

Flowchase — “A Beginner's Guide to Implementing AI in EFL Teaching: Practical Examples for Educators”

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Preface

Hey there! I'm Robin.

I've been on an exciting journey of creating my own digital tool for language learning over the past few years (Flowchase). Along the way, I've had the pleasure of meeting so many incredible English teachers who are using technology to make their classes more engaging.

During my interactions, I couldn't help but notice the lack of knowledge exchange within our community. I mean, we've got all these amazing tools and practices, but not enough sharing and collaboration. I get it, though. As language teachers, you've got your hands full taking care of your learners, and it's a full-time gig that leaves little room for training and continuous professional development.

Together, we can advance our field and enhance the learning experience for countless learners, which is why I wanted to share my findings with the world.

That's why, I've started this this e-Book. So go ahead and dive right in! Feel free to share it far and wide.

We genuinely hope that the ideas and insights gathered in this e-Book will add a dose of fun and effectiveness to your teaching journey.

Stay updated on our latest events by visiting <https://www.flowchase.app>.

Wishing you all a wonderful experience of learning and teaching!

What is Artificial Intelligence?

There are all sorts of fancy specializations in artificial intelligence. Things are moving at lightning speed these days! But we don't have to become total experts.

Our main goal as teachers and learners is to gain just enough AI literacy to make sense of what exists and how we can use it to enhance and facilitate pedagogy. In this section, I hope to set the scene and help you understand basic concepts around AI.

AI, or artificial intelligence, can be defined as a field of study within computer science that focuses on the development and implementation of theories, techniques, and algorithms aimed at creating machines capable of simulating human intelligence.

It involves the study of knowledge processing, human reasoning, and the reproduction of these cognitive processes in machines.

AI encompasses concepts such as machine learning, deep learning, and autonomous decision-making, with the ultimate goal of enabling machines to perform tasks typically associated with human intelligence.

What makes these recent years so important?

AI has become increasingly important recently due to several key factors. First and foremost, the advancement of hardware capabilities and computing power has opened up new possibilities for AI applications. With more powerful processors and specialized hardware like GPUs, AI algorithms can now process vast amounts of data and perform complex computations at a much faster rate.

The availability of "big data" has also played a significant role in the importance of AI. The digital era has generated massive amounts of data, and AI algorithms thrive on data. With access to large and diverse data sets, AI systems can learn patterns, make accurate predictions, and provide valuable insights across various domains.

Moreover, important discoveries have been made in deep learning models and techniques. These breakthroughs have revolutionized AI by enabling more sophisticated and effective learning methods. Supervised and unsupervised learning techniques, among others, have paved the way for AI systems to extract meaningful information from data, understand complex patterns, and make autonomous decisions.

In summary, the convergence of improved hardware capabilities, the availability of big data, and advancements in deep learning models and techniques has propelled the importance of AI in recent times. Its ability to process data, extract insights, and automate tasks has the potential to transform industries, improve efficiency, and enhance our daily lives.



As a next step, we recommend:

- Watching this interview video of Geoffrey Hinton "**Godfather of artificial intelligence**" talks impact and potential of AI: <https://www.youtube.com/watch?v=qpoRO378qRY>
- Reading this article from Ecole Branchée: <https://ecolebranchee.com/dossier-demystifier-intelligence-artificielle-education/>
- If you are interested in getting a certification on LLMs, Coursera has a free online course on Large Language Models: <https://www.coursera.org/learn/introduction-to-large-language-models>.
- Looking for a comprehensive list of all AI tools available today? <https://theresanaiforthat.com/>

Promoting ethical guidelines and inclusive education with AI recommendations



Key points:

- UNESCO Recommendation on the Ethics of Artificial Intelligence highlights the need for international normative guidelines that prioritize human rights, inclusion, transparency, accountability, and sustainability in AI development and deployment.
- In education, UNESCO encourages research initiatives on responsible AI use, advocates for teacher participation, and emphasizes the importance of empowering students and teachers while recognizing the value of traditional education methods.
- Peter Stone, a computer science professor, emphasizes the importance of educating students in adaptability, continuous learning, and technological literacy.
- The British Council acknowledges the potential of AI in language learning but emphasizes the continued importance of teachers. They recommend teacher training and professional development to effectively utilize AI tools.
- Amber Olivier raises concerns about AI exacerbating existing inequities, emphasizing the need to prevent AI from widening educational disparities.

You can download the British Council's last report here:

- https://mktgfiles.britishcouncil.org/hubfs/FoE_Research_Summary_single_page_for_download_revisedV2.pdf (14 roundtables took place online using Microsoft Teams as a digital forum and aimed to elicit regional and national oversight of English language trends and policy).

According to the [UNESCO Recommendation on the Ethics of Artificial Intelligence \(2021\)](#), it is crucial to establish international normative guidelines for the development and deployment of AI that prioritize human rights, inclusion, transparency, accountability, and sustainability. The Recommendation emphasizes the following key points:

"The purpose of the Recommendation on the Ethics of Artificial Intelligence is to provide international normative guidelines for the development and deployment of AI that are grounded in human rights, inclusion, transparency, accountability, and sustainability. The recommendation aims to ensure that AI is designed and used in ways that benefit all individuals and societies while minimizing potential risks and harms."

In the context of education, the UNESCO recommendation encourages Member States to promote research initiatives on responsible and ethical use of AI technologies in teaching and learning. The recommendation suggests that teachers participate in such initiatives to better understand AI elements and their implications in education. It highlights the importance of empowering students and teachers through AI technologies while acknowledging the value of traditional forms of education. Teachers are encouraged to explore the integration of AI technologies in their teaching practices to enhance student learning outcomes and to engage in professional development opportunities related to AI concepts and applications in education.

Peter Stone, a computer science professor at the University of Texas at Austin, emphasizes the need to educate students in adaptability, continuous learning, and technological literacy.

We now need to be educating our students to be able to be flexible, to be able to retrain themselves, to be able to learn how to learn because the nature of that job may change over the next few years.

In "Government Technology": <https://www.govtech.com/education/k-12/4-experts-wager-predictions-about-whats-next-in-ai-ed-tech>

The **British Council** acknowledges the potential of AI, machine learning, and auto-translate innovations to revolutionize language learning systems. However, despite the advancements in technology, [the experts the BC gathered during the recent roundtables on their project: The Future of English: Global perspectives](#), believe that **teachers will remain vital for teaching and learning English**. The British Council recommends that teacher training and continuous **professional development should include courses about technology to effectively utilize (AI) tools** and adapt to changing educational landscapes.

Amber Olivier, the managing director for the Robin Hood Learning + Technology Fund, raises concerns about AI exacerbating existing inequities. She highlights the historical pattern of major disruptions, such as computer science, being less accessible to students of color and those from disadvantaged backgrounds. Olivier states:

"If you look back at all the other major disruptions that we've had, we've done a terrible job of making sure that the way in which they roll out doesn't exacerbate the inequities that are already in our system."

In summary, the recommendations from UNESCO, the British Council, and experts in the field stress the importance of establishing ethical guidelines for AI, promoting inclusivity and transparency, supporting research and capacity building, empowering teachers and students, and addressing potential inequalities in AI implementation. These recommendations aim to ensure that AI technologies are harnessed for the benefit of all individuals and societies, while minimizing risks and promoting sustainable development.

Potential barriers to innovation in EFL teaching related to artificial intelligence tools and services



Key points:

Potential **Reactions** to Using AI Technology in the EFL Classroom:

- Concerns over job loss and degradation due to AI technology
- Fear of competition and skill gaps with colleagues who use AI better
- Barriers to innovation and fear of change and the unknown
- Economic constraints and lack of support from educational institutions

Barriers to Using AI Technology in the EFL Classroom:

- Limited availability of AI resources specifically tailored for EFL teachers
- Time constraints for trainers to adequately train teachers on AI tools
- Insufficient interaction within the EFL teacher community for resource sharing and collaboration
- Communication gap between researchers and EFL teachers, hindering access to valuable research findings

Addressing these concerns and barriers requires:

- Providing proper training and resources for teachers
- Emphasizing the benefits of AI integration in language teaching and measure learning outcomes
- Fostering a supportive and inclusive environment for teachers to adapt and collaborate all together
- Overcoming economic constraints and improving support from educational institutions
- Ensuring accessible and user-friendly AI/digital resources for EFL teachers
- Allocating dedicated time for trainers to support teachers in incorporating AI tools
- Promoting interaction and collaboration within the EFL teacher community
- Bridging the communication gap between researchers and EFL teachers for knowledge dissemination

Potential reactions to using AI technology in the EFL classroom can be attributed to concerns over job loss and degradation, the fear of competition and skill gaps, barriers to innovation, and inadequate support and guidance for teachers.

Addressing these concerns requires providing proper training and resources, emphasizing the benefits of AI integration, and fostering a supportive and inclusive environment that encourages teachers to adapt and collaborate with AI technologies for enhanced educational outcomes.



Note: These observations are based on my own interactions with teachers, researchers, companies, and actors in EFL teaching. It is important to note that the following points represent my own perspective and opinion.

The potential **reactions** to using AI technology in the English as a Foreign Language (EFL) classroom can be explained by the following reasons:

1. Job loss and degradation: The prediction by Goldman Sachs that 300 million jobs will be lost or degraded by AI technology raises concerns among educators. The fact that 18% of work can be computerized and that white-collar workers are more at risk than manual laborers intensifies these concerns. In the United States alone, two-thirds of current jobs are exposed to some degree of AI automation. While only 7% of jobs can be fully substituted by AI, the remaining 63% will be complemented, and 30% will be unaffected. These predictions contribute to apprehension and uncertainty among teachers about the potential

impact of AI on their profession. (Goldman Sachs - Economic Research - Global Economics Analyst The Potentially Large Effects of Artificial Intelligence on Economic Growth (Briggs/Kodnani): https://www.ansa.it/documents/1680080409454_ert.pdf).

