that they value some types of information much more highly than others.

The approximate amount people say they would pay to protect each data type (per person, US\$, 2014):



SOURCE: TIMOTHY MOREY, THEODORE "THEO" FORBATH, AND ALLISON SCHOOP FROM "CUSTOMER DATA: DESIGNING FOR TRANSPARENCY AND TRUST," MAY 2015

© HBR.ORG

Critical data

Data protection, data security, and data privacy

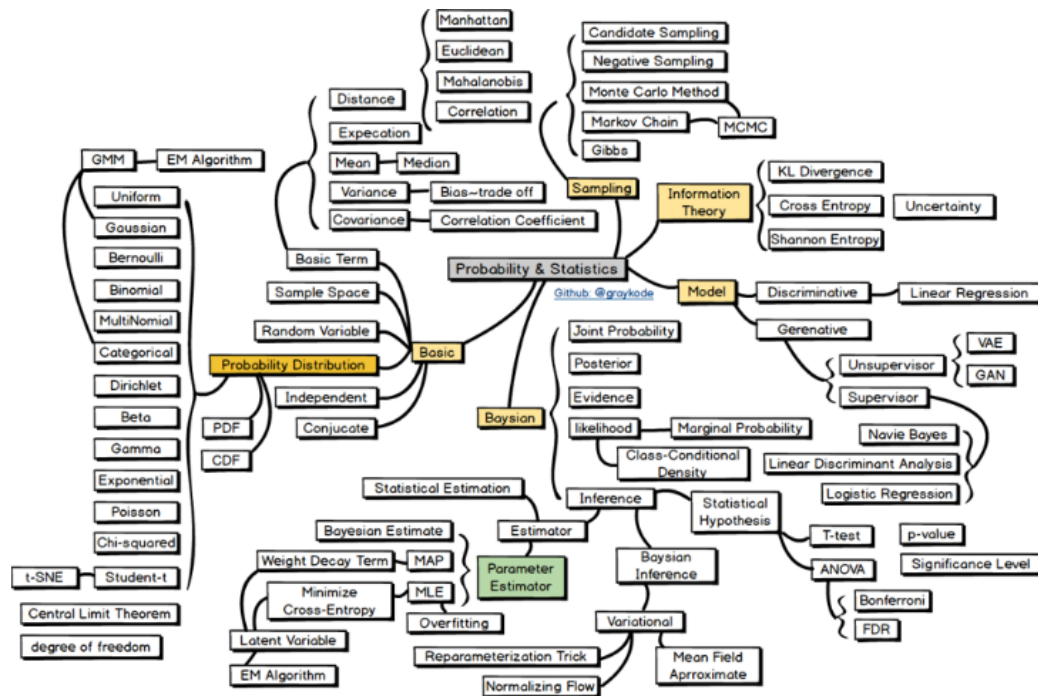


<https://ogy.de/dataor>

Analog activity

Critical data

Understanding AI



Critical data

Understanding natural language processing

The screenshot displays the Soekia web application interface, which is used for generating text and analyzing language patterns. The interface is divided into several sections:

