



# Generative AI in Language Education: Rewards, Risks, and Reboots

Ilka Kostka, PhD  
Teaching Professor  
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**Northeastern  
University**

# Early December 2022

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“Have you heard  
about ChatGPT?”

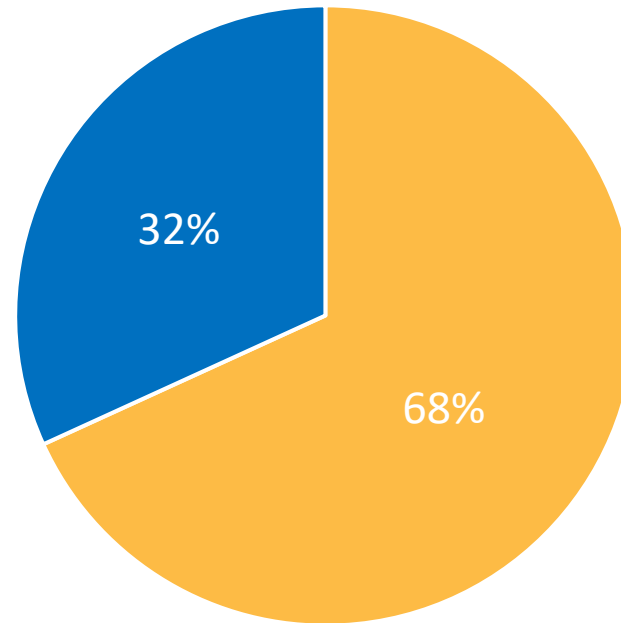




# Spring 2023

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Have you ever used ChatGPT?



■ Yes ■ No

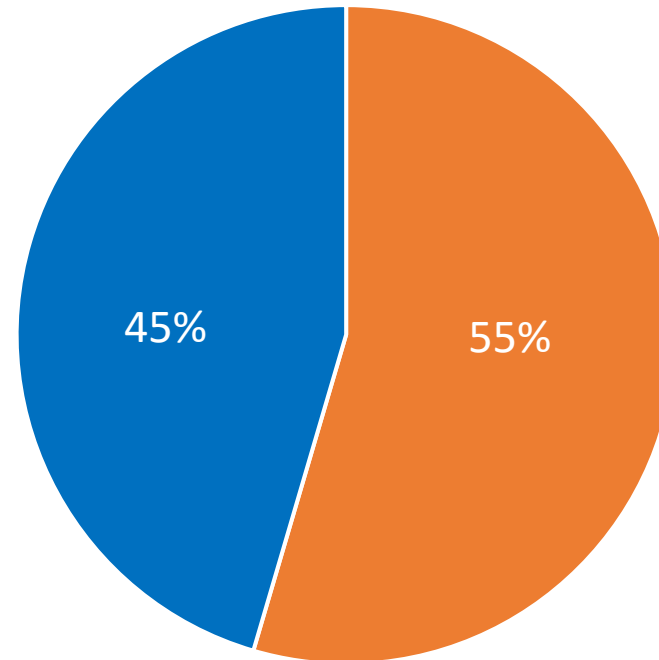
Two sections:  
Listening and  
Speaking  
N=22

# Spring 2023

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Do you have a ChatGPT account?

Two sections:  
Listening and  
Speaking  
N=22



■ Yes ■ No

# Fall 2023: Grad & undergrad use

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N= 101  
students

- 100% heard of ChatGPT before September 2023
- 74% used it
- 73% have their own accounts

# Same but different?

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Quizlet

Kahoot!

PIKTOCHART

:Padlet

CANVAS

Canva

Google Classroom



# ChatGPT

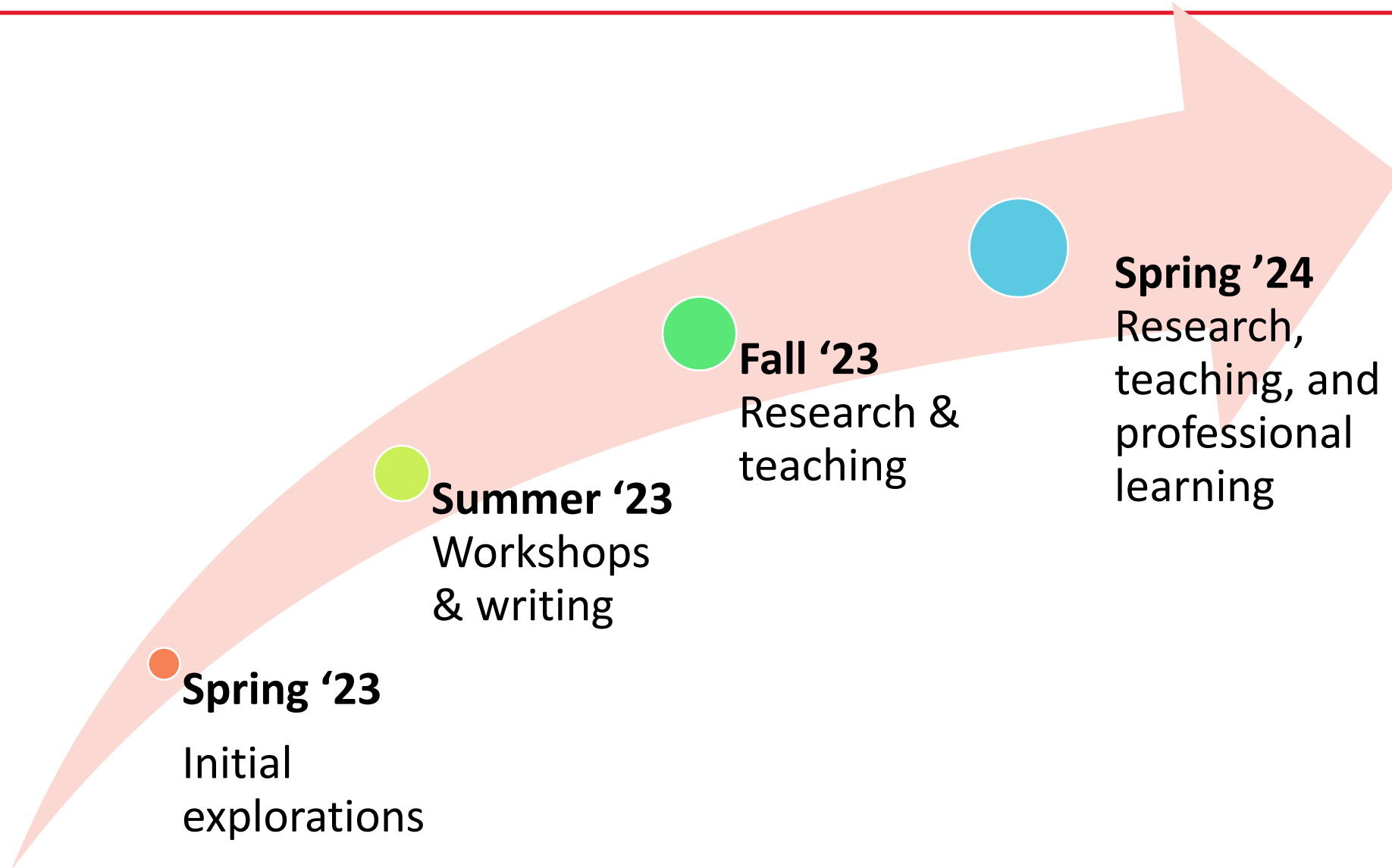
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- Available to the public
- Requires little technical expertise
- Versatile
- Quality output
- Customized output
- Fast
- Free (GPT3.5)



# Exploring implications for language teaching

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Why is there so much hype about AI?

I think AI is unethical, so why should I learn about it?

What do I do if I think a student has cheated with AI?

Should I just ban AI in my classes?

Can't I just use detection programs to identify AI-based writing?

I'm not techie and don't have time. Can't I just keep teaching without it?

I'm overwhelmed, and this is all scary. How do I begin to understand all this?

# Possible explanations

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- Stirs up emotions (Lo, 2023)
  - Fear (Edmett et al., 2023)
  - “...dread of seeing a profession that’s **deeply rooted in human connection and interaction** being taken over by machines” (Lo, 2023, p. 3)

# Three main groups

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(Darby, 2023)

slido



What is one word that describes your feelings towards GenAI in language education?

 Start presenting to display the poll results on this slide.

# Today

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Explore and critically examine the role of generative AI in language education





# Focus

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Implications

Pressing questions

Applications to teaching

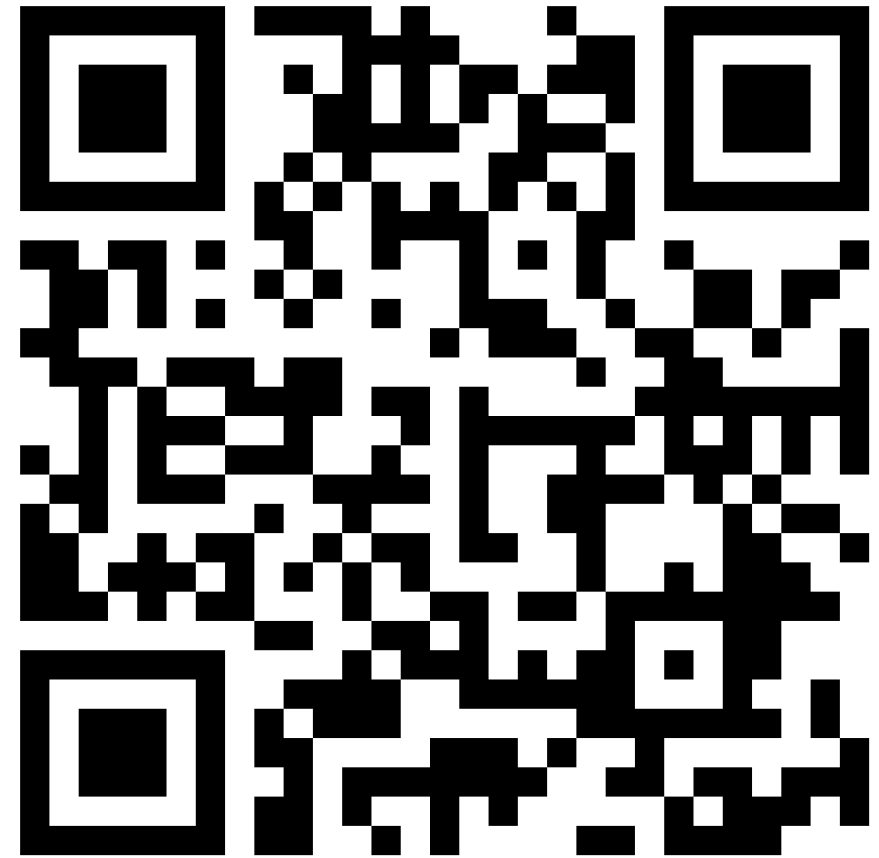
Polls, discussion breaks,  
and Padlet



# Padlet

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- **Three** takeaways
- **Two** questions
- **One** topic you'd like to continue exploring