2. Skill gap: The statement by Justin Fineberg, "**You're not going to lose your job to AI. You're going to lose your job to someone who uses AI better than you,**" highlights the need for teachers to adapt and enhance their skills to remain competitive in an AI-driven environment. However, it increases the fear of being outperformed by colleagues or newcomers who are more adept at leveraging AI technology. Educators already feel pressure because of this. (<https://twitter.com/justinfineberg?lang=en>).
3. Barriers to innovation and fear: The way teachers tend to fear change and the unknown can impede the integration of AI technology and more generally, innovation, in the classroom. When faced with new technologies, individuals often resort to instinctive responses shaped by their "self-preservation mechanisms". In this context, teachers may exhibit different reactions, such as fighting against the adoption of AI and digital tools, expressing reluctance or resistance, or avoiding these tools and waiting for change to show results without interfering. Additionally, "freezing" or seeking the support of others, either through collaboration or seeking guidance, can also be observed. The last mechanism is a way to deal with the new reality, tools that learners are already using and will continue to use in the future. However, it does not come without some risks and missed opportunities. (inspired by Michaël MILLER - DANIAU presentation at Congrès UPLEGESS in Paris in June 2023).
4. Economic constraints and lack of support: The limited budget of educational institutions and the poor management of teachers also contribute to the reluctance in adopting AI technology. Limited investment in continuous training for teachers and the fear of being forced to constantly innovate without sufficient resources or support exacerbates apprehensions. Teachers may perceive the integration of AI as an additional burden or demand they need to meet somehow, without adequate time, training, or guidance to do so, leading to resistance or reluctance in embracing AI-driven educational practices. Training organizations and educational institutions must support teachers and adapt their continuous professional development programs.

The **barriers** to using AI technology in the English as a Foreign Language (EFL) classroom also include the following:

1. Limited availability of AI resources for EFL Teachers: One major barrier is the lack of accessible resources on AI tools specifically tailored for EFL teachers. Many teachers may struggle to find suitable materials, applications, or platforms that effectively integrate AI into language learning. The scarcity of comprehensive and user-friendly resources limits teachers' ability to explore and implement AI technology in their classrooms, leading to a reluctance to embrace these tools.
2. Time constraints for trainers: Time constraints pose another significant barrier to the effective use of AI technology in EFL teaching. Trainers and professional development providers often have limited time available to adequately train teachers on the usage of AI tools. Without proper training and guidance, teachers may feel overwhelmed or unsure about how to effectively incorporate AI into their instructional practices. The lack of dedicated time for trainers to support and equip teachers with the necessary skills and knowledge acts as a hindrance to the successful implementation of AI in the EFL classroom.
3. Insufficient interaction within the Teacher community: The absence of active and robust interaction within the EFL teacher community regarding the sharing of resources, results, and experiences related to AI technology further contributes to the barriers. When teachers have limited opportunities to exchange knowledge, best practices, and lessons learned from using AI tools, they miss out on valuable insights and support. Establishing platforms, forums, or networks that facilitate meaningful collaboration and resource sharing among teachers can help overcome this barrier and promote the effective adoption of AI in EFL education (and that's why we're writing this eBook!).
4. Communication gap between research and teachers: The lack of effective communication channels between researchers in applied linguistics and pedagogical science and EFL teachers is a significant barrier. Valuable research findings and insights related to the use of AI technology in language teaching may not reach teachers in a timely and accessible manner. Bridging this communication gap by disseminating research findings through teacher-friendly channels, such as conferences, journals, or online platforms, can empower teachers with evidence-based knowledge and help them make informed decisions regarding the integration of AI tools in the EFL classroom.

Addressing these barriers requires collaborative efforts from educational institutions, curriculum developers, teacher trainers, and researchers. Investing in the creation of comprehensive and user-friendly AI resources for EFL teachers, allocating sufficient time for trainers to deliver effective professional development, fostering a supportive teacher community for resource sharing and collaboration, and improving the communication channels between researchers and teachers can collectively overcome these barriers and promote the successful integration of AI technology in the EFL classroom.



“Sustaining” innovations with teachers and by teachers: AI tools and services for EFL teaching practices



Key points:

- Reasons to incorporate AI tools in EFL teaching:
 1. Increased learner engagement
 2. Integration of specific skills and strategies
 3. Alignment with learners' technology usage
 4. Enhancing inclusive practices and collaboration
- By embracing AI tools, EFL teachers can address challenges, improve engagement, cater to diverse needs, and create effective and engaging language learning experiences.

Why should we do it?

After summarizing all the potential issues and reasons affecting the choice to integrate digital technologies and AI tools in EFL teaching practices, you might ask yourself, "Why should I spend my time and effort looking for tools?" We understand your concern, and we believe that innovation should follow a step-by-step method with multiple iterations.

As teachers have done in the past with other tools, AI tools and services should be considered as our new calculators, dictionaries, corpora, Google, or DeepLs, ... They can assist you in different ways depending on the teaching goals you want to achieve.

So... Why should we incorporate AI tools into teaching?

Here are the main arguments I have heard so far when discussing this with teachers:

- Learners are less engaged
- Some specific skills and strategies are hard to incorporate with traditional learning practices and technology can help
- AI tools are already used by learners and teaching them to use it the right way is key for their learning journey and their future
- Improve teaching materials can lead to better inclusive practices in the EFL classrooms

Here are the main reasons why teachers should still consider experimenting with new strategies in their EFL teaching practices:

1. **Increased learner engagement:** Integrating AI tools can help address the challenge of learner engagement. By incorporating interactive and personalized learning experiences, these tools have the potential to captivate students' interest and motivation. Through gamification, adaptive learning algorithms, or virtual reality applications, teachers can create more immersive and engaging language learning environments.
2. **Integration of specific skills and strategies:** Traditional learning practices may sometimes struggle to effectively incorporate specific skills and strategies required in language learning, such as pronunciation practice, grammar reinforcement, or vocabulary expansion. AI tools can provide targeted exercises, instant feedback, and adaptive content to address these specific areas, enabling students to develop their language skills more efficiently.
3. **Alignment with learners' technology usage:** AI tools are already widely used by learners outside the classroom. Teaching students how to use these tools effectively and responsibly can be key to their learning journey. By incorporating AI tools in the classroom, teachers bridge the gap between students' digital lives and their educational experiences, fostering digital literacy and empowering learners to utilize technology as a valuable language learning resource.
4. **Enhancing inclusive practices and collaboration:** AI tools offer opportunities to create inclusive learning environments by accommodating diverse learner needs. Through adaptive technologies, real-time translation, or speech recognition, students with varying learning styles, abilities, or linguistic backgrounds can access personalized support. Moreover, collaborative features in AI tools facilitate interaction and cooperation among students, promoting peer learning and communication skills development.

By embracing the potential of AI tools, EFL teachers can address common challenges in language education and open up new possibilities for effective and engaging instruction. It is important to approach innovation with a mindset of experimentation, gradually integrating AI tools that align with pedagogical goals and cater to the diverse needs of learners. Through continuous exploration and reflection, teachers can refine their teaching practices and create meaningful learning experiences that leverage the benefits of AI technology in the EFL classroom.

Sustainable innovation *with* teachers and *by* teachers



Key points:

AI tools can be used now and in the future in EFL teaching to:

1. Engage learners in autonomous and personalized learning.
2. Foster collaboration and creativity.
3. Develop critical AI and digital literacy.
4. Aid in planning and sequencing teaching.
5. Generate learning content and assets.
6. Facilitate formative and summative evaluation.

AI tools can be applied to education and EFL teaching in a variety of ways due to the numerous branches of AI that exist. Some AI services are specifically designed by researchers and companies for EFL teaching purposes, while others offer general tools and services that can be adapted for educational use across different contexts.

The use of AI tools in EFL teaching can serve several goals:

1. **Engaging learners in autonomous and personalized Learning:** AI tools can provide new types of activities and resources that cater to individual learner needs. Through adaptive learning algorithms and personalized recommendations, teachers can create engaging and tailored learning experiences that promote autonomy and self-paced progress.
2. **Fostering collaboration and creativity:** AI tools offer opportunities for learners to collaborate on creative projects. Whether through virtual collaboration platforms, language exchange applications, or AI-generated content creation, learners can engage in collaborative tasks that enhance their communication skills and foster creativity.
3. **Developing critical AI and digital literacy:** EFL teachers can use AI tools to teach learners about the benefits and limitations of utilizing AI in their language learning journey. By exploring how AI tools can be used, adapted, and even challenged, students develop critical thinking skills and a deeper understanding of the role of technology in their education.
4. **Planning and sequencing EFL teaching:** AI tools can assist teachers in preparing and planning EFL teaching sequences based on the specific needs of their learners and the context in which they teach. By leveraging AI-generated insights and data analytics, teachers can gain time and create more effective and targeted instructional strategies.
5. **Generating learning content and assets:** AI tools can help teachers generate learning content and learning assets for various purposes. From creating handouts and materials to designing personalized teaching strategies and inclusive courses, AI can support teachers in developing high-quality resources that cater to diverse learner needs.
6. **Facilitating formative and summative evaluation:** AI tools can streamline the evaluation process in EFL teaching. By automating certain assessment tasks, such as language proficiency tests or providing real-time feedback on writing assignments, teachers can focus more on individualized instruction and provide timely support to learners.

By leveraging the potential of AI tools, EFL teachers can enhance their teaching practices, promote learner engagement and autonomy, and create more personalized and inclusive learning environments. It is crucial for teachers to explore and evaluate AI tools within the context of their specific teaching goals and the needs of their learners, ensuring that the integration of technology aligns with pedagogical principles and enhances the overall learning experience.



Teacher's attitude towards AI technologies

In order to evaluate the integration of digital tools and AI services in teaching practices, teachers should follow a methodology towards technology and actively share their findings. Here are four recommended steps:

1. Formulate accurate assumptions and pose relevant questions.
2. Allocate dedicated time for collecting feedback from learners.
3. Identify and assess learning outcomes and satisfaction levels.
4. Iterate based on insights gained and share conclusions.

Teachers should have access to appropriate tools and receive support from instructional designers, learning labs or UX designers to implement these steps effectively.