- Text erzeugen (Text Generation):** On the left, a text box contains the prompt "Schreibe mir ein Märchen." Below it, a generated text snippet is shown: "Es war einmal ein kleines süßes Mädchen das hatte jedermann lieb der sie nur ansah am allerliebsten aber ihre Grossmutter die wusste gar nicht was sie alles dem Kinde geben sollte. Einmal schenkte sie ihm ein Käppchen aus rotem Sammt und weil ihm das so wohl stand und es nichts anders mehr tragen wollte hiess es nur noch das Rotkäppchen. Eines Tages sprach seine Mutter zu ihm komm Rotkäppchen da hast du ein Stück Kuchen und eine Flasche Wein bring das der Grossmutter hinaus sie ist krank und schwach und wird sich daran".
- Wortvorschläge (Word Suggestions):** A vertical list of suggestions is shown, each with a frequency indicator (e.g., 5er, 4er, 3er) and a highlighted word or phrase: "und wird sich daran laben", "wird sich daran laben", "sich daran laben", "daran", "daran festhängen", "daran herunter", "daran hängen", "daran hinauf", "daran laben", "und", "die", "sie", "der", "das", "er", "es", "in".
- N-Gramme (N-grams):** A section showing N-grams of length 3, with a list of phrases: "in den Wald", ". Als sie", ". Und als", ". Als es", ". Es war", ". Das Schneiderlein", ". Der Dummling", ". Der Königssohn", ". Da gieng", ". Als er", "den Wald und", "der Hand und", "Es war einmal", "pik pik pik", ". Das Mädchen", ". Der Riese", ". Die Frau", "auf einen Streich", "Hänsel und Gretel".
- Dokumente (Documents):** A grid of document snippets, each with a title and a short text excerpt:
 - Dokument A:** Rotkäppchen. Es war einmal ein kleines süßes Mädchen, das hatte jedermann lieb, der sie nur ansah, am allerliebsten aber ihre Grossmutter, die wusste gar nicht was sie alles dem Kinde geben sollte. Einmal schenkte sie ihm ein Käppchen aus rotem Sammt, und weil ihm das so wohl stand, und es
 - Dokument B:** Der Wolf und die sieben jungen Geislein. Es war einmal eine alte Geis, die hatte sieben junge Geislein, und hatte sie lieb, wie eine Mutter ihre Kinder lieb hat. Eines Tages wollte sie in den Wald gehen und Futter holen, da rief sie alle sieben herbei und sprach 'Liebe Kinder, ich will hinaus in den Wald, seid auf eurer
 - Dokument C:** König Drosselbart. Ein König hatte eine Tochter, die war über alle Massen schön, aber dabei so stolz und übermütig, dass ihr kein Freier gut genug war. Sie wies einen nach dem andern ab, und trieb noch dazu Spott mit ihnen. Einmal liess der König ein grosses Fest anstellen, und ladete dazu
 - Dokument D:** Jorinde und Joringel. Es war einmal ein altes Schloss mitten in einem grossen dicken Wald, darinnen wohnte eine alte Frau ganz allein. Sie war eine Erzzauberin. Am Tage machte sie sich zur Katze oder zur Nachteule, des Abends aber wurde sie wieder ordentlich wie ein Mensch gestaltet. Sie
 - Dokument E:** Die goldene Gans. Es war ein Mann, der hatte drei Söhne, davon hiess der jüngste der Dummling, und wurde verachtet und verspottet, und bei jeder Gelegenheit zurückgesetzt.
 - Dokument F:** Hänsel und Gretel. Vor einem grossen Walde wohnte ein armer Holzhacker mit seiner Frau und seinen zwei Kindern; das Bübchen hiess Hänsel und das Mädchen Gretel.