# Key concepts

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# AI

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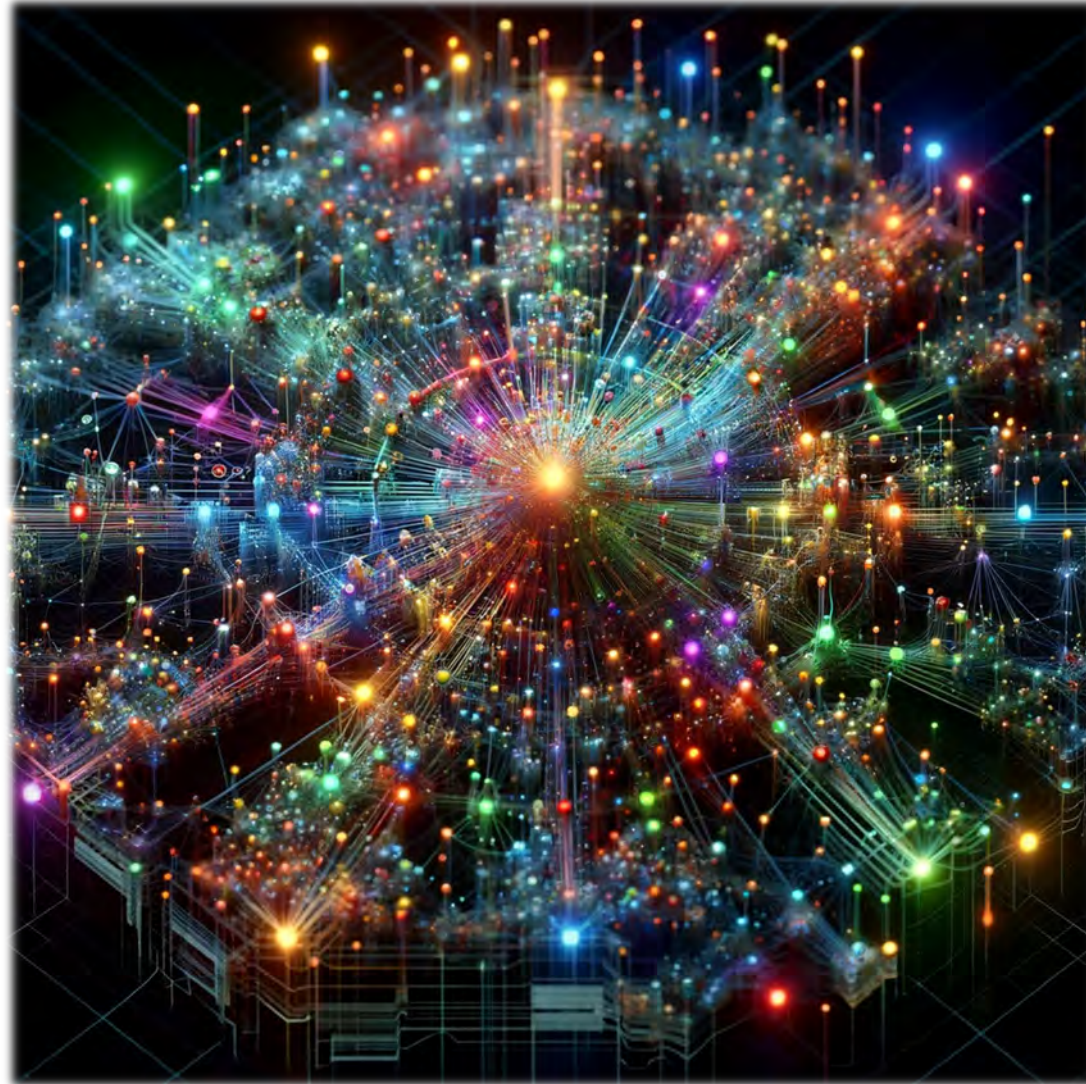
“when machines or software can perform tasks which usually require human intelligence, e.g. problem solving.” (University of Sydney, n.d.)

“stochastic parrot” (Bender et al., 2021)



# Large language model (LLM)

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# Generative AI (GenAI)

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Creates new content in response to prompts

- Images, text, videos, slides, poetry, art, computer code, and music

Prompt

 You  
Is generative AI disruptive to higher education?

Response

 ChatGPT  
Yes, generative AI is considered disruptive to higher education for several reasons, impacting how education is delivered, consumed, and valued. This disruption is not limited to language learning but extends across various disciplines and aspects of the educational ecosystem. Here's why:

## **1. Changing the Nature of Assignments and Assessments**

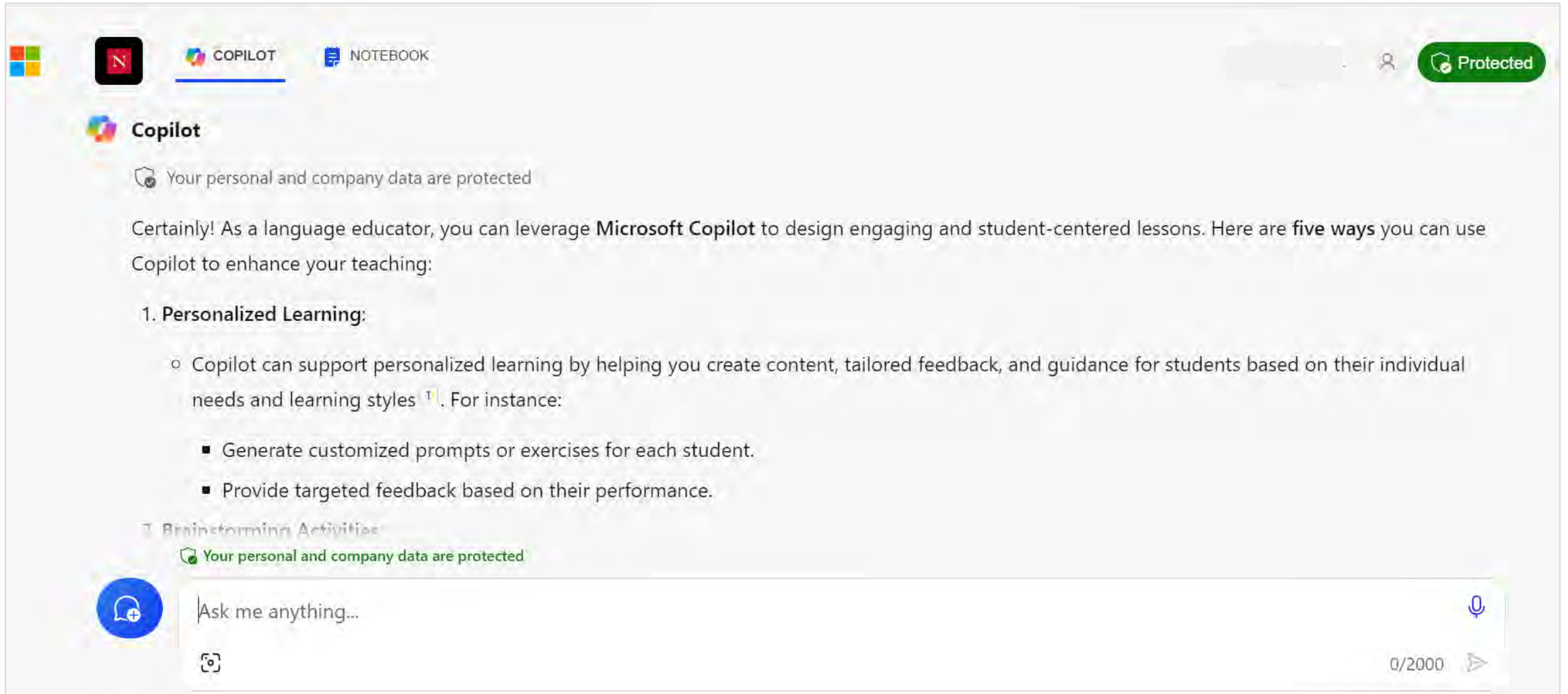
Generative AI, like ChatGPT, can produce sophisticated written content, solve complex problems, and generate code, among other tasks. This capability challenges traditional methods of assessing student knowledge and skills, as it becomes difficult to determine whether work submitted is the student's own or generated by AI. Educators are thus prompted to rethink assignment and assessment formats, possibly shifting towards more project-based learning, oral examinations, and assessments that evaluate critical thinking and problem-solving skills in real-time contexts.

## **2. Facilitating Personalized Learning**

Generative AI can tailor educational content to the needs of individual learners, adapting in real-time to their progress, strengths, and areas for improvement. This personalization can significantly enhance the learning experience but also disrupts traditional one-size-fits-all teaching approaches, necessitating a reevaluation of curricular designs and teaching methodologies.

# GenAI: Bing Copilot

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The screenshot shows the Microsoft Copilot interface within a notebook application. At the top, there are icons for Windows, Copilot, and Notebook. A green 'Protected' badge is visible in the top right corner. The main content area displays a response from Copilot regarding data protection and teaching strategies.

**Copilot**

Your personal and company data are protected

Certainly! As a language educator, you can leverage **Microsoft Copilot** to design engaging and student-centered lessons. Here are **five ways** you can use Copilot to enhance your teaching:

- 1. Personalized Learning:**
  - Copilot can support personalized learning by helping you create content, tailored feedback, and guidance for students based on their individual needs and learning styles <sup>1</sup>. For instance:
    - Generate customized prompts or exercises for each student.
    - Provide targeted feedback based on their performance.