Formulate accurate assumptions and pose relevant questions

In light of the concerns raised by [Paul LeBlanc](#) regarding the use of technology in education, particularly in relation to college application essays and academic honesty policies, it is important for EFL teachers to adopt a thoughtful and strategic posture. While immediate questions about trust and policy enforcement are valid, they represent a narrow perspective on the larger issues at hand (Paul LeBlanc. (2023). We're Asking the Wrong Questions About AI, Inside Higher Ed, Retrieved from <https://www.insidehighered.com/views/2023/03/13/higher-ed-must-get-ahead-ai-paradigm-shift-opinion>).

As educators, we must grapple with more significant questions that arise from the presence of technology in the classroom. One such question revolves around the role of knowledge in an era where information is readily available. Traditionally, a key aspect of our work has been to ensure that students acquire the necessary knowledge in their respective disciplines. However, with the advent of tools like ChatGPT, we may need to shift our focus towards competency-based models of education. In this context, the critical inquiry becomes what students can do with the knowledge they possess rather than just acquiring knowledge itself.

Furthermore, if algorithms are increasingly performing basic cognitive tasks, it prompts us to reconsider the levels of cognitive ability expected from our students. As technology becomes a collaborative "cobot" in the learning process, we must explore ways to raise the cognitive bar across various fields. This entails teaching students not only how to leverage their algorithmic power effectively but also how to navigate and interpret the outputs generated by these tools.

To approach these questions, EFL teachers should adopt a proactive stance by exploring the possibilities and implications of leveraging technology in their teaching practices. Rather than being solely preoccupied with trust and enforcement, it is crucial to inquire about the transformative potential of technology in enhancing students' learning experiences.

By asking the right questions and engaging in ongoing dialogue with colleagues, researchers, and educational communities, teachers can navigate the evolving landscape of education and seize the opportunities presented by technological advancements. This proactive approach allows for the development of innovative teaching strategies that empower students to become critical thinkers, problem solvers, and effective users of technology in an ever-changing world.

Hype vs. Substance: Measure the impact on learning outcomes on a regular basis (more data-driven strategies)

When considering impactful teaching strategies in the context of emerging technologies, it becomes essential for educators to **distinguish between substance and hype**. With the rapid advancements in artificial intelligence (AI), schools face the challenge of staying on top of the latest developments while ensuring they **separate the genuine value from exaggerated claims**.

According to [Michael Horn](#), an important theme underlying new technologies is empowerment. These tools have the potential to provide students with greater control over their learning experiences, enabling them to create content and progress at their own pace. Simultaneously, these technologies can alleviate teachers' workload by automating certain tasks, freeing up time for more meaningful interactions with students. For instance, in the realm of EFL teaching, AI-powered tools can generate content quickly, providing an additional resource for teachers to facilitate discussions and foster language development.

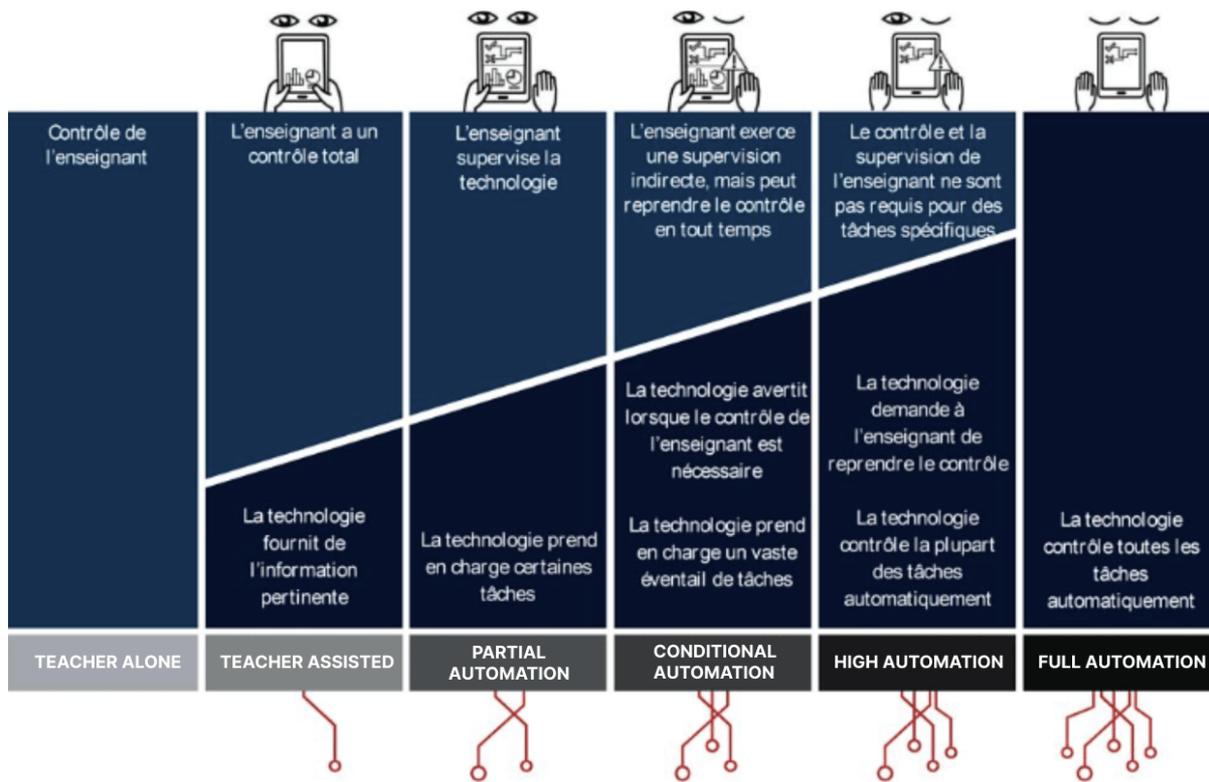
[Nancy Blair Black](#) emphasizes the importance of awareness when it comes to AI in classrooms. As educators become more cognizant of the presence of AI technologies, it is crucial to remain focused on the right educational goals rather than blindly incorporating new tools for the sake of it. **Instead of asking how to plug in a new technology, the question should be how available technology can help achieve specific educational objectives**. By aligning the educational goals with suitable technology, teachers can avoid falling prey to hype and ensure that the integration of AI tools serves a purpose beyond novelty.

To separate substance from hype, educators should maintain a critical mindset and assess the potential impact of new technologies on teaching and learning. It is important to evaluate how these tools align with educational objectives and enhance student engagement, autonomy, and achievement. **Engaging in ongoing professional development, collaborating with colleagues, and staying informed about research and best practices can help educators make informed decisions about leveraging emerging technologies effectively**.

By focusing on educational goals and pedagogical effectiveness, rather than merely being swayed by the allure of AI, teachers can leverage these tools as means to support and enhance their instructional practices. **The key lies in remaining attentive to students' needs, utilizing technology purposefully, and continuously evaluating the impact on learning outcomes**. By embracing a discerning approach, educators can ensure that substance prevails over hype and that technology serves as a valuable tool in achieving meaningful educational goals.

Models of Task Supervision for Evaluating Technology in EFL Teaching

In evaluating a technology or tool used in the EFL teaching context, teachers can assess specific criteria based on the six models of task supervision. These models, described in the chapter by [Anne Horvers and Inge Molenaar at the Adaptive Learning Lab](#), outline the roles of AI, teachers, and learners in personalized learning. They demonstrate the extent to which blended solutions combine the strengths of human and artificial intelligence to facilitate personalized learning.



Anne Horvers et Inge Molenaar, Adaptive Learning Lab

Inge Molenaar. (2022). Personnalisation de l'apprentissage : Vers une forme hybride des technologies d'apprentissage combinant l'humain et l'IA, Perspectives de l'OCDE sur l'éducation numérique 2021 : Repousser les frontières avec l'IA, la blockchain et les robots, Chapitre 3, Retrieved from https://www.oecd-ilibrary.org/education/perspectives-de-l-ocde-sur-l-education-numerique-2021_d5fe6bd0-fr