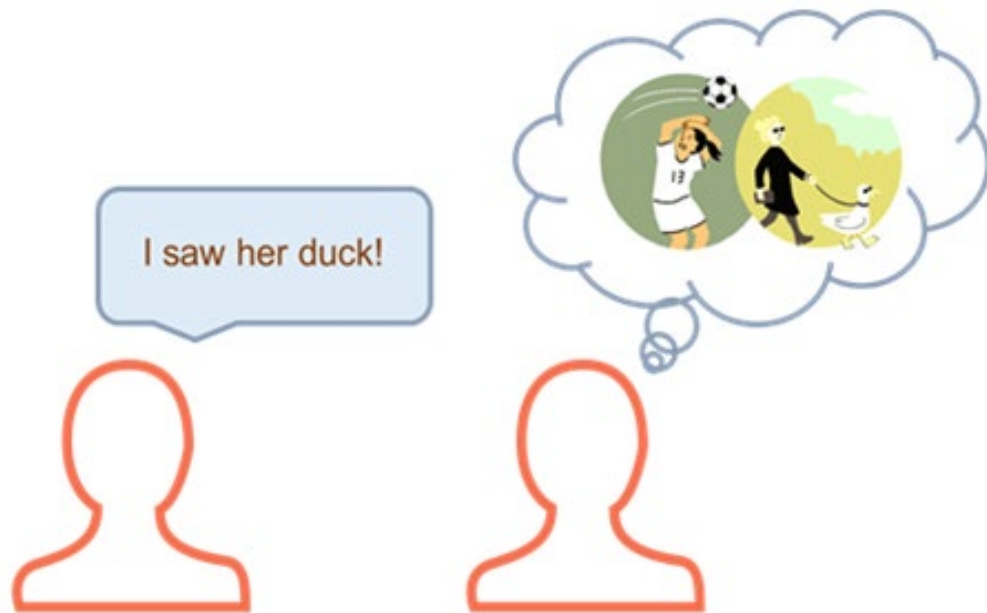
<https://ogy.de/soekia>



<https://www.soekia.ch/gpt.html>

Critical data

Understanding linguistic complexity



Gostak

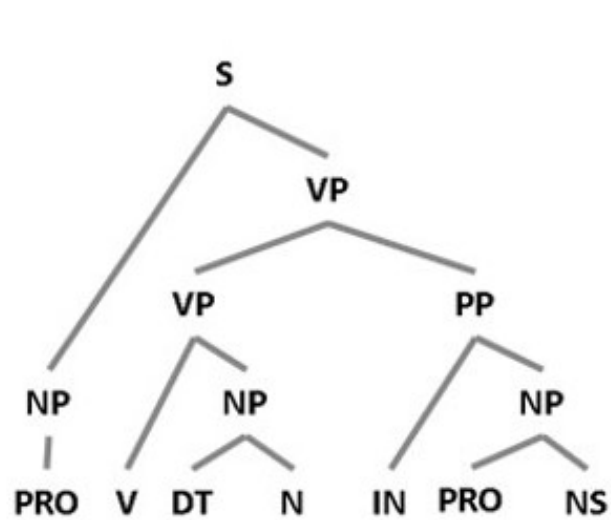
From Wikipedia, the free encyclopedia

Gostak is a meaningless **noun** that is used in the phrase "**the gostak distims the doshes**", which is an example of how it is possible to derive **meaning** from the **syntax** of a sentence even if the **referents** of the terms are entirely unknown.

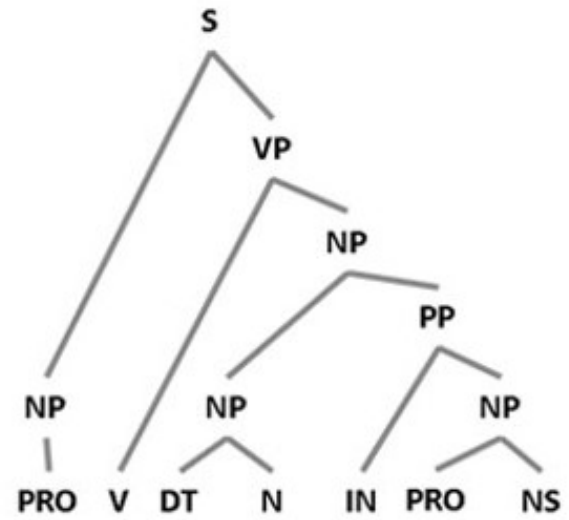
<https://en.wikipedia.org/wiki/Gostak>

Critical data

Understanding linguistic complexity

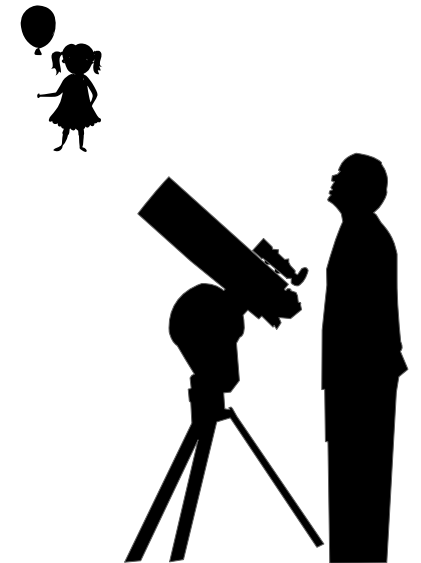


I shot an elephant in my pajamas.