Brainstorming Activities

Your personal and company data are protected


Ask me anything...


0/2000


# GenAI: Gemini (Google)

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Gemini ▾



 What are some of the risks that language educators need to know about generative AI? List all the possible risks and be specific.


Show drafts ▾ 

 **Answer**

Language educators need to be aware of several potential risks when it comes to generative AI:

- **Over-reliance on AI and potential stifling of learning:** Students might become overly reliant on AI tools for tasks like translation or grammar correction, hindering

Enter a prompt here  

1-click prompts |  Web access 

Gemini may display inaccurate info, including about people, so double-check its responses. [Your privacy & Gemini Apps](#)

# GenAI: Image creation

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DALL-E ▾





# GenAI: Image creation

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## Discussion break

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- How much technical expertise about GenAI do you think language instructors need?

# Rewards

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# Rewards

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- Increase efficiency and personalized feedback (e.g., Farrokhnia et al., 2023)
- Minimize workload (e.g., Banerji, 2023; Herft, 2023)
- Customize content for language development (e.g., Warner, 2023; 2024)
- Develop L2 skills (e.g., Kohnke et al., 2023)
- Innovate & enhance current practices (Kostka & Toncelli, 2023)
- Position us as collaborators with students (Paiz et al., forthcoming)



Support not  
replace


# Content development

**twee**

### Audio & Video Question Creator

Upload your audio or video and create a list of open questions, multiple choice questions, or true/false statements.

← Change



00:00 02:00 04:00 06:00 08:00 10:00 12:00 14:00 16:00 18:00 19:16

😊 Select an extract which lasts up to 10 min

**Type of questions**

Open questions ▾

**Level**


Intermediate B1-B2 ▾

Do the magic!

### 1 Answer the Questions!

+ Add short description

View options



00:00 - 10:00 <https://youtu.be/D9Ihs24Izeg>

- 1 How did the speaker's early exposure to British and American children's books influence her writing?
- 2 What mental shift did the speaker experience when she discovered African books?
- 3 How did the speaker's perception of literature change after reading works by African writers?
- 4 What realization did the speaker have about her house boy, Fide, and his family?
- 5 How did the speaker's American roommate initially receive...


# Vocabulary study (ChatGPT-4)

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 You

List the most common adjectives that come before the word "evidence."



 ChatGPT

The adjectives that frequently come before the word "evidence" can vary depending on the context in which "evidence" is used, such as legal, scientific, or general discourse. However, here is a list of common adjectives that are often found preceding "evidence":

1. **Strong** - suggesting that the evidence is compelling and likely to persuade.
2. **Compelling** - indicating that the evidence is convincing and powerful.
3. **Sufficient** - meaning that there is enough evidence to support a conclusion or decision.
4. **Circumstantial** - referring to evidence that implies a fact but doesn't prove it directly.
5. **Physical** - indicating evidence that is tangible, such as objects or material things.
6. **Conclusive** - suggesting that the evidence definitively proves something.
7. **Anecdotal** - referring to evidence based on personal accounts rather than hard facts.
8. **Direct** - indicating evidence that straightforwardly supports a fact without needing inference.
9. **Substantial** - suggesting that the evidence is of considerable importance, size, or worth.
10. **Incontrovertible** - meaning the evidence is undeniable and not open to question.
11. **Empirical** - referring to evidence based on observation or experience rather than theory or logic.
12. **Forensic** - relating to scientific methods used to investigate crimes.
13. **Hard** - often used interchangeably with strong or compelling, indicating very reliable evidence.
14. **Weak** - suggesting that the evidence is not very convincing or is insufficient.
15. **Indirect** - referring to evidence that suggests but does not directly prove something.

These adjectives can be applied in various fields, such as law, science, and everyday argumentation, to qualify how evidence is perceived in terms of its strength, reliability, and relevance.




# Collocations (Gemini)

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List the most common adjectives that come before the word "evidence." 

Show drafts 




Here are some of the most common adjectives that come before the word "evidence":

- **Strength:**
  - Strong, compelling, overwhelming, substantial, clear, definitive
- **Source:**
  - Physical, circumstantial, historical, scientific, documentary, eyewitness
- **Validity:**
  - Credible, reliable, convincing, valid, sound, concrete
- **Impact:**
  - Damning, incriminating, exonerating, supporting, conflicting, contradictory
- **Quantity:**
  - Limited, scant, ample, abundant, significant, overwhelming

# Vocabulary (German)

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Vocabulary (English)	Definition in English	Cognate in German (Similar Form)
Carnival	A festive season that occurs before Lent, featuring parades and public street parties.	Karneval
Costumes	Outfits worn during celebrations or parties to adopt a particular theme.	Kostüme
Parades	Public processions, often celebratory, featuring music, floats, and performers.	Paraden
Festivals	Celebrations or events focusing on a specific theme, often including music and entertainment.	Feste
Traditions	Customs or beliefs passed down from generation to generation.	Traditionen
Lent	A period of fasting and religious observance in Christianity leading up to Easter.	Fastenzeit
Humor	The quality of being amusing or comical.	Humor
Satire	The use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices.	Satire
Freedom	The power or right to act,  k, or think as one wants.	Freiheit

# Customized dialogues

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## Small talk: weekend

A: Hi, how are you?

B: I'm good, thanks! How about you?

A: I'm doing well. Did you have a nice weekend?

B: Yes, I went for a walk outside. What about you?

A: I stayed home and watched a movie. It was relaxing.

B: Sounds nice!

# Language explanations

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You

I'm learning German and have a hard time understanding word order. Can you explain it to me?

Sure! German word order can indeed be tricky for learners due to its flexibility and the rules that govern it. Here are some key points to help you understand German sentence structure:

## 1. Basic Sentence Structure: Subject-Verb-Object (SVO)

In simple sentences, German follows the SVO order, similar to English. For example:

- "Ich lese ein Buch." (I read a book.)

## 2. Verb Position in Main Clauses

- The **conjugated verb** is always in the **second position** in a statement.
- If the sentence starts with an adverbial phrase or object, the subject comes after the verb.

For example:

- "Morgen gehe ich ins Kino." (Tomorrow, I am going to the cinema.)

## 3. Verb Position in Subordinate Clauses

- In **subordinate clauses**, the **conjugated verb** moves to the **end of the clause**. Subordinate clauses are usually introduced by conjunctions like dass (that), weil (because), wenn (if), etc. For example:

# Reading (German)



PROMPT:  
The attached document contains a short article written in German about the leap year. **Translate this article into simpler German that beginner learners can understand.** Use as many appropriate English cognates as possible.



## ChatGPT

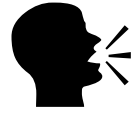
Um den Artikel über das Schaltjahr in einfacherem Deutsch für Anfänger zu übersetzen, werde ich den Text vereinfachen und dabei möglichst viele englische Kognaten verwenden:

In den USA gibt es einen Film namens "Leap Year" aus 2010. Dieser Film erzählt von einer Tradition. Eine Frau, Anna, reist von Boston nach Dublin, um ihrem Freund einen Heiratsantrag zu machen. Es gibt eine Idee, dass Frauen am 29. Februar einen Antrag machen können. Diese Tradition gibt es auch in Dänemark und Finnland. In Dänemark muss ein Mann, der "Nein" sagt, der Frau zwölf Paar Handschuhe geben. In Finnland muss er Stoff für einen Rock geben. In Deutschland stellen Männer am 1. Mai ihren Liebsten einen Maibaum auf. In einem Schaltjahr dürfen das die Frauen machen.

In einigen Ländern denken Menschen, dass Schaltjahre Unglück bringen. In Deutschland gibt es ein Sprichwort: "Schaltjahr - Kaltjahr". Das bedeutet, es könnte ein kühles Jahr werden. In Taiwan glauben viele, dass Schaltjahre Unglück bringen, und verheiratete Töchter bringen ihren Eltern Nudeln, um ihnen Glück zu wünschen. In Anthony, USA, gibt es ein Schaltjahr-Festival, wo sich Menschen treffen. Aber das passiert nur alle vier Jahre. Bei diesem Festival gewinnen alle, es gibt kein Pech.

Dieser Text vereinfacht die Informationen über Schaltjahre und behält dabei wichtige Details bei, um Anfänger im Deutschen das Verständnis zu erleichtern.





## Discussion break

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- What is a teaching-related issue that AI could help you address?



**Risks**



# AI risks & concerns

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- Mis/dis-information (Klepper, 2023; Sinatra & Wang, 2023)
- Hallucinations (Walczak & Celery, 2023)
- Bias & toxic content (Edmett et al., 2023; Torrey, 2023)
  - False detection in L2 writing (Liang et al., 2023)
- Unreliability of detection programs (Dalalah & Dalalah, 2023)
- Perpetuation of stereotypes and discrimination (Farrokhnia et al., 2023)
- Deepfakes (Elgersma, 2024)

# Faculty concerns

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- Academic integrity (e.g., Sullivan et al., 2023)
- Ethical use (Holmes et al., 2021)
- Data privacy (Hockly, 2023)
- Teacher readiness (Edmett et al., 2023)
- Students' overreliance (Gao et al., 2024)
- Equity and access (Pelletier et al., 2023)
- Impact on writing process and critical thinking (e.g., Baron, 2023)

# Faculty concerns: Academic integrity

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I've been ChatGPT'd!

# Faculty concerns: Writing & assessment

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## ChatGPT

Je suis né à New York et j'ai grandi là-bas. C'était un endroit amusant pour grandir parce qu'il y avait toujours quelque chose à faire. Quand j'avais sept ans, j'ai commencé à apprendre à jouer du violon. J'ai joué tout au long de l'école et du collège et j'ai joué dans un orchestre en Allemagne pendant mes études là-bas. Mes hobbies sont la lecture, les promenades et passer du temps avec des amis.



## Copilot

 Your personal and company data are protected

Je suis né à **New York City** et j'y ai grandi. C'était un endroit amusant pour grandir car il y avait toujours quelque chose à faire. Quand j'avais sept ans, j'ai commencé à apprendre à jouer du **violon**. J'ai joué tout au long de l'école et de l'université, et j'ai joué dans un orchestre en **Allemagne** pendant que j'y étudiais. Mes passe-temps sont la **lecture**, les **promenades** et passer du temps avec mes **amis**.