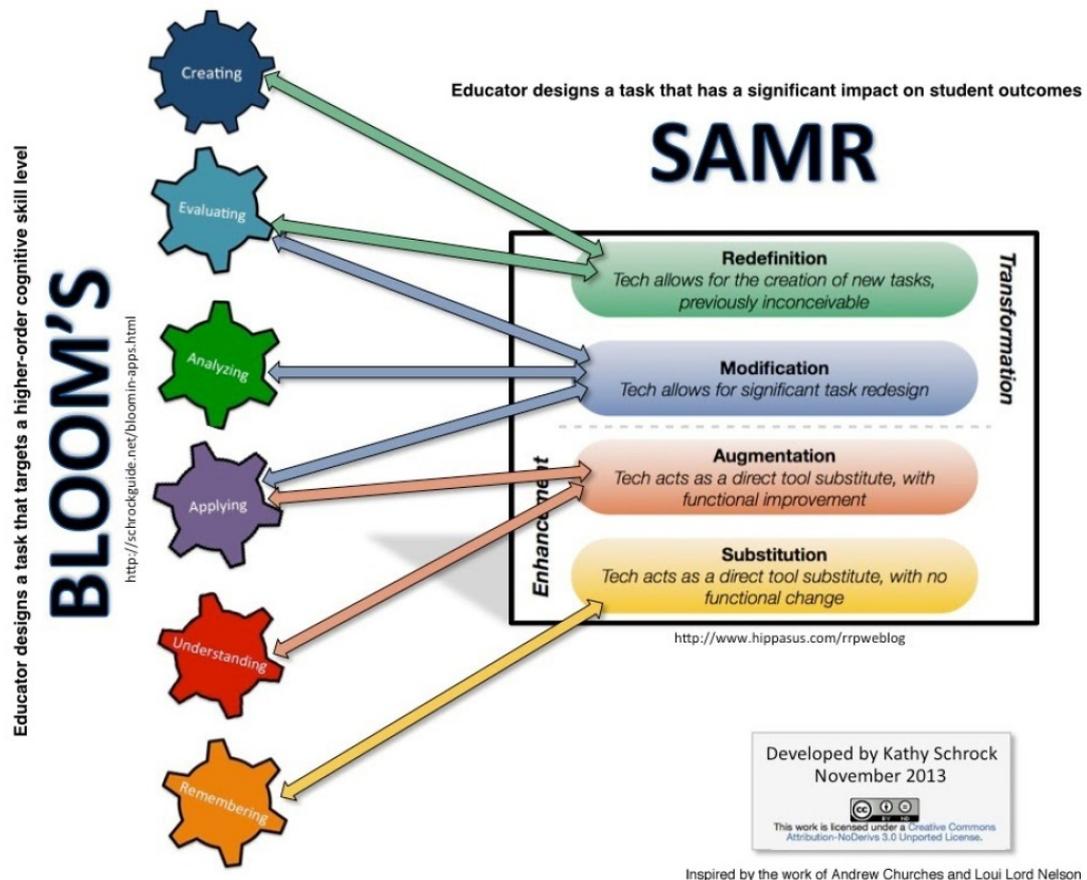
- Teacher Alone Model:** In this model, the teacher operates independently without the use of technology. Traditional teaching methods are predominantly employed, and the focus is on teacher-led instruction and assessment.
- Teacher Assisted Model:** The teacher retains full control while the technology provides relevant information and resources to enhance teaching and learning. The technology acts as an assistant, offering insights or feedback that support the teacher's instructional practices.
- Partial Automation Model:** In this model, the teacher supervises the technology, which takes on certain learning tasks directly with the learner. The technology supports specific aspects of the learning process while the teacher maintains oversight and guides the overall learning experience.
- Conditional Automation Model:** The teacher exercises indirect supervision, but can regain control at any time. The technology alerts the teacher when their intervention is necessary, and it can handle a wide range of tasks independently. The teacher's role includes monitoring and intervening when required.
- High Automation Model:** In this model, the technology does not require continuous teacher supervision for specific tasks. Instead, the technology prompts the teacher to intervene when necessary, while it autonomously controls most of the learning tasks. The teacher focuses on providing higher-level guidance and support.
- Full Automation Model:** In this model, the technology controls all learning tasks automatically, without requiring direct teacher involvement. The teacher's role shifts to facilitating and overseeing the overall learning environment.

To identify which model a specific tool or service follows in a given context, teachers can consider the level of control they have over the learning process, the extent of teacher guidance required, and the technology's capacity for automation and adaptability. By analyzing these factors, teachers can determine the model that aligns with the tool or service being used. Additionally, they should examine how the technology integrates with their teaching approach, the level of autonomy it offers learners, and its ability to provide personalized feedback and support. This evaluation will help teachers make informed decisions about the suitability of the technology in enhancing their EFL teaching practices.

Enhancing Technology Integration in EFL Teaching: The SAMR Model for Transformation

The SAMR model, developed by [Ruben R. Puentedura](#), Ph.D. in 2010, is a framework that helps educators understand and improve the integration of technology in education, specifically in the context of EFL teaching. **SAMR** stands for **Substitution**,

Augmentation, Modification, and Redefinition, representing different levels of technology integration.



Substitution refers to using technology as a direct replacement for a traditional tool without any significant changes in the task. For example, instead of writing with a pen and paper, students may use word processing software to present information. The function remains the same, but the tool is substituted with technology.

Augmentation takes technology integration a step further by extending or enhancing the learning experience. An example would be using digital timelines or maps to visually represent information that was originally presented as a chronological list. Augmentation adds value and improves the learning process without fundamentally changing the task.

Modification involves a noticeable shift in the learning task through the introduction of interactive elements facilitated by technology. This may include collaborative tools like Google Docs, where students work together and provide feedback to complete assignments. Modification reorganizes the task and incorporates new ways of engagement and participation.

Redefinition is the highest level of technology integration in the SAMR model. It transforms the learning task, allowing learners to pursue new directions and create meaningful outcomes. An example could be setting up a language exchange between a English class in Spain and a Spanish class in the United States using a Padlet format. This task enables cultural exchange and provides unique learning opportunities that would not be possible without the application of technology.

The SAMR model emphasizes that Modification and Redefinition represent a transformative process in education, altering the learning experience and potentially leading to new learning outcomes.

By applying the SAMR model to their EFL teaching context, educators can assess the level of technology integration in their instructional practices. They can start by identifying tasks that fall under Substitution, and then consider ways to move towards Augmentation, Modification, and eventually Redefinition. **The goal is to gradually shift towards transformative use of technology, where it enhances student engagement, collaboration, critical thinking, and creativity.**

15 indicators to evaluate the usefulness, usability and acceptability of a digital tool

[Juliette Renaud](#), a researcher in didactics, has designed a methodological framework of 15 indicators that help assess the usefulness, usability, and acceptability of digital learning tools.

In the methodology used by Juliette Renaud, the Design-based research approach is applied. This approach emphasizes the collaboration between researchers and practitioners, in this case, didactic designers and teachers. The goal is to create and

improve educational tools through an iterative and participatory process. By combining disciplinary didactics and ergonomics, the design process focuses on enhancing teaching practices and student learning outcomes.

The Design-based research methodology involves multiple stages. It begins with the identification of a research question or problem related to the design and improvement of educational tools. Researchers and practitioners work together to conceptualize and develop the initial version of the tool.

The tool is then tested and implemented in real educational settings, allowing for data collection and observation of its usage and effects. Feedback from teachers and other stakeholders is gathered to evaluate the usefulness, usability, and acceptability of the tool. This feedback is analyzed using indicators and criteria developed within the research framework.

Based on the findings and insights obtained from the analysis, adjustments and modifications are made to the tool, leading to a revised version. The process of testing, analyzing feedback, and refining the tool continues iteratively until an improved final version is achieved.

The Design-based research methodology employed by Juliette Renaud integrates didactic and ergonomic principles, emphasizing the participatory nature of the design process. It aims to develop and enhance educational tools that effectively support teachers' work and promote student learning outcomes. The collaboration between researchers and practitioners ensures that the tools are grounded in both theoretical knowledge and practical experience, leading to more impactful and relevant educational interventions.

Table of indicators

Details for each indicator: Evaluate the usability, usefulness and acceptability of a didactic tool during the continuous design process in use.

	15 indicators (Renaud, 2020)
A. Usability	A1. Ease of understanding the tool A2. User-friendliness (simple, manageable) A3. Workload (preparation time, cognitive load, attentional resources) A4. Flexibility: tool's adaptability (by the teacher) A5. Adjustment: tailored and/or adjustable to the student audience
B. Impact on learning outcomes (usefulness)	B1. Relevance of the pursued and/or redefined objectives B2. Relevance of the nature and order of proposed tasks and choices of materials B3. Relevance of the timing of instruction (task duration, sessions, sequences) B4. Contributions of the tool compared to other available tools or techniques B5. Observations of student interest, attention, and motivation B6. Observations of student progress
C. Compatibility - Acceptability	C1. Compatibility with the teacher's ethics and values C2. Compatibility with the prescribed curriculum, schedule, and methods C3. Compatibility with the teacher's pedagogical style, usual approaches, and instructional organization C4. Supportive of the teacher's professional development: their own learning, personal interest, recognition or validation, sense of purpose in their work

3 all-star tools and activities

We wanted to start this conversation with you with sharing 3 activities.

Tool n°1: ChatGPT

Description	ChatGPT, like other Large Language Models, can be a supplement to your existing language learning or teaching resources. ChatGPT has been trained on a vast amount of text data and can generate human-like text responses. Based on your questions and what we call a "prompt", it can generate texts on a wide range of topics. It is capable of understanding multiple languages and generating contextually appropriate responses to questions or statements.
Website (Where to start)	https://openai.com/blog/chatgpt
Tips and support	https://nick-s-site-9a5e.thinkific.com/courses/aiteachers
Type of resource	AI Chatbot focused on text generation (even more with plugins)
Why our team likes it	Even if this tool is not made directly for EFL teachers, its easy-to-use interface and its powerful model (GPT3.5 or GPT4) can easily help you find ways to be creative and generate different texts for different purposes. For learners, it could help them in multiple ways for language learning. See a concrete example in Activity 1 and in our toolbox
Pricing options	Freemium. A Pro version is available for \$20 per month and gives access to powerful plugins and longer text generation outputs

Useful for:

- Autonomous learning or collaborative learning
- Asynchronous or synchronous activity
- Skills: Listening, Reading, Writing and Speaking + Vocabulary, Grammar, Interaction/conversation in different contexts, Cultural Awareness
- Level of control over the technology
- SAMR level

Activity 1: Writing an argumentative Text

Lesson objective: To create an assessment grid/checklist for learners, in pairs, that includes the essential criteria for writing a B2 level argumentative text. This grid will help them verify that their written production meets all the criteria and is at the required level.

Author: Isabelle Fievet



Note for teachers: This collaborative task allows for immediate feedback that was very difficult to obtain before. From a neuroscience perspective, it is highly beneficial for the learning process that feedback is explanatory and as close as possible to the student's production. Thanks to the use of AI, this is finally possible! It will be much easier for teachers to assist their students in improving this skill. Through this activity, soft skills such as autonomy, collaboration, and differentiation are also addressed, enabling students to accomplish the task. This activity also helps students develop their critical thinking skills in relation to AI and discover its limitations and possibilities.

Prep Time	Total time	Level required
15 minutes	100 minutes	- B1 required. - This activity can be adapted to all levels and types of written productions. - Teachers should have covered the structure of an argumentative essay with their students.

Materials	Tips
- Computer and internet connexion - Access to ChatGPT: https://openai.com/blog/chatgpt - Checklist document template (for learners): https://docs.google.com/document/d/1aYy3WRPXsa2wTr_1VX-CYEdBJicPsGc1T5SOtomkYo/edit?usp=sharing - Checklist document example from learners: https://docs.google.com/document/d/1nD2v9EmIF91tCZEAi8T3RSHKkhl8VlNkhupK0HP4Wb0/edit?usp=sharing	It is important to explain to the learners that the goal of the activity is not to have an AI write a perfect text, but rather to develop their critical thinking skills in order to identify the characteristics of a good argumentative text and to cultivate their critical thinking abilities when evaluating AI-generated productions.