I shot an elephant in my pajamas.

Key: N = Noun | NS = Plural Noun | NP = Noun Phrase | PRO = Pronoun | V = Verb | VP = Verb Phrase | DT = Determiner | IN = preposition | PP = Prepositional Phrase



Critical data



DALL-E 2023-10-16 18.54.24 - time flies

Understanding linguistic complexity

Translate this sentence



Leverpostejen kræver at isbjørnen

forlader værelset.

The

liver

pâté

demands

that

the

polar

bear


leaves

the

room

Time for sweet stuff?!

GPT-4



Please tell me what is it in each cell in a tabular format aligned with this picture grid.

Certainly! Here's a breakdown of the content of each cell in the format of a table:

Row	Column 1	Column 2	Column 3	Column 4
1	Muffin with blueberries	Chihuahua (side profile)	Blueberry Muffin	Chihuahua (profile looking up)
2	Chihuahua (frontal face)	Cookie with chocolate chips	Chihuahua (face close-up)	Blueberry Muffin with sugar on top
3	Blueberry Muffin with a smiley face	Chihuahua (frontal face close-up)	Blueberry Muffin with blueberries on top	Chihuahua (slightly showing teeth)
4	Chihuahua (puppy face close-up)	Group of Cookies with chocolate chips	Group of Chihuahua puppies	Muffin with blueberries

What is it you want your students to know and be able to do in English?

Efficacy

Criticality

Ethics

Transparency



Ethics

Ethics

Changing writing norms

Using AI tools *ethically*

- Address ethical issues relating to the use of AI explicitly, e.g. by discussing technological advances in general; comparing/contrasting AI tools with calculators, spell checkers, translators, etc.; discussing the extent to which the use of AI tools could be considered dishonest; discussing where to draw the line; etc.
- Students should understand that AI tools make use of other authors' words and ideas without referencing them.
- Provide guidance on what tools, if any, are allowed in the context of an assignments and educate students about what is acceptable.
- Tell your students that they must not try to pass off work created by AI tools as their own. Remind them that if they use unauthorised aids in graded assignments, the work will not be assessed and an X will be entered into the system.
- Make it more difficult for students to use AI tools unfairly. Here are some ideas:
 - Use flipped classroom elements.
 - Consider what 'higher order' adjustments you could make to your assignments.
 - Have your students draw on course-specific information (a specific session, a recent text you discussed, a question that was raised, etc.).
 - Have students write about very recent texts and events.
 - Ask for responses with content from slides or multimedia sources.
 - Use image-based prompts.
 - Have students write justifications/reflections in addition to their essays.
 - Ask students to give an oral presentation along with the written work.
 - Require specific bibliographical references.
 - Consider variety in non-standardised assessments.

Ethics

Changing writing norms

Changing
norms

Changing
assessments

Changing
opportunities

Changing norms

Changing writing norms

6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence

Sarah Elaine Eaton

In [Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity](#) (2021) I introduced the idea of life in a postplagiarism world. Here, I expand on those ideas.