## Text Translator

 Edit Prompt 

### French Translation:

Je suis né à New York et j'ai grandi là-bas. C'était un endroit amusant où grandir car il y avait toujours quelque chose à faire. Quand j'avais sept ans, j'ai commencé à apprendre à jouer du violon. J'ai joué tout au long de l'école et de l'université, et j'ai joué dans un orchestre en Allemagne pendant mes études là-bas. Mes hobbies sont la lecture, les promenades et passer du temps avec des amis.



Quels sont les avantages de l'apprentissage d'un instrument de musique en classe?

Comment intégrer la musique dans les leçons en tant qu'enseignant?

# Faculty concerns: Critical thinking

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Give me a summary of this document



## Overview

The document discusses strategies for promoting sustainable behavior among consumers, focusing on the challenges faced by businesses in encouraging eco-friendly choices. It highlights the importance of behavioral science in bridging the gap between positive attitudes towards sustainability and actual consumer actions.

### Key points

- Consumers express interest in sustainable products but often do not follow through with purchases.
- Behavioral science insights suggest using social influence, shaping good habits, leveraging the domino effect, appealing to emotions, and favoring experiences over ownership.
- Encouraging sustainable consumption is crucial for meeting corporate sustainability goals and benefiting the planet.

# Faculty concerns: Critical thinking

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Is any information missing from the article? If yes, why would this missing information be important?



## Missing Information in the Article

### Research Methods:

The article lacks details on the specific research methods used to gather data and draw conclusions. Understanding the methodology is crucial as it provides transparency and allows for the replication of the study by other researchers.

### Demographic Information:

Information about the demographics of the participants involved in the studies is missing. Knowing the demographic characteristics such as age, gender, location, and socioeconomic status is essential to assess the generalizability of the findings.



# Faculty concerns: Critical thinking

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What questions could someone ask the author about this article?



**Possible Questions for the Author:**

**1. Clarification on Consumer Behavior:**

- Can you explain why consumers often don't follow through with purchasing sustainable products despite expressing positive attitudes towards them?

**2. Impact of Social Influence:**

- How does social influence play a role in encouraging sustainable behaviors among consumers, as seen in the grasscycling program in Calgary?

# Stereotypes (DALL-E)

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# Faculty concerns: Equity

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## Upgrade to Beautiful.ai Pro Trial

Choose Plan

Annual Plan - \$12/Month

Best Value

Once your trial ends on March 13th 2024, you will be charged \$144.00. Your Subscription will automatically renew annually. Update your billing information or cancel your subscription at any time from your account management. [Terms of Service](#) and [Refund Policy](#).

Payment details

Card number

MM / YY CVC

Promo Code

APPLY

START FREE TRIAL

# Begs the question...

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If this is all  
unethical and risky,  
why should we use  
it?

- **Workforce preparation** (e.g., IBM, 2023)
- **Inevitability** (e.g., Hié, 2023; Schroeder, 2023)
- **Need for AI literacy skills** (UNESCO, 2023; U.S. Department of Education, 2023)

# Pressing questions

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- What does learning mean today?
- What's new, and what stays the same?
- What is the role of homework in learning?
- What kinds of policies are needed regarding AI use?
- How does assessment change? How do assignments change?
- Do we ban tools, wait for guidance, or start adopting them?
- Where is the line between getting help and AI doing the work for you?



## Discussion break

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- What other questions are raised for you in terms of your teaching, learning, and/or research?





# Rebooting

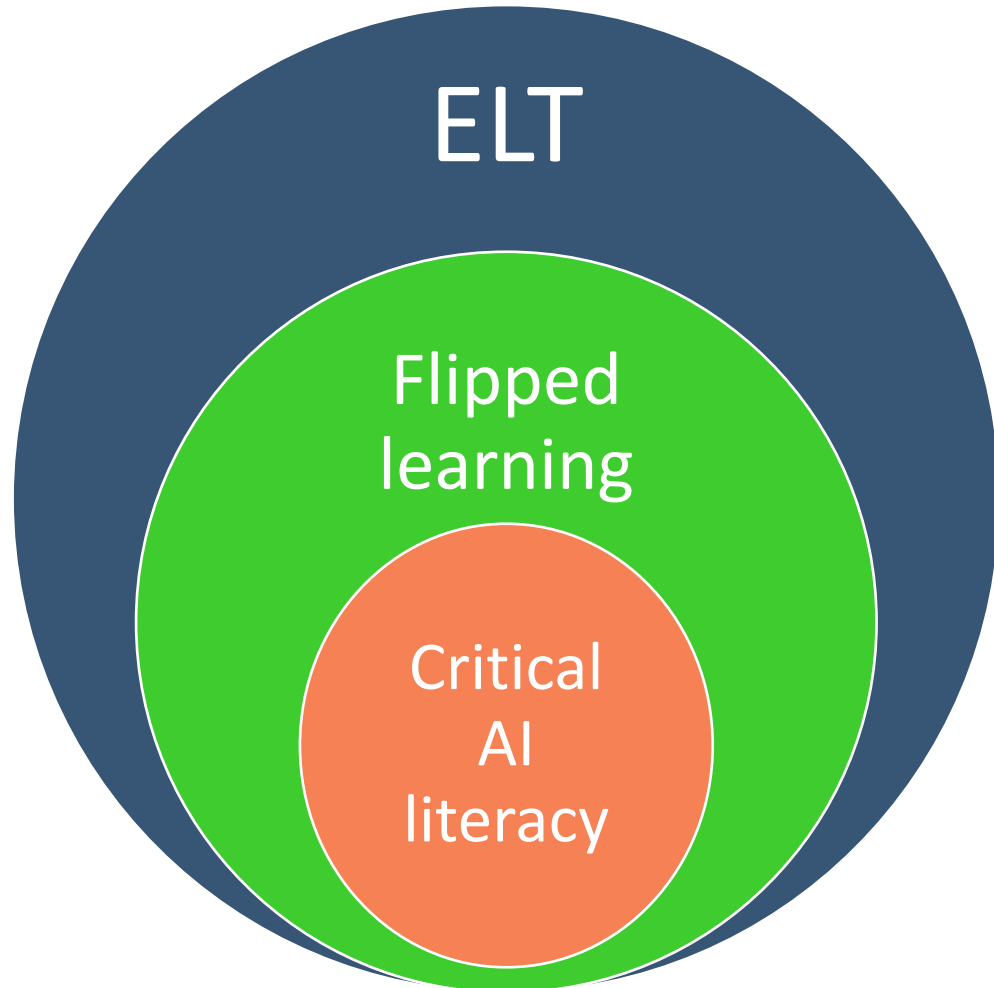
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What can AI help  
me do better??

# Sweet spot

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“Pedagogy drives  
technology use; not  
the other way  
around.”

(Bergmann & Sams, 2012, p. 21)

# The setting

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Undergraduate & graduate pathways programs

Conditional admission to international students

- ESL & content courses
- 1-2 semesters



Boston, Massachusetts, USA





# Flipped learning

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“...inverts the traditional classroom model by **introducing course concepts before class**, allowing educators to use class time to **guide each student through active, practical, innovative applications** of the course principles.”

Academy of Active Learning and Sciences (n.d.)

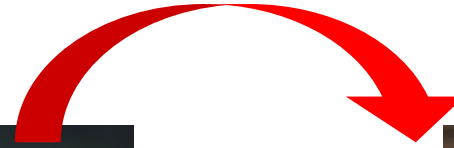
Student-centered  
learning





### **Out of class learning**

Print materials  
Videos  
Interactive videos



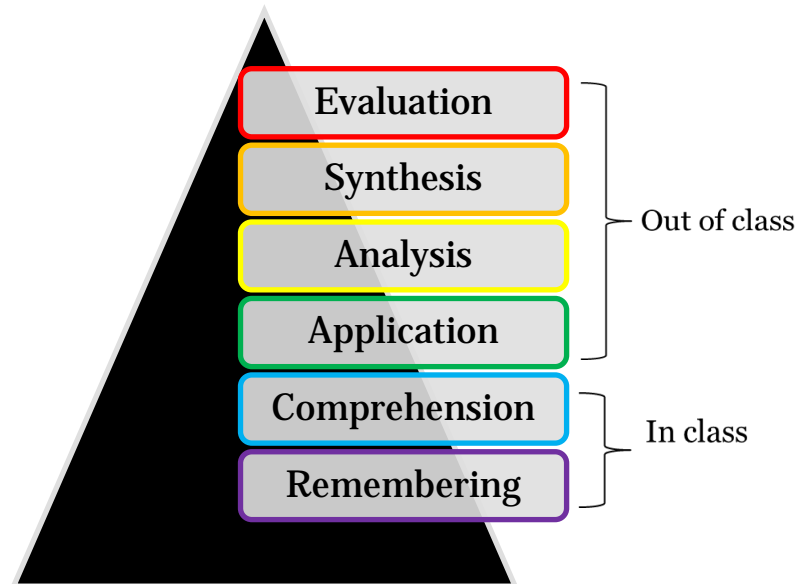
### **In-class application**

Projects, case studies, group  
work, collaborative writing,  
analyses, debates

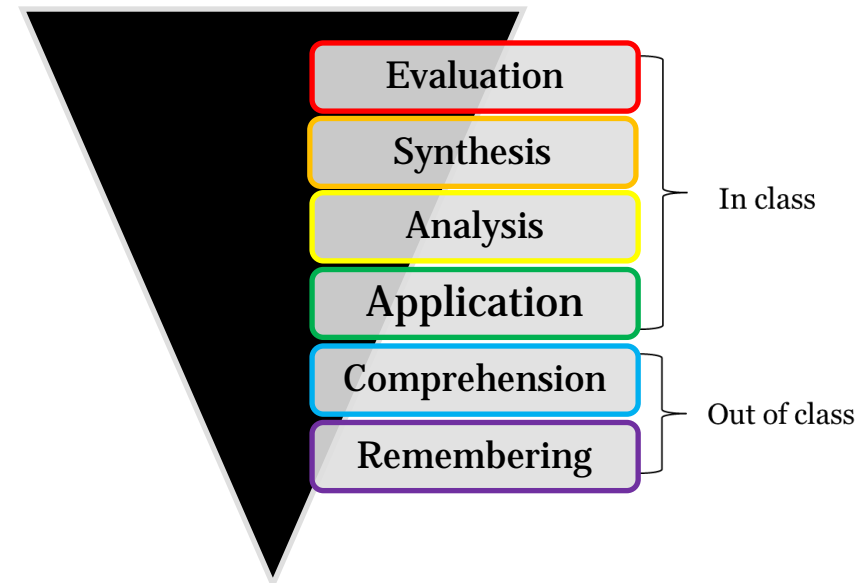
# Flipping Bloom's taxonomy

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## Traditional



## Flipped



Adapted from Brinks Lockwood (2014)