Steps:

- 1 Have students write an argumentative essay on the following topic: "The Benefits and Risks of Artificial Intelligence in Society"
- 2 Have the AI assess the CEFR level (A2, B1,...).
- 3 Ask students to brainstorm ways to elevate the text to an upper B2 level. They should write down their ideas in the checklist (cfr annexed document "Checklist").
- 4 Learners request 15 pieces of advice from the AI to enhance their text to a B2 level regarding the structure, the grammar and vocabulary. They add the most relevant advice to their checklist document.

5 Learners improve their own text using the checklist. They then hand their text to a classmate for formative assessment using the grid they created together.

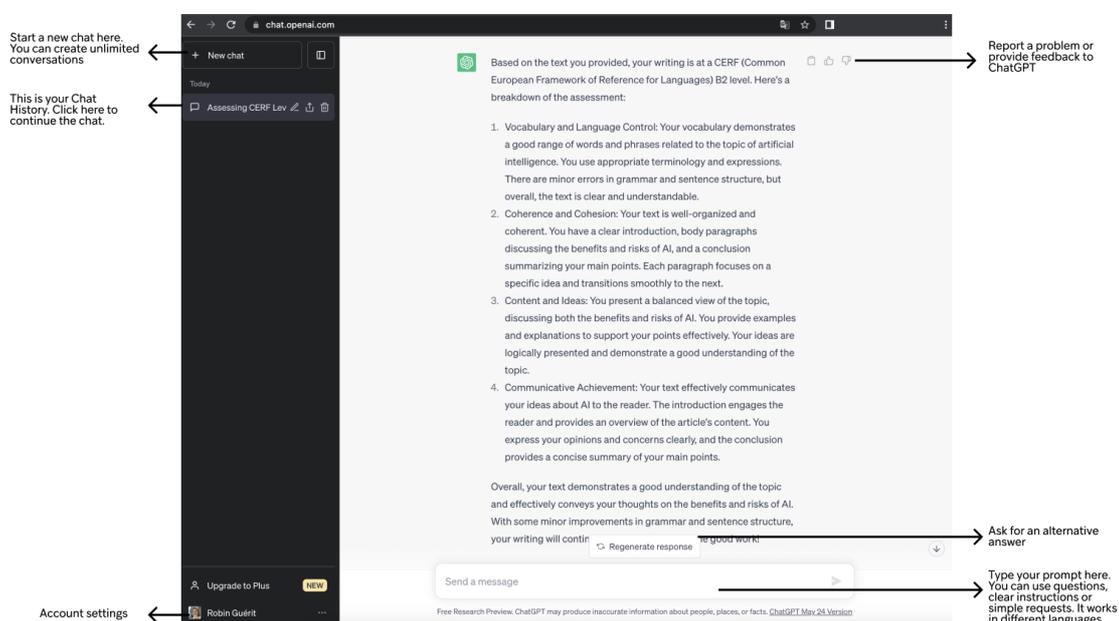
6 They then give their text to the AI for correction and ask it to explain the changes it makes to the text. They add these additional tips to their checklist.

Tips

1. How to start using ChatGPT

- Visit the website
- Sign in and create your account with your email address
- Start your first chat

2. The user interface



The ChatGPT interface is simple, with a prompt field for typing and the response appearing below. You can engage in an ongoing conversation by continuously entering prompts. ChatGPT analyzes your previous interactions, connecting them to create a coherent conversation.

3. Step 2: How to guide learners on the prompt to use



Can you please evaluate the CEFR level of my text? Artificial Intelligence (AI) has good and bad sides in our society. On the positive side, AI helps us do things faster and better. For example, AI assistants can answer our questions and make tasks easier. It also helps doctors with medical research, leading to better treatments.

However, there are risks with AI. One problem is that it might take away jobs from people. Some tasks that people used to do can now be done by machines. This could mean less work for people and more unemployment. Also, there are worries about privacy when using AI systems.

In conclusion, AI has benefits like making things easier and improving healthcare. But it also has risks, such as job loss and privacy concerns. We need to think about these risks and find ways to use AI in a good way that helps everyone.

In English, learners should ask themselves what level their text is at. It might not be perfect, but that's the point.



Based on the provided text, it appears to be at an intermediate level according to the Common European Framework of Reference for Languages (CEFR). Here's a breakdown of the language features that support this evaluation:



1. **Vocabulary:** The text demonstrates a good range of vocabulary with a mix of common and more specialized terms related to AI, such as "AI assistants," "medical research," "unemployment," and "privacy concerns."
2. **Sentence Structure:** The sentences are generally well-formed and exhibit a variety of structures, including simple and compound sentences. There are no complex or highly complex sentence structures in the text.
3. **Coherence and Cohesion:** The text shows a clear organization and logical flow of ideas. The introduction introduces the topic, the body paragraphs present the positive and negative aspects of AI, and the conclusion summarizes the main points. Transitional phrases like "on the positive side," "however," and "in conclusion" are used to connect ideas.
4. **Grammatical Accuracy:** The text demonstrates generally accurate grammar usage with only a few minor errors or inconsistencies. There are no major grammatical errors that impede understanding.

Overall, the text effectively presents ideas related to the positive and negative aspects of AI, utilizing appropriate vocabulary and coherent structure. This places it at an intermediate CEFR level.

Regenerate response

- A1 (Beginner)
- A2 (Elementary)
- B1 (Intermediate)
- B2 (Upper Intermediate)
- C1 (Advanced)
- C2 (Proficient/Native-like)

Therefore, intermediate level (B1) is a step above elementary level (A2).

4. Step 3: Let them discover the Checklist template

Tips to write an argumentative text	Me	Classmate
Using a more elaborate vocabulary	-->	-->
Using complex sentences	-->	-->
Using more linking words	-->	-->
	-->	-->
	-->	-->
	-->	-->
	-->	-->
	-->	-->
	-->	-->

Let them brainstorm. They can use this template easily from their computer.

5. Step 4: Offer suggestions for prompts that might be useful to them. Here are some examples:



Can you give me practical advice to improve the structure, grammar and vocabulary of this text to reach a B2 level? Artificial Intelligence (AI) has good and bad sides in our society. On the positive side, AI helps us do things faster and better. For example, AI assistants can answer our questions and make tasks easier. It also helps doctors with medical research, leading to better treatments.

However, there are risks with AI. One problem is that it might take away jobs from people. Some tasks that people used to do can now be done by machines. This could mean less work for people and more unemployment. Also, there are worries about privacy when using AI systems.

In conclusion, AI has benefits like making things easier and improving healthcare. But it also has risks, such as job loss and privacy concerns. We need to think about these risks and find ways to use AI in a good way that helps everyone.



Certainly! Here are some practical tips to improve the structure, grammar, and vocabulary of the text to reach a B2 level:   

Structure:

1. Add an introductory sentence: Begin the text with a clear and engaging opening sentence that introduces the topic of AI in a broader context. For example, "Artificial Intelligence (AI) has become an increasingly pervasive force in our society, bringing with it both advantages and disadvantages."
2. Develop paragraphs with supporting details: Expand each paragraph by providing specific examples, explanations, or evidence to support the main points. This will make your arguments more persuasive and thorough.

3. Use topic sentences: Begin each paragraph with a topic sentence that clearly states the main idea or argument of that paragraph. This helps to maintain coherence and structure in your writing.

Grammar:

1. Vary sentence structures: Incorporate a mix of simple, compound, and complex sentences to demonstrate a wider range of grammatical structures. This will make your writing more dynamic and engaging. For instance, instead of using only simple sentences, you can add complex sentences like, "Although AI offers numerous benefits, it also presents several risks that should not be overlooked."
2. Pay attention to subject-verb agreement: Ensure that the subject and verb agree in number (singular or plural). For example, "AI assistants can answer our questions" should be "AI assistants can answer our questions."
3. Use appropriate verb tenses: Be consistent and accurate in your use of verb tenses. For example, "AI helps us do things faster" should be "AI helps us to do things faster."

Vocabulary:

1. Expand your vocabulary range: Introduce more precise and advanced vocabulary related to AI. For example, instead of repeating "good" and "bad," you can use terms like "beneficial" and "negative aspects." Replace "things" with more specific words like "tasks" or "activities."
2. Utilize academic vocabulary: Incorporate technical terms and domain-specific vocabulary related to AI, such as "machine learning," "automation," or "algorithm," to demonstrate a higher level of understanding.
3. Employ transition words and phrases: Use a variety of transition words and phrases to improve coherence and flow between sentences and paragraphs. Examples include "in addition," "however," "consequently," and "therefore."
4. Proofread for word choice: Carefully review your text to identify any repetitive or imprecise word choices. Use a thesaurus to find synonyms that convey your ideas more precisely and vividly.



give me some phrasal verbs I could use in this text



Certainly! Here are some phrasal verbs that you can consider incorporating into the text:



1. Carry out: AI systems can carry out complex calculations and analyses quickly and accurately.
2. Come up with: Researchers are constantly coming up with innovative AI applications to address societal challenges.
3. Figure out: AI algorithms can help doctors figure out patterns in large datasets for more accurate diagnoses.
4. Look into: It is crucial to look into the potential ethical implications of AI technologies.
5. Make use of: AI can make use of vast amounts of data to improve predictive models and decision-making processes.
6. Take over: AI-powered automation has the potential to take over repetitive tasks, freeing up human resources for more creative and complex work.
7. Bring about: AI advancements have brought about significant improvements in various industries.
8. Deal with: AI can help doctors deal with the vast amount of medical information available, enabling better treatment decisions.

Additionally, learners can challenge ChatGPT's recommendations. Make them come up with 15 ways to improve what they've written.