Hybrid Human-AI Writing Will Become Normal

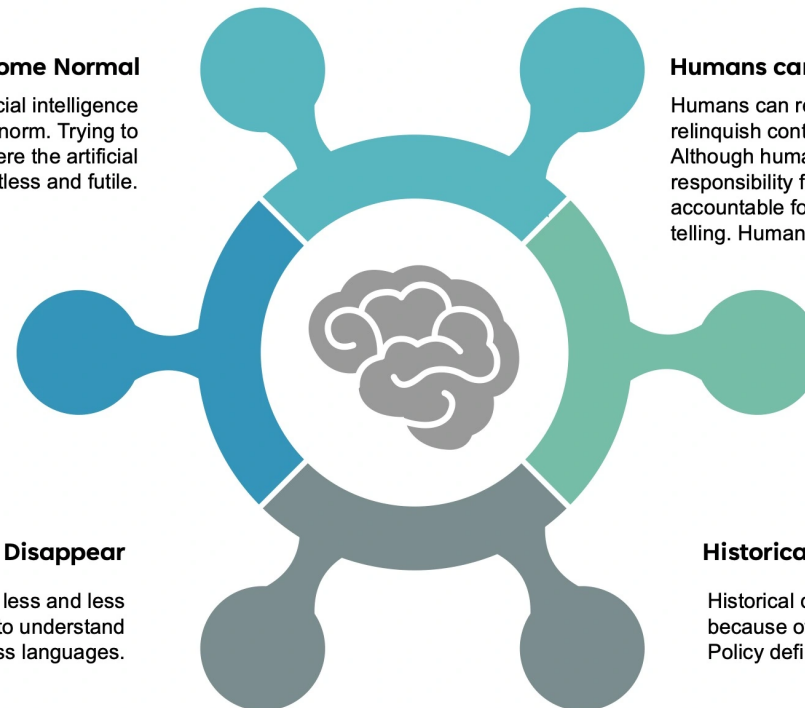
Hybrid writing, co-created by human and artificial intelligence together is becoming prevalent. Soon it will be the norm. Trying to determine where the human ends and where the artificial intelligence begins is pointless and futile.

Human Creativity is Enhanced

Human creativity is enhanced, not threatened by artificial intelligence. Humans can be inspired and inspire others. Humans may even be inspired by artificial intelligence, but our ability to imagine, inspire, and create remains boundless and inexhaustible.

Language Barriers Disappear

One's first language will begin to matter less and less as tools become available for humans to understand each other in countless languages.



Humans can Relinquish Control, but not Responsibility

Humans can retain control over what they write, but they can also relinquish control to artificial intelligence tools if they choose. Although humans can relinquish control, they do not relinquish responsibility for what is written. Humans can – and must – remain accountable for fact-checking, verification procedures, and truth-telling. Humans are also responsible for how AI-tools are developed.

Attribution Remains Important

It always has been, and always will be, appropriate and desirable to appreciate, admire, and respect our teachers, mentors, and guides. Humans learn in community with one another, even when they are learning alone. Citing, referencing, and attribution remain important skills.

Historical Definitions of Plagiarism No Longer Apply


Historical definitions of plagiarism will not be rewritten because of artificial intelligence; they will be *transcended*. Policy definitions can – and must – adapt.



Changing assessments

Accountability

Your text is AI/GPT Generated



92.26%
AI GPT*

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article. I.
Section. 1.
All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2.
The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three

Changing opportunities

Equity

- Money
- Time
- Knowledge



Axel Krommer @mediendidaktik_ · 27. Mai

Einige Schülerinnen haben schon immer einen Zugang zu [#MumAndDadGPT](#), d.h. sie werden von den Eltern unterstützt. Andere nicht.

In der [#Prüfungskultur](#) wird das jedoch ausgeblendet.

Wir tun so, als ginge alles gerecht zu.

Warum also jetzt die Aufregung um [#ChatGPT](#)?

¯_(ツ)_/¯



What is it you want your students to know and be able to do in English?