# Transparent & ethical use

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1. Give overview & purpose of education
2. Discuss privacy & PII
3. Allow opting out
4. Turn off chat history (ChatGPT)
5. Collect feedback
6. Emphasize critical analysis of output

**Chat History is off for this browser.**

When history is turned off, new chats on this browser won't appear in your history on any of your devices, be used to train our models, or stored for longer than 30 days. This setting does not sync across browsers or devices. [Learn more](#)

 **Enable chat history**

# Sample lessons

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1. Delivery skills (Spring '23)
2. Email etiquette (Fall '23)
3. Impromptu speaking (Spring '24)

A woman in a white suit is standing in a meeting room, pointing at a large digital display. The display shows several data visualizations, including a bar chart and a line graph. In the foreground, the backs of several people's heads are visible, indicating they are seated and listening to the presentation. The room has a modern, professional feel with desks, chairs, and a window in the background.

# Delivery skills

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Spring 2023

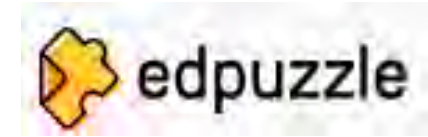


# Objectives & rationale

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- Identify elements of effective delivery skills
- Evaluate ChatGPT output
- Compare and contrast output to prior knowledge
- Signature assignment:  
impromptu speech
- Presentations are common

# Out of class



Nonspeaking skills\_ VIDEO

By Ilka Kostka



## Body language is non-verbal communication

- Posture & face forward
- Facial expressions

MULTIPLE CHOICE QUESTION

0 / 100

It is okay to face the big screen behind you and point at the screen to draw attention to a part of the screen.

No

Yes


[Need to ask or add anything?](#)

Rewatch

Continue

# Interactions




 MULTIPLE CHOICE QUESTION

True or false: We summarize all the time in our daily lives.


→ True


False

 NOTE

Play the audio file below to hear Professor Kostka's note.


00:00 00:18




 OPEN ENDED QUESTION

**Why** do you think it's important for us to "use our own words" when writing a summary?

Think about the purpose of a summary and explain your ideas in 2-3 complete sentences.

 OPEN ENDED QUESTION

Record your voice: Practice the ending of your presentation.

 00:02

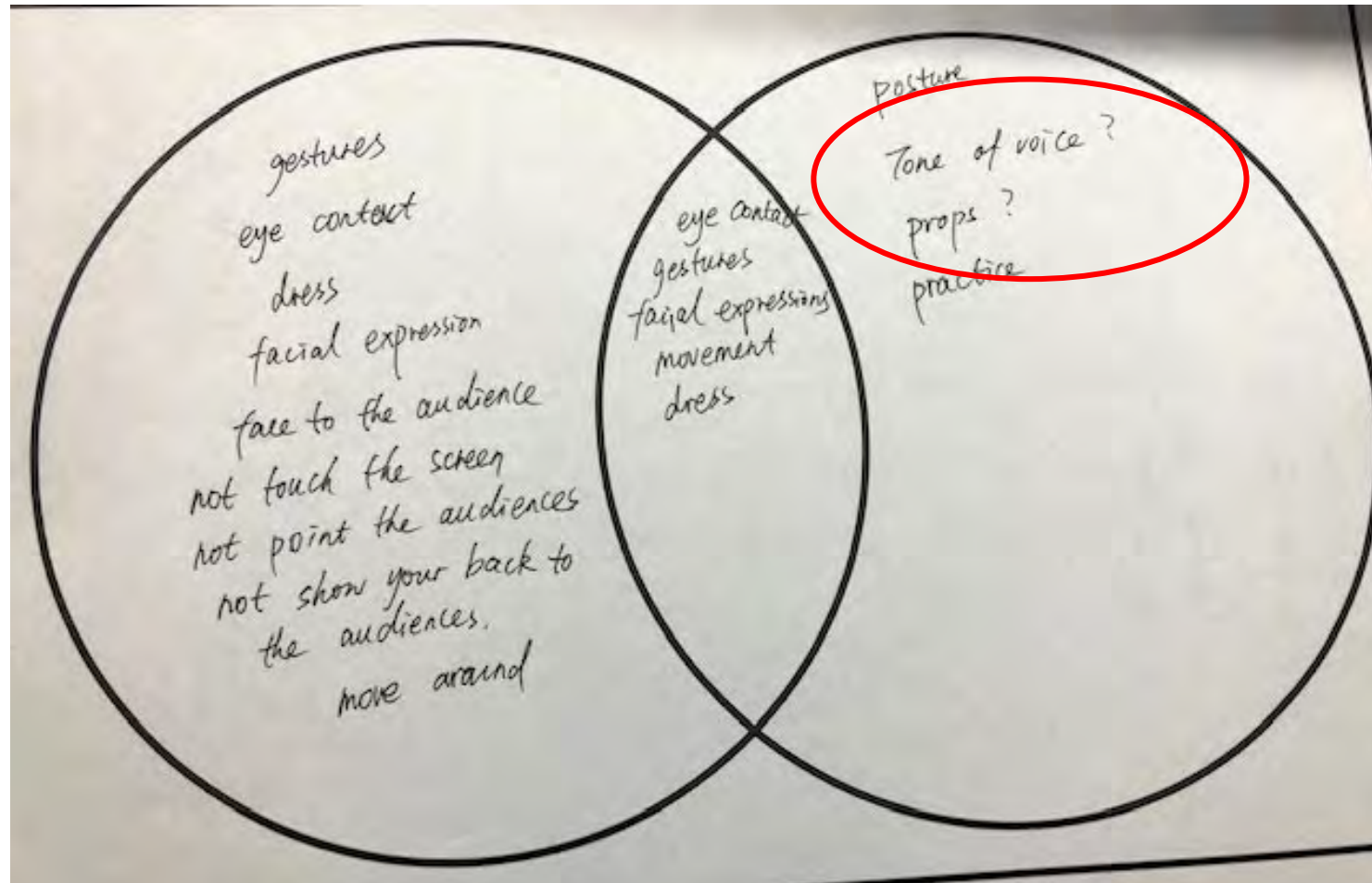
Rewatch Skip

# In class

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My knowledge

ChatGPT output



# Email etiquette

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Fall 2023





# Objectives & rationale

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- Identify parts of appropriate emails
- Apply skills to write an email



- Strengthen critical thinking
- Build critical AI literacy skills

- Draw from schema about the topic
- Develop students':
  - Creativity
  - Critical thinking

# Outside of class

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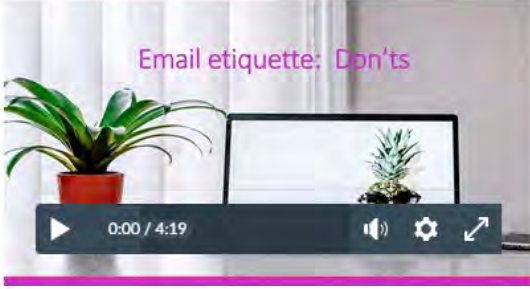
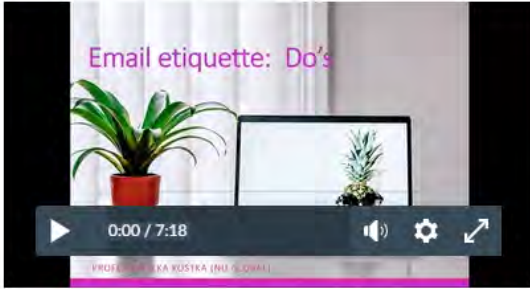
1. Watch two videos
2. Take notes
3. Complete handout

Email etiquette <sup>▲</sup>

Published Edit

Please watch the two email etiquette videos below then complete the handout and upload it here to Canvas. You must write in your own words for full credit and not write down exactly what you hear.

