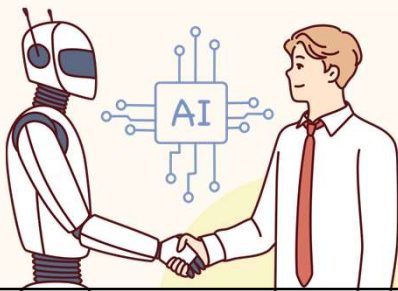


# 如何在 AI 時代 提升英語教學與評量成效

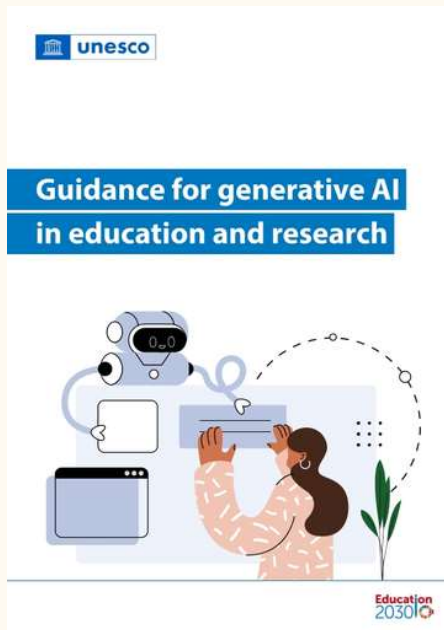
Boosting English Teaching and  
Assessment Effectiveness in the AI Age



LTTC 教學訓練處教學科 英語研究員  
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THE LANGUAGE TRAINING & TESTING CENTER

1



2

## Possible Roles of AI in the Classroom

(Holmes & Miao, 2023)

- To effectively utilize AI in the classroom, a certain degree of collaboration between teachers and students is essential.

### Exploratorium

AI provides tools to play with, explore and interpret data.

For example, teachers provide basic information to students, who write different queries in ChatGPT to find out more. ChatGPT can be used to support language learning.

- AI plays identical roles for teachers and students, but the functions/aims differ.

### Motivator

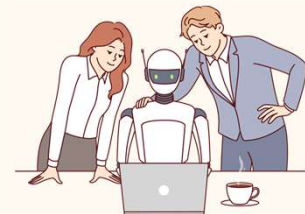
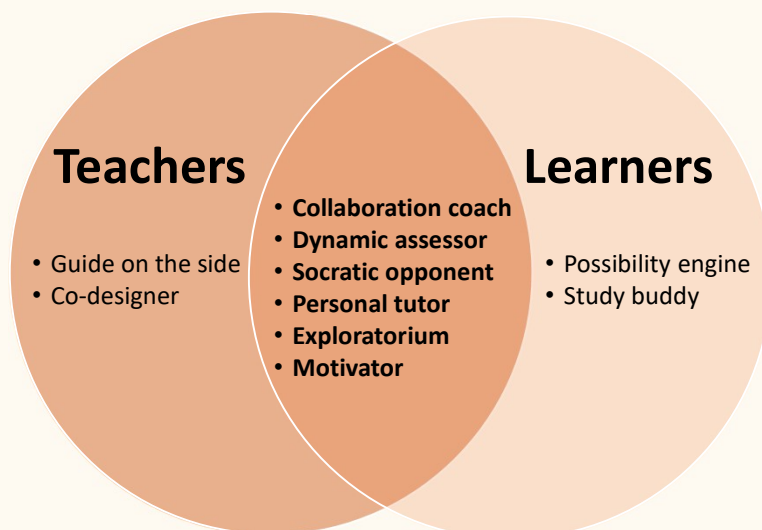
AI offers games and challenges to extend learning.

For example, teachers or students ask ChatGPT for ideas about how to extend students' learning after providing a summary of the current level of knowledge (e.g., quizzes, exercises).

3

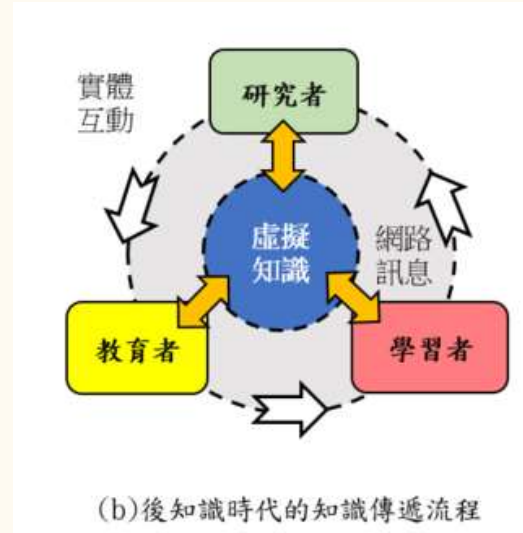