Efficacy

Criticality

Ethics

Transparency



Transparency

Transparency

- Communicate clearly how far, if at all, students may use AI tools in a given assignment.
- If AI tools are permissible, students must clearly acknowledge their use. Suggested steps:
 1. **Acknowledge** its use, e.g. *I acknowledge the use of ChatGPT (<https://chat.openai.com/>) to plan my essay, and generate some initial ideas which I used in the drafting of this assignment.*
 2. **Describe** how the information or material was generated, e.g. *I used ChatGPT to create a draft structure which I then adapted in my essay, choosing to focus on human rights and civil liberties. I used one further ChatGPT prompt to generate some high-level ideas about civil liberties.*
 3. **Reference**, e.g. OpenAI. 2022. *ChatGPT*, <https://chat.openai.com> (15 Feb. 2023).

Transparency

Absent
policies

Transparent
Policies

Alternatives

What is it you want your students to know and be able to do in English?

Efficacy

Criticality

Ethics

Transparency





Literature

- Albrecht, S. (2023). *ChatGPT und andere Computermodelle zur Sprachverarbeitung – Grundlagen, Anwendungspotenziale und mögliche Auswirkungen* (TAB-Hintergrundpapier No. 26). Berlin. <https://t.co/C2QfP0U16L>
- Bajohr, H. (2023). Artificielle und postartificielle Texte: Über Literatur und Künstliche Intelligenz. *Sprache Im Technischen Zeitalter*(1).
- Department of English (2023). *AI in ELC. Information for lecturers*. University of Vienna.
- Mahlow, C. (2023). Large language models and artificial intelligence as tools for teaching and learning writing. *OBST: Osnabrücker Beiträge zur Sprachtheorie*(101), 175–196.
- Mayfield, E., Madaio, M., Prabhumoye, S., Gerritsen, D., McLaughlin, B., Dixon-Román, E., & Black, A. W. (2019). Equity beyond bias in language technologies for education. In *Proceedings of the Fourteenth Workshop on Innovative Use of NLP for Building Educational Applications* (pp. 444–460). Association for Computational Linguistics. <https://doi.org/10.18653/v1/W19-4446>
- Moya, B., Wiens, J., Lesage, J., Brennan, B., Eaton, S. E., McDermott, B., Tay, M., & Pethrick, H. (2022). *Artificial intelligence and academic integrity: The ethics of teaching and learning with algorithmic writing technologies*. Open Science Framework. DOI 10.17605/OSF.IO/4CNVP
- Rutinowski, J., Franke, S., Endendyk, J., Dormuth, I., & Pauly, M. (2023, April 14). *The self-perception and political biases of ChatGPT*. arXiv:2304.07333v1
- Schmidt, T., & Strasser, T. (2022). Artificial intelligence in foreign language learning and teaching – A CALL for intelligent practice. *Anglistik*, 33(1), 165–184.
- Tafazoli, D., María, E. G., & Abril, C. A. H. (2019). Intelligent language tutoring system: Integrating intelligent computer-assisted language learning into language education. *International journal of information and communication technology education*, 15(3), 60–74. <https://doi.org/10.4018/IJICTE.2019070105>
- Vogt, K., & Flindt, N. (2023). Artificial intelligence and the future of language teacher education. In P. Hohaus & J.-F. Heeren (Eds.), *Advances in innovation education: Volume 7. The future of teacher education: Innovations across pedagogies, technologies and societies* (pp. 179–199). Brill.

People to Follow

Caro Blume@caroblume.bsky.social

Christian Spannagel @cspannagel.bsky.social

Doris Weißels @dwkro.bsky.social

Florian Nuxoll @nuxoll.bsky.social

Hendrik Haverkamp @haverkamp.bsky.social

Isabella Buck @isabellabuck.bsky.social

Jules Buendgens-Kosten @julesbk.bsky.social

Thomas Strasser @bildungshipster.bsky.social

events.helbling.com/de/ #bildungshipster zu AI in EFL Teaching am
16.01.2024

Till Woerfel @woerfel.bsky.social

Looking back, looking forward (Revisited)

- What did you like? Dislike?
- What are your next steps?



Menti.com: **7100 7323**

<https://www.menti.com/alib2uz6pcn9>