6. Step 5: Learners would assess their own grid with their peers

Tips to write an argumentative text	Me	Classmate
Using a more elaborate vocabulary	OK ▾	OK ▾
Using complex sentences	OK ▾	OK ▾
Using more linking words	OK ▾	OK ▾
Add an introductory sentence: Begin the text with a clear and engaging opening sentence that introduces the topic	OK ▾	OK ▾
Develop paragraphs with supporting details: Expand each paragraph by providing specific examples, explanations, or evidence to support the main points.	OK ▾	not OK ▾
Use topic sentences: Begin each paragraph with a topic sentence that clearly states the main idea or argument of that paragraph.	OK ▾	not OK ▾
Vary sentence structures: Incorporate a mix of simple, compound, and complex sentences to demonstrate a wider range of grammatical structures.	OK ▾	OK ▾
Expand your vocabulary range: Introduce more precise and advanced vocabulary related to AI.	OK ▾	OK ▾
Employ transition words and phrases: Use a variety of transition words and phrases to improve coherence and flow between sentences and paragraphs.	OK ▾	not OK ▾
	- ▾	- ▾

Tool n°2: Flowchase

Description	Flowchase is a mobile app that uses voice technology to boost your learners' pronunciation and communication skills. It provides English courses on General English, Business English and Presentation Skills, Job interviews, Phone calls and English for Specific purposes courses. It also comes with a textbook full of fun class activities to practice speaking skills and helps teachers use blended-learning strategies.
Website (Where to start)	flowchase.app
Tips and support	https://support.flowchase.app/en/
Type of resource	Content based tool with voice technology, Ready-to-use content for EFL teachers
Why our team likes it	<ul style="list-style-type: none"> • Ready-to-use content: We provide English courses ready-to-use for different teaching contexts • Personalized feedback: Our technology analyses the voice of the learner, detect their mistakes and give them personalised feedback to improve (tips, visuals, comparing themselves with multiple native speakers) • Various games: our micro-learning sessions and games really motivate users to follow our units on a weekly basis • We made it following 4 years of interdisciplinary research in speech processing and applied linguistics)
Pricing options	Freemium, with pricing options for secondary schools, universities and language centers/Training organizations

Activity 2: Teach word stress with personalized feedback

Lesson objective: Boost students' comprehensibility. Teach learners how to self-assess their pronunciation. Build their confidence in a fun way.



Note for teachers: Flowchase helps teachers boost their learners' pronunciation skills with an app and a dashboard. Here the activity is on word stress but Flowchase programs let you assign different English courses depending on your learners' needs. It helps learners practice without being judged by others and give instant feedback following research recommendations. Flowchase also provides a textbook for teachers who want to use the tool as a Flipped classroom approach.

Prep Time	Total time	Level required
5 minutes	25 minutes as a self-learning tool and 10 minutes during your group session	- All levels - as long as you adapt

Materials	Tips
- Mobile phone and internet connexion - Access to license key and guide to install Flowchase: https://docs.google.com/presentation/d/1l_kaU0OicZJb6cJxHupQQNB0TvgKZicOpKhIV2ciM54/edit?usp=sharing - Template for the Kahoot activity: https://bit.ly/3efi5HJ	- Self-appropriate Flowchase activities or use our Kahoot! templates with your own vocabulary. - Try our different courses on Presentation skills, Job interviews or Business English depending on your teaching context.

Steps:

- 1 Ask learners to complete the Word Stress module in the Flowchase app at home, before coming to class (the Unit depends on the learning program you select for them)
- 2 Prep: Download our Kahoot! "Word stress theory check" template. Change the vocabulary if necessary.
- 3 At the beginning of the session, use our Kahoot! interactive quiz to check your learners' understanding of word stress.
- 4 Optional: In breakout rooms, ask learners to complete the "word stress mazes" from the Flowchase textbook in pairs.
- 5 Get your class together again to check answers. Ask your learners which words they found particularly difficult and write them down for later.
- 6 Search "Flowchase_Zoe" or "Word stress" in the Kahoot! Discovery space, and download the progress report on the Flowchase dashboard to see their progress.

Tips

1. How to start using Flowchase

- Visit the website and contact us to get your license key
- Access Flowchase with your email address and discover our content
- Choose a license for your learners for 3, 6 or 12 months
- Organize a workshop with your EFL team

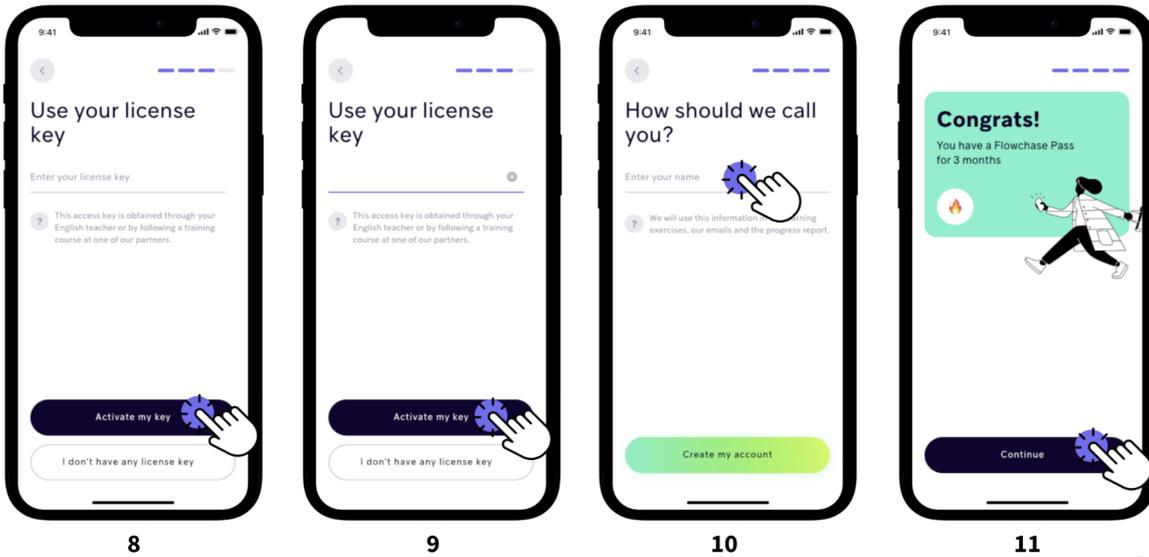
How do I get Flowchase?

1. Download on the App Store or on the Google Play Store



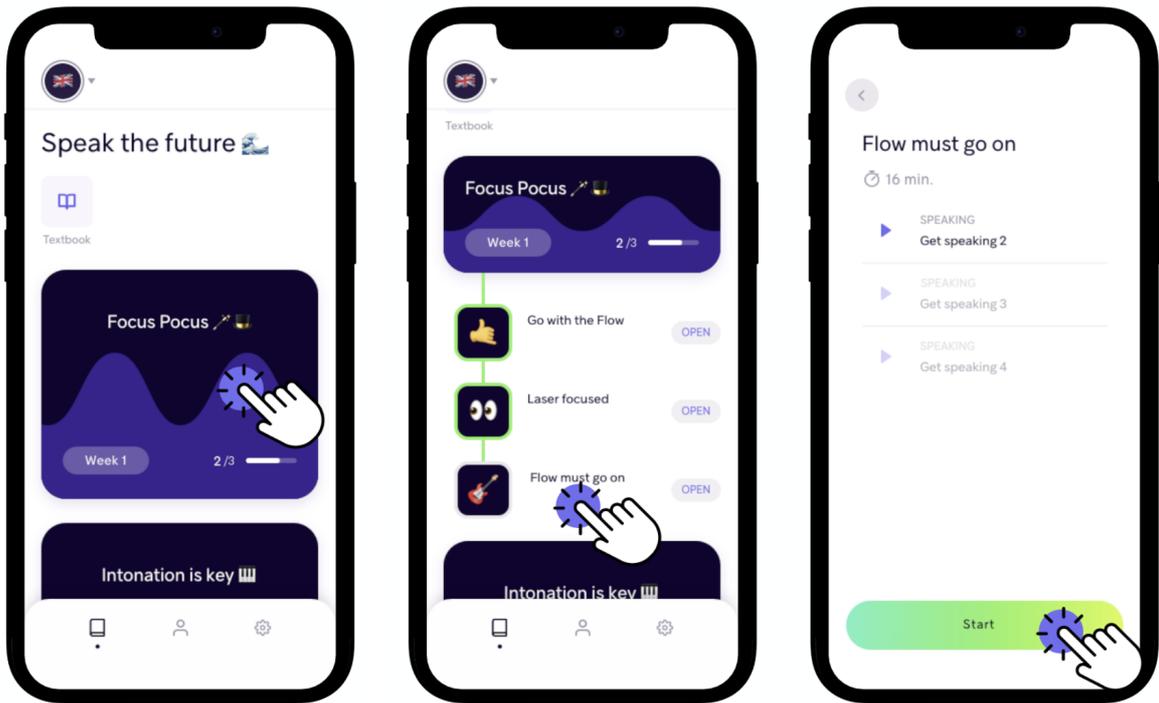
Sign up

3. Once your account is verified, enter your license key and click on “Activate my license key”



2. The user interface

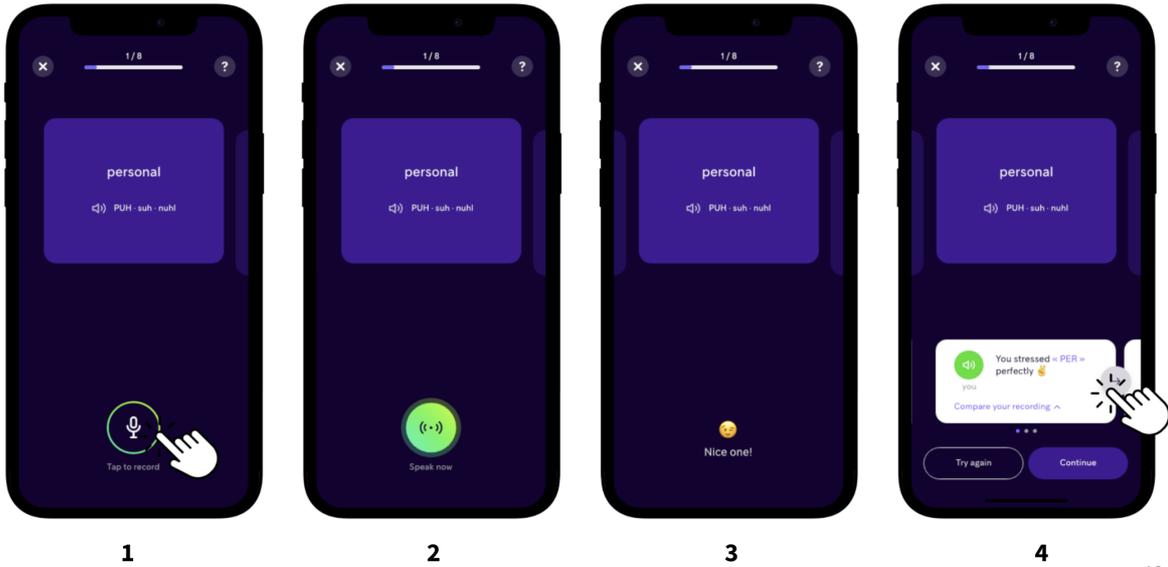
Ask your students to complete the «Word stress» module in the Flowchase app at home, before class. They will have access to our General English program.