[Email etiquette handout.docx](#) ↓

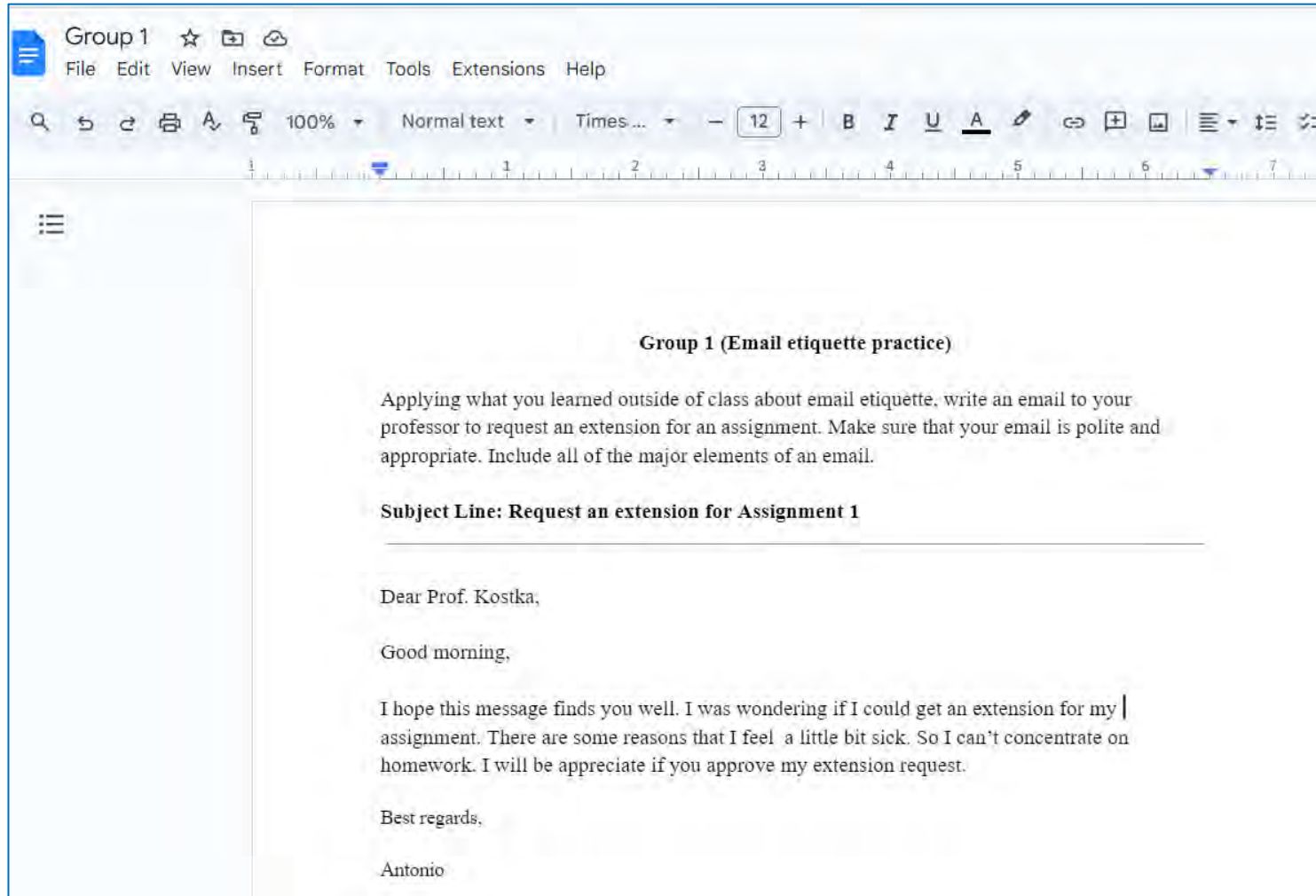


Name: \_\_\_\_\_  
Email etiquette

Please watch the two videos provided in Canvas and complete the following questions using your own words. You cannot copy exactly what you hear.

- 1) What are the major parts of an email? List them below and include a brief description of each.
- 2) When should students say their name and introduce themselves in an email?
- 3) Name three different greetings for an email.
- 4) Name two phrases that you can use to make a polite request.
- 5) Students should not “disclose (share) too much” in an email. What does this mean?
- 6) What are polite ways to address a professor? In other words, what titles should you use?

# In class: collaborative writing



The screenshot shows a Microsoft Word document titled "Group 1" with a menu bar (File, Edit, View, Insert, Format, Tools, Extensions, Help) and a ribbon with various formatting options. The document content is as follows:

**Group 1 (Email etiquette practice)**

Applying what you learned outside of class about email etiquette, write an email to your professor to request an extension for an assignment. Make sure that your email is polite and appropriate. Include all of the major elements of an email.

**Subject Line: Request an extension for Assignment 1**

---

Dear Prof. Kostka,

Good morning,

I hope this message finds you well. I was wondering if I could get an extension for my assignment. There are some reasons that I feel a little bit sick. So I can't concentrate on homework. I will be appreciate if you approve my extension request.

Best regards,

Antonio

## Scenarios

- Request an extension
- Ask for a recommendation letter
- Request an excused absence due to illness

# Analysis of ChatGPT output

Sardinha (2024):  
significant differences  
between AI-generated  
and human-authored  
texts

Subject: Request for Extension on C&C Assignment Due Date

Dear Professor Kostka,

I hope this email finds you well. I am writing to respectfully request a three-hour extension for the upcoming C&C assignment due on [Assignment Due Date]. I deeply appreciate your understanding and flexibility in considering my request.

As much as I value meeting assignment deadlines promptly, unforeseen challenges have arisen that are impacting my ability to complete the assignment on time. I have encountered unexpected technical difficulties that have significantly hindered my progress. Additionally, the complexity of the assignment has required more time than initially anticipated.

In light of these challenges, I kindly request your indulgence in granting me a brief extension of three hours to ensure that I can deliver an assignment that meets the high standards of our course. I am committed to producing quality work and understand the importance of adhering to academic deadlines.

To assure you of my dedication, I have already sought assistance from our course materials and made arrangements to overcome the technical issues I am facing. I am confident that with the extra time, I can provide a more comprehensive and well-thought-out submission.

I am grateful for your understanding and support in this matter and would greatly appreciate any guidance or recommendations you may have concerning the assignment. If you are able to grant this extension, I will ensure that the revised deadline is met and that the quality of my work is not compromised.

Thank you for considering my request. I eagerly await your response and am available to provide any additional information or clarification if necessary.

Sincerely,

[Your Full Name]  
[Your Student ID]  
[Your Contact Information]

12:05 PM Sep 11

There's too much detail and it's too long

12:13 PM Sep 11

Everyday use does not use this usage, it is not a way of communication between students and professors.

12:08 PM Sep 11

This sentence is too formal.

12:08 PM Sep 11

don't have to say

12:11 PM Sep 11

not necessary, it's too much.

12:14 PM Sep 11

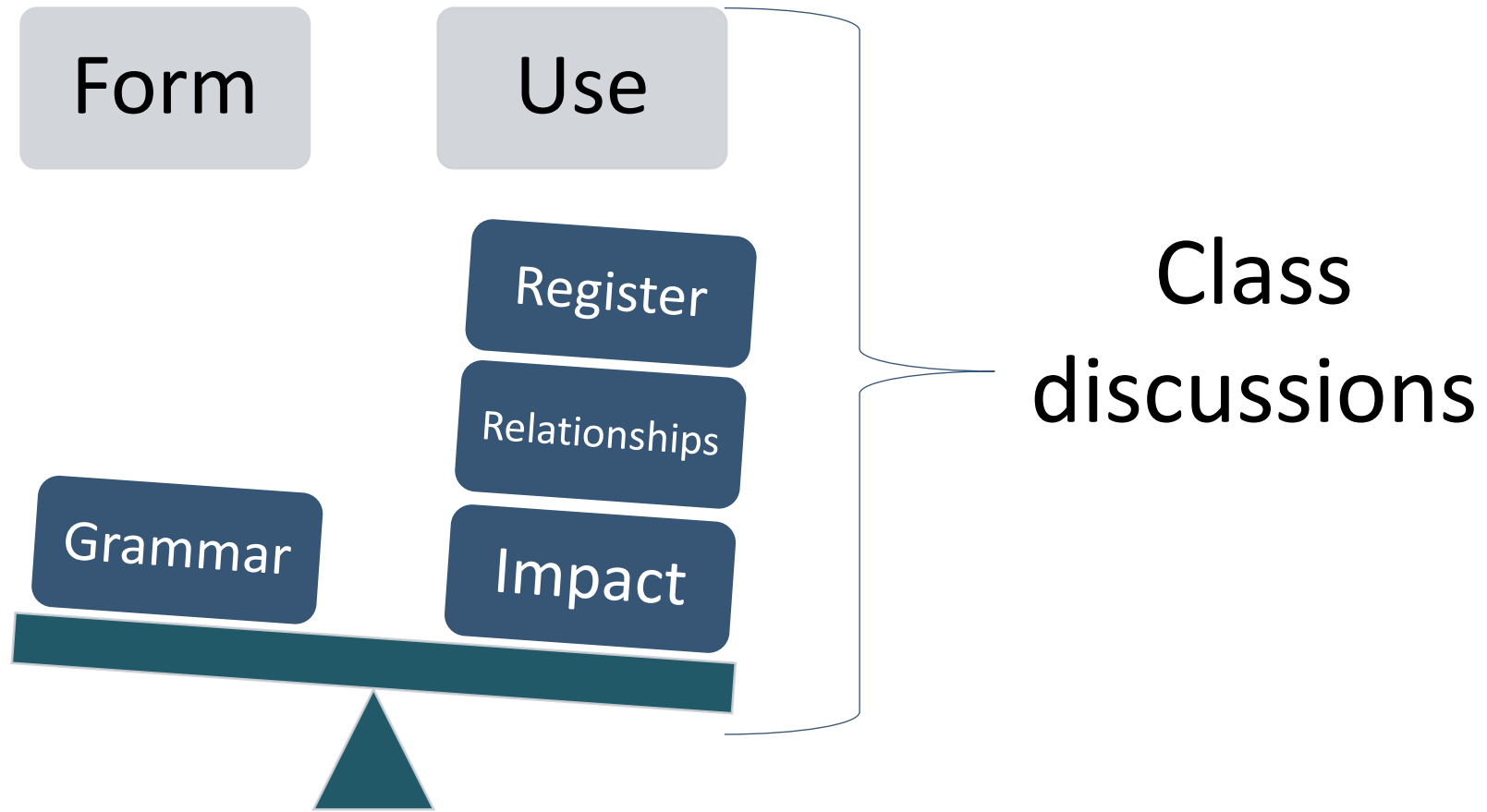
Good ending, make the whole email completed and polite

12:13 PM Sep 11

more accurately, Great!

12:12 PM Sep 11

This is necessary in the mail





The background of the slide is a light blue color with a repeating pattern of speech bubbles. Each speech bubble is a different color (orange, yellow, pink, white) and contains a dark blue question mark. The bubbles are scattered across the entire page.

# What do students say?

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Fall 2023

# Student feedback

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“It can help us get some answers faster and **make the class more efficient.**”

“ChatGPT provides detailed and clear answers to the students, which **enhance students’ understanding on the class content.**”

# Student feedback

---

“I feel like it should be used as a **tool instead of seen as a threat**. It does not work for personal, critical thinking responses but it is a quick way of research and idea organization.”

# Student feedback

---

It's efficient enough to give us quick answers,  
but it's **up to us to judge its accuracy**. Its  
answers are not 100% valid.”

A woman with blonde hair and glasses, wearing a light-colored patterned blouse and dark trousers, stands in a bright room with large windows. She is holding a small object in her right hand and gesturing with her left. In the foreground, several people are seated, looking towards her. The room is well-lit, and the windows show a view of a city building.