Learners can easily navigate in the app and get access to different English courses.

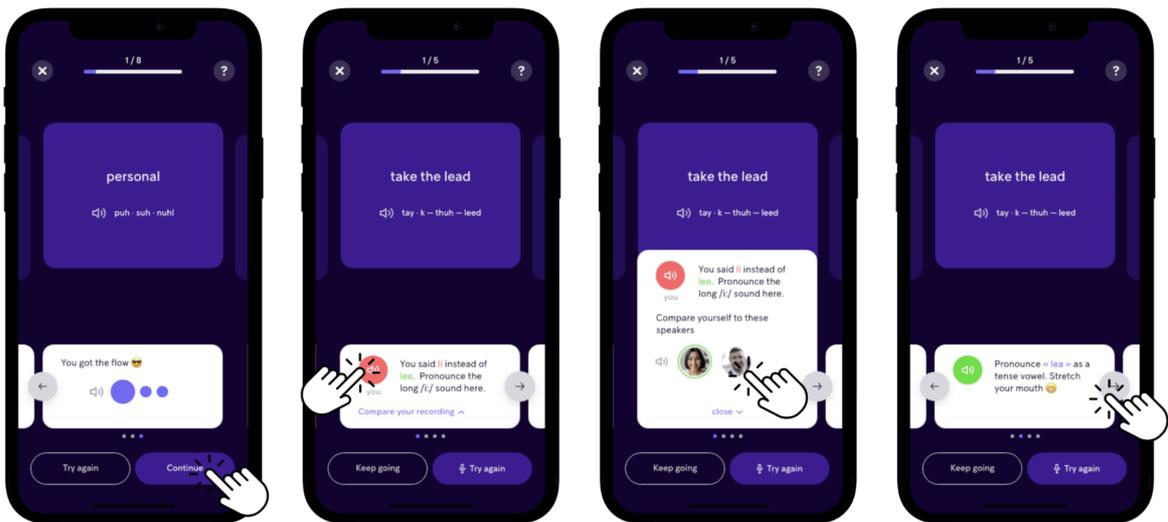


They go through our various activities, such as our tutorial about word stress or listening activities.



16

And finally, speaking practice. Here, learners record themselves on individual words and sentences. Our technology analyses their voice, detects their mistakes and gives them personalized feedback. They can learn from their mistakes and work on different aspects of pronunciation, not only intonation or word stress but also vowel contrasts, diphthongs and consonants.



In the feedback cards, learners can interact with different types of feedback to improve their speaking skills: (native speakers) sounds, visuals, tips and tricks with text and audio, and even GIFs and motivational messages.

3. How does the technology work?

How does the AI-technology work?

1. We focus on the most important aspects of pronunciation*
2. We analyse, quantify and assess the distance between sounds
3. We give learners tips and recommendations based on their mistakes

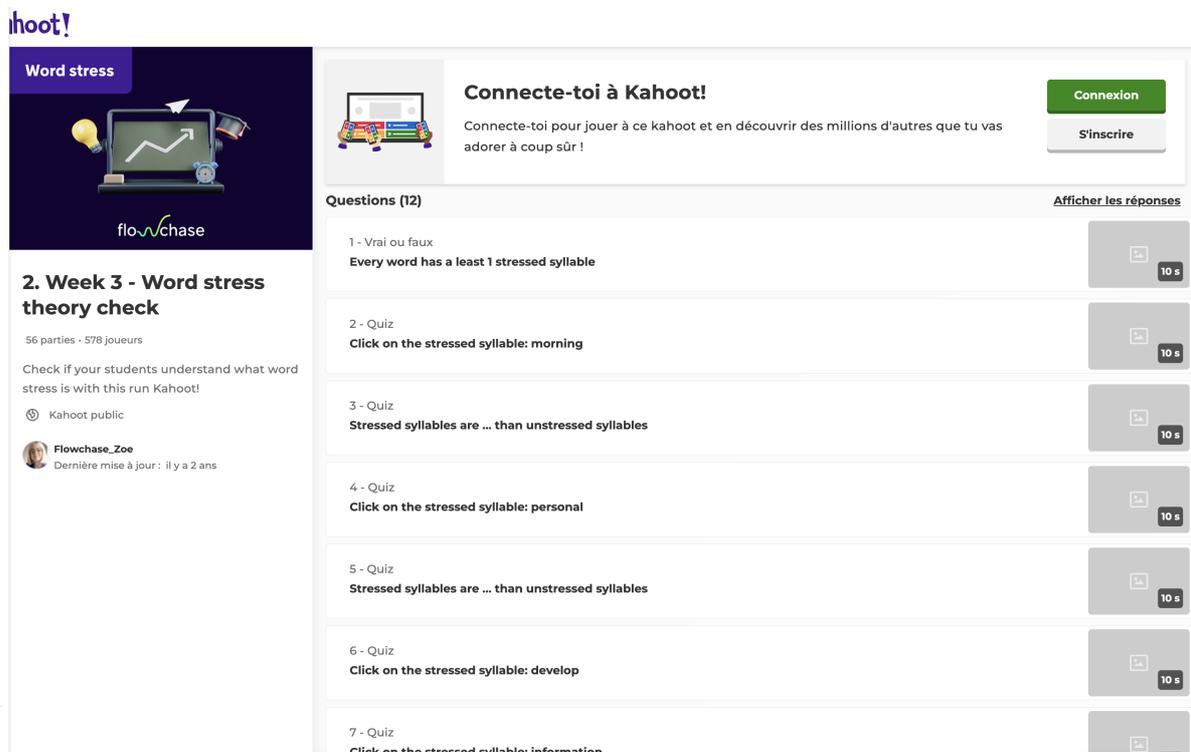
*based on the Intelligibility principle and accepting different variants of English [1 ➔ 12]

flowchase.app



[1] Munro & Derwing, 2005
 [2] Munro & Derwing, 1995
 [3] Brown, 1988
 [4] Catford, 1987
 [5] McAndrews & Thomson, 2017
 [6] Munro & Derwing, 2006
 [7] Munro, Derwing & Thomson, 2015
 [8] Field, 2005
 [9] Gordon & Darcy, 2012
 [10] Lewis, 1999
 [11] Hahn, 2004
 [12] Lee et al., 2015

4. How to use our Kahoot! live quizzes



Word stress

Connecte-toi à Kahoot!
 Connecte-toi pour jouer à ce kahoot et en découvrir des millions d'autres que tu vas adorer à coup sûr !

Connexion
 S'inscrire

Questions (12) Afficher les réponses

- 1 - Vrai ou faux
Every word has a least 1 stressed syllable 10 s
- 2 - Quiz
Click on the stressed syllable: morning 10 s
- 3 - Quiz
Stressed syllables are ... than unstressed syllables 10 s
- 4 - Quiz
Click on the stressed syllable: personal 10 s
- 5 - Quiz
Stressed syllables are ... than unstressed syllables 10 s
- 6 - Quiz
Click on the stressed syllable: develop 10 s
- 7 - Quiz
Click on the stressed syllable: information 10 s

If used as a flipped classroom approach: Visit the Kahoot! website and load our «Word stress theory check» template. Duplicate it and modify the vocabulary if you want to tailor it to your class, or use it as is to save time.

During class, share your screen and launch the Kahoot!. Use it to check that your students understand the concept of word stress -- it shouldn't last more than a few minutes. If they haven't done the activities in the Flowchase app beforehand, that's where they will catch up with the rest of the class.

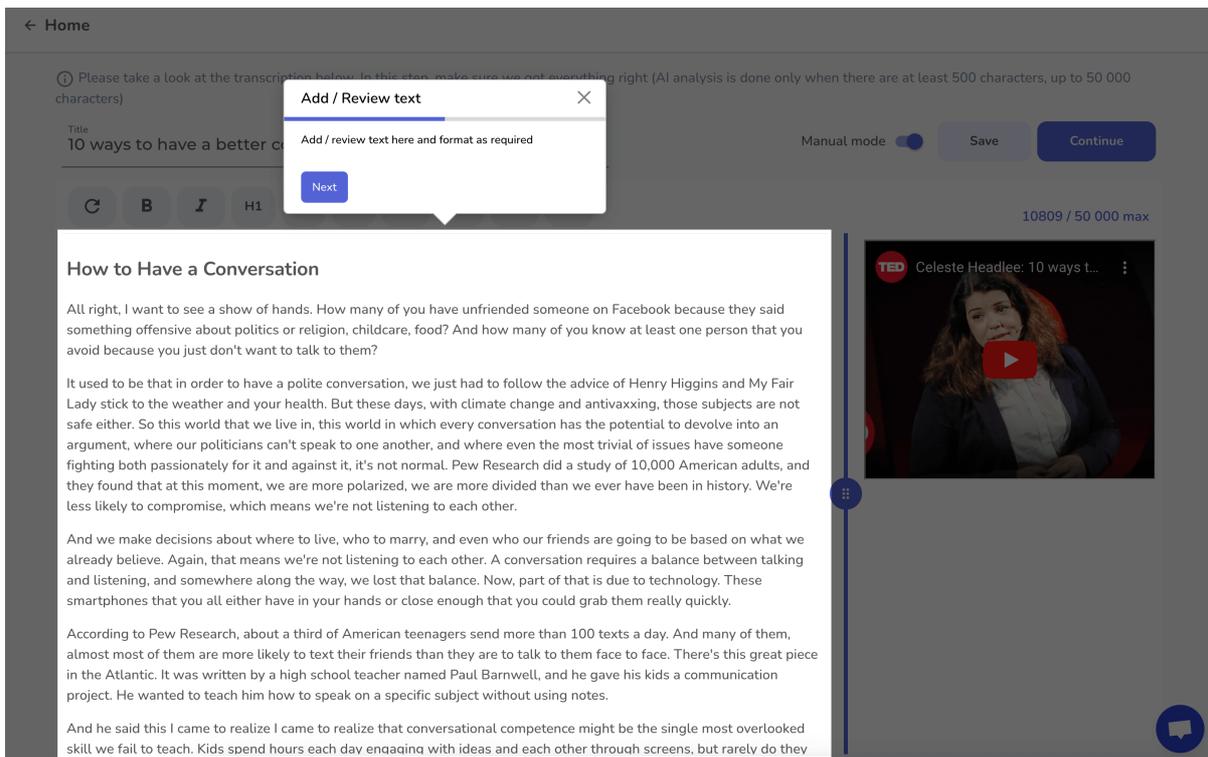
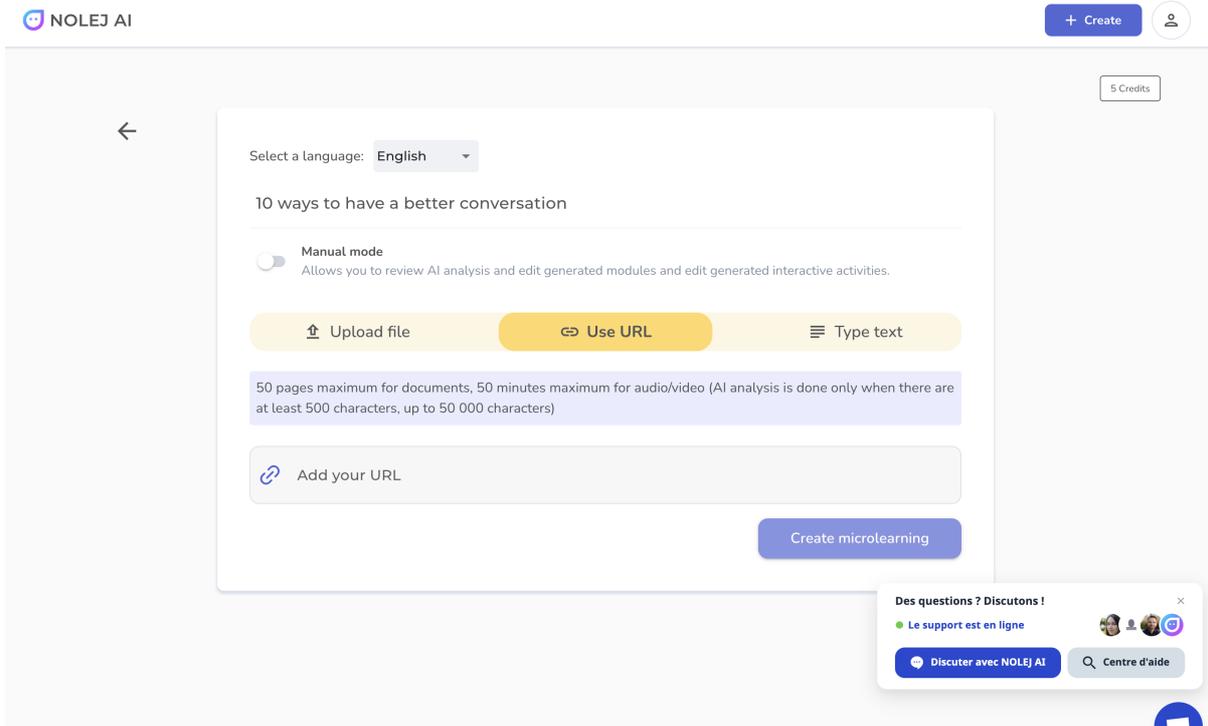
Activity n°3: Create listening comprehension activities on any topic

- 1 Select and import any type of files: youtube videos (urls), vocabulary lists, pdf files,...

2 Create a new project and let Nolej summarize all concepts that are included in your files

3 Validate manually all the concepts and texts generated

4 Download and import different types of questions and activities



← Home



10 ways to have a better conversation
2023/06/20 10:22
[Video](#)

- Concepts
- Questions
- Summary

Content review

Concepts

- Being brief**
- Being interested in other people
- Conversation
- Empathy
- Humility
- Listening
- Mental distraction
- Multitasking

Being brief

Being brief refers to the act of communicating in a concise and succinct manner, using only the necessary words to convey a message. It involves avoiding unnecessary details or explanations that may cause confusion or distract from the main point. Being brief requires careful consideration of the audience and their level of understanding, as well as the context and purpose of the communication. It is a valuable skill in various settings, including business, academia, and personal relationships, as it saves time and enhances clarity. However, being brief should not compromise the accuracy or completeness of the message being conveyed.

Activities

Select what type of content you want to generate

- Glossary
- Concept cards
- Gaming

Crossword
 Drag the word
Find the word

Generate packages

← Home



10 ways to have a better conversation
2023/06/20 10:22
[Video](#)

- Concepts
- Questions**
- Summary

Content review

Questions

All	43
True/False	5
Multiple Choice	15
Fill the blank	4
Open question	19

Open question

What should you avoid doing in conversations?
Don't make conversations about yourself or your experiences, and avoid getting lost in details.

Use for Flashcards

Open question

Design a workshop or training session to teach others how to improve their conversation skills based on the principles discussed in the context.

Use for Flashcards

Open question

Assess the effectiveness of traditional conversation advice, such as eye contact and nodding, in comparison to being genuinely present and attentive during a conversation.

Use for Flashcards

Fill the blank

Generate packages

Our toolbox and recommendations for future projects

These are some of the tools we recommend as a starting point.

Toolbox of AI tools and services

Aa Nom	Description	Website	Sélection multiple

Aa Nom	☰ Description	🔗 Website	☰ Sélection multiple
AutoClassmate	AI assistant that offers free features to assist teachers in creating interactive, diverse, and tailored learning activities	https://autoclassmate.io/	
ChatGPT	AI-driven language model that possesses the ability to comprehend and produce coherent and precise natural language	https://chat.openai.com/	Must have
Consensus	AI tool to explore scientific research papers on any topic with real references	https://consensus.app/search/	
Copilot	AI template generator for lesson plans, educational handouts, student reports or project outlines	https://educationcopilot.com/	
DeepL Translate	AI translator that suggests multiple translations in more than 30 languages	https://www.deepl.com/en/translator	
DeepL Write	AI writing corrector that shows revisions and suggest alternatives	https://www.deepl.com/write	Must have
ElevenLabs	Text to speech synthesis AI tool that lets you clone your voice and generate different voices	https://beta.elevenlabs.io/	
Elicit	AI assistant to look into a topic with various research papers and lets you summary takeaways	https://elicit.org/	

Aa Nom	Description	Website	Sélection multiple
<u>Flowchase</u>	AI-powered assistant to teach pronunciation and communication skills	https://flowchase.app/	Must have
<u>Gamma</u>	AI assistant to generate presentations, stories and visuals in a Powerpoint format	https://gamma.app/	
<u>MidJourney</u>	Ai image generator that can understand a lot of variations of illustrations (from paintings to realistic photography)	https://www.midjourney.com/home/	
<u>Murf.ai</u>	Text to speech synthesis AI tool that provides a large diversity of voices in English and other languages	https://murf.ai/	Must have
<u>Natural Readers</u>	Text to Speech AI to generate voices	https://www.naturalreaders.com/index.html	
<u>NOLEJAI</u>	AI converter from documents (Text, Video, Audio) into dynamic active learning content.	https://nolej.io/	Must have
<u>PeopleAI</u>	AI chatbots that lets you interact and have conversations with famous people (with text only)	https://peopleai.app/	
<u>Perplexity</u>	AI-based generative chatbot that cites its sources to acquire additional context and information.	https://www.perplexity.ai/	Must have

Aa Nom	Description	Website	Sélection multiple
<u>PodSqueeze</u>	AI assistant to edit, improve and promote podcast content	https://podsqueeze.com/	
<u>QuestionWell</u>	AI quiz generator that you import into any interaction poll platforms	https://www.questionwell.org/	
<u>Quillbot</u>	AI writing corrector with extensive synonym database		
<u>SlidesAI.io</u>	Chrome extension for Google Slides that transforms any text into visually appealing slides	https://workspace.google.com/marketplace/app/slidesaiio_create_slides_with_ai/904276957168	
<u>Tome</u>	AI assistant to generate presentations, stories and visuals	https://tome.app/	
<u>Verse by Verse</u>	AI assistant on composing poetry inspired by classical American poets	https://sites.research.google/versebyverse/	
<u>Wisecut</u>	AI assistant to edit and export videos	https://www.wisecut.video/	
<u>Wooclap (Quiz Wizard)</u>	AI quiz generator for MCQs and Flashcards on any topic	https://www.getquizwizard.com/	
<u>Youtube & article summary (with ChatGPT)</u>	Google Chrome extension combined with ChatGPT that enables obtaining a 5-point summary of any article or YouTube video	https://chrome.google.com/webstore/detail/youtube-article-summary-p/nmmicjeknamkfoonkhcjmomieiodli	

References: <https://ecolebranchee.com/repertoire-outils-ia/>