# Impromptu speaking

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Spring 2024



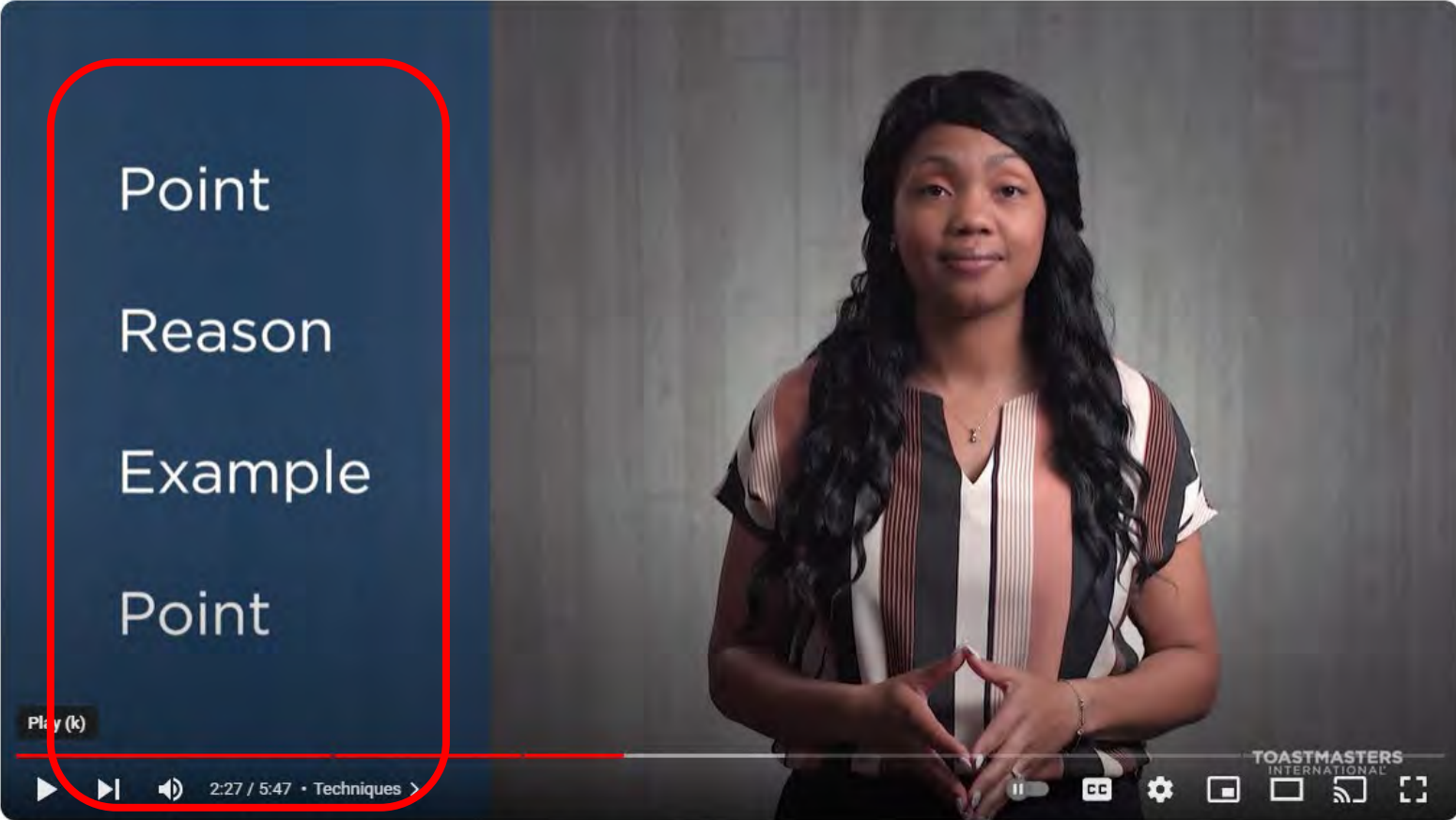
# Objectives & rationale

---

- Identify principles of PREP method
- Apply PREP method to deliver an impromptu speech in class
- *Not* draw from schema about the topic
- Enhance students':
  - Creativity
  - Critical thinking

# Outside of class

---




Point  
Reason  
Example  
Point



Play (k)

2:27 / 5:47 • Techniques >

TOASTMASTERS INTERNATIONAL

Impromptu Speaking: How to Get Better at Speaking on the Spot

 Toastmasters International  
287K subscribers [Subscribe](#)

 1K  [Share](#) [Download](#) [Clip](#) [...](#)

# In class

---

- Short quiz

Name: \_\_\_\_\_

Quiz (Impromptu speaking)

Please clearly circle the correct answer.

**In what order should you address the pros and cons of an issue when using the pros vs. cons method?**

- a. Cons first, then pros
- b. Pros first, then cons
- c. Cons only
- d. Pros only

**What is recommended if you find yourself rambling during an impromptu speech?**

- a. Keep talking until you find your point
- b. Ignore the audience's reactions
- c. Pause and take a moment to draft an outline
- d. Change the topic quickly

**What is the purpose of the "Action" part in the STAR format during an interview scenario?**

- a. To provide a brief summary of the situation.
- b. To emphasize the result you achieved.
- c. To showcase thought process and actions taken.
- d. To list all the people involved in the task.

# In class: Review slide

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## Review: PREP technique

- **P** (point)
- **R** (reason for your point)
- **E** (examples)
- **P** (point again to conclude)

- Prevent rambling
- Help you organize ideas
- Increase the coherence of your speech

# In-class application

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## To do

- Come to the front
- Look at the image and plan your speech (30 seconds)
- Describe your image using the PREP method



# In class

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Key words:

*flamingo*  
*pancakes*



# In class

---



Key words:

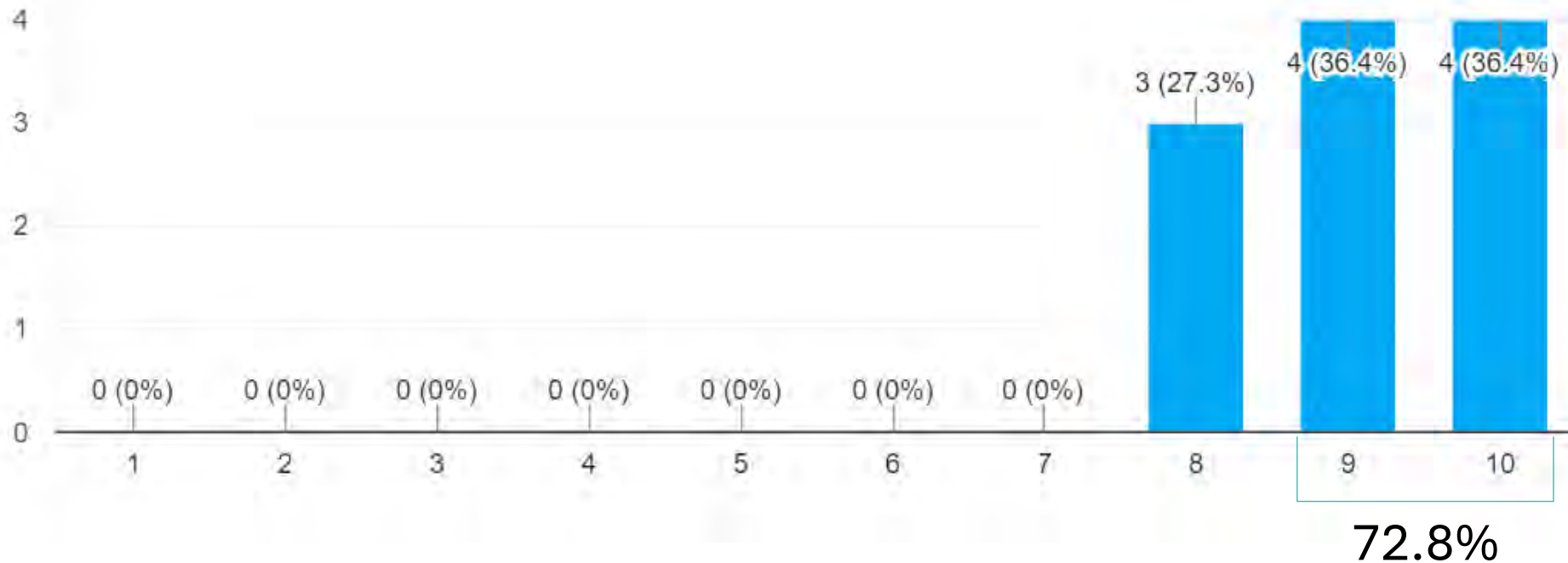
*karaoke*

*microphone*

# Student feedback

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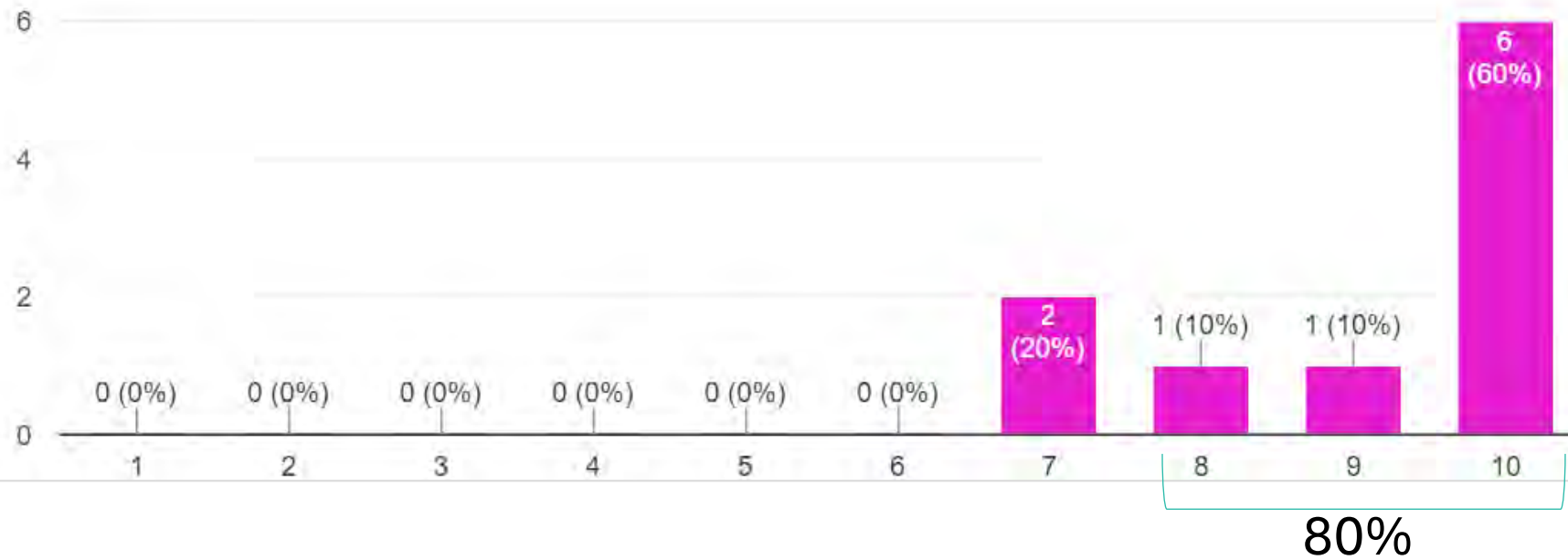
Rate the usefulness of today's exercise in impromptu speaking (i.e., describing AI images).



# Student feedback

---

Rate the usefulness of today's exercise in impromptu speaking (i.e., describing AI images).



# My reflections

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## What worked well

- Co-planning
- DALL-E
  - Customizing images
- Scaffolds
  - Timer
  - “Cheat sheet”
- Audience participation
  - Think while listening
- Students had *fun*
  - Effective for critical thinking and quick decision making

## What could be improved

- Practice an image together





## Discussion break

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- Which of these activities could work in your teaching setting?
- What are some adaptations you could make?

# Now what?

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# Recommendations

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# #1: Learn and upskill

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- Online resources
- Webinars
- Literature
- Blogs
- Scholarship
- YouTube videos
- LinkedIn



AI in the classroom (interview series)

Stanford University

**CRAFT**  
AI LITERACY RESOURCES

## #2: Collaborate and share

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Research

Teaching  
ideas

Activities &  
lessons

Discussions

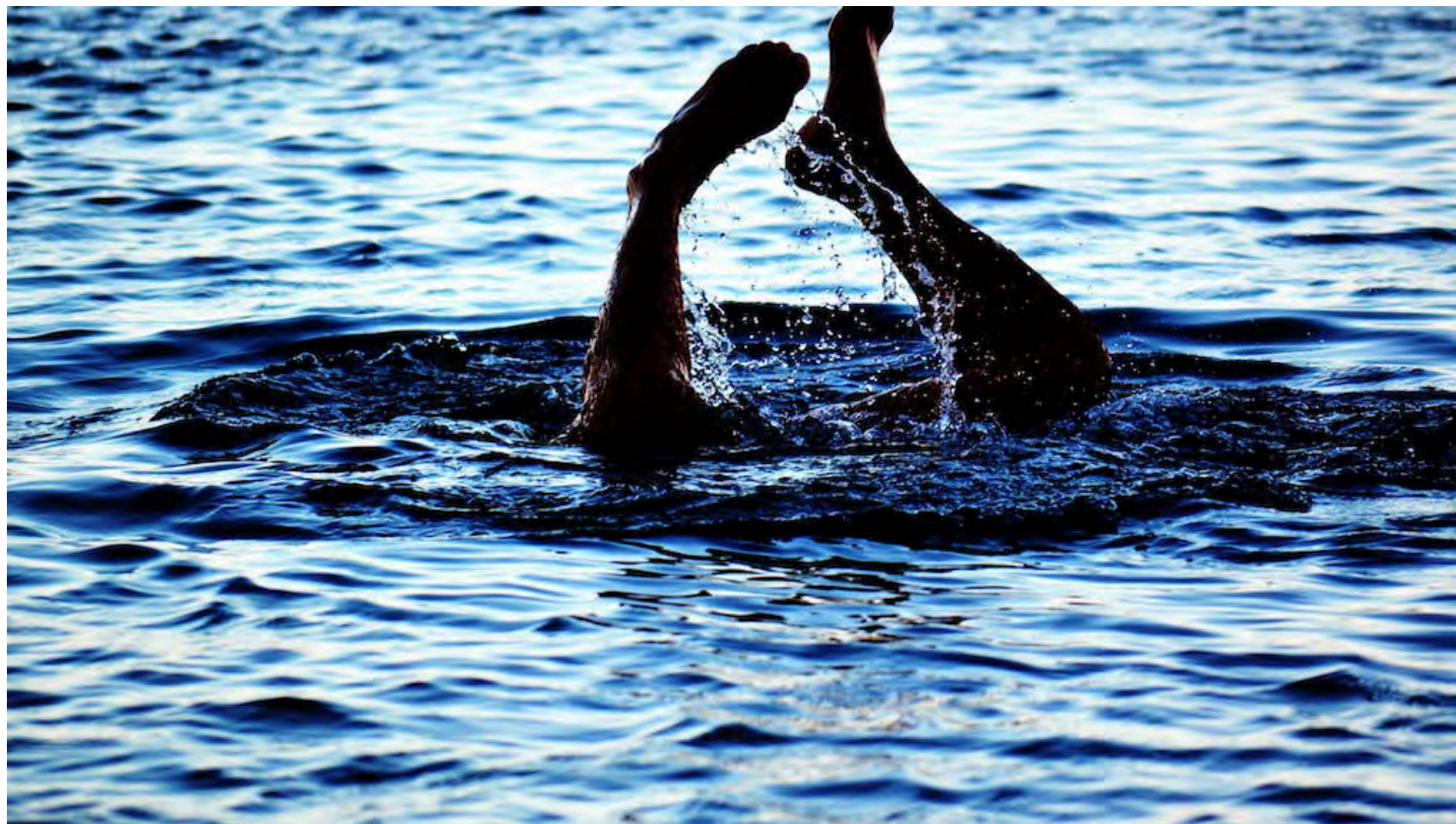
Exchanging  
resources

Presentations



# #3: Dive in

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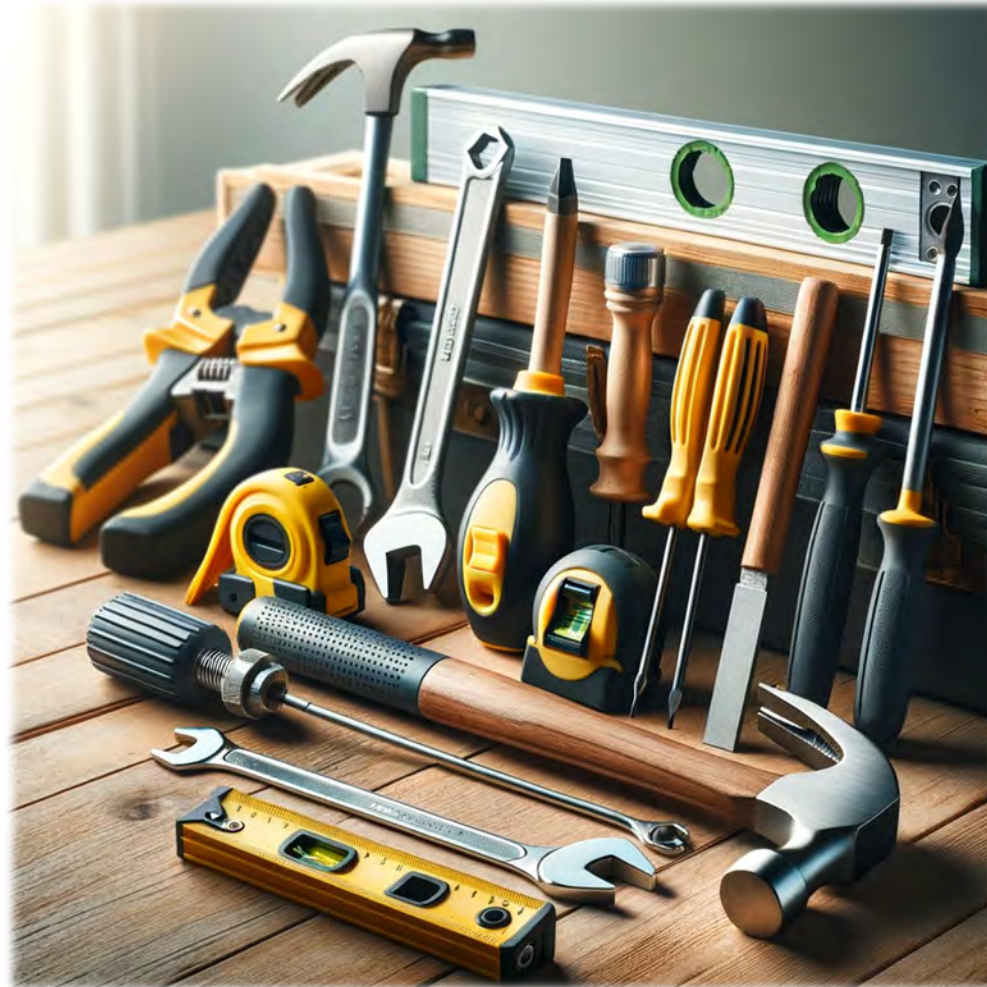
“The only bad way to react to AI is to pretend it doesn’t change anything.” (Prof. Ethan Mollick, UPenn)





# Future of GenAI in language education?

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slido



Think about the word you shared about your feelings towards AI in language education. Has your feeling changed? Why or why not?

ⓘ Start presenting to display the poll results on this slide.

# Padlet

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- **Three** takeaways
- **Two** questions
- **One** topic you'd like to continue exploring

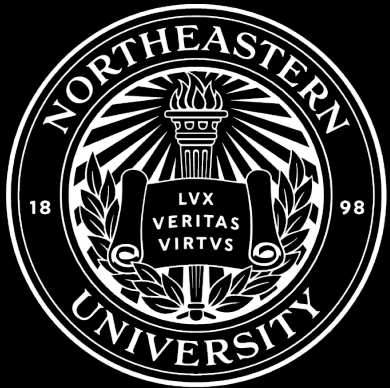




Thank you

[i.kostka@northeastern.edu](mailto:i.kostka@northeastern.edu)

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Northeastern  
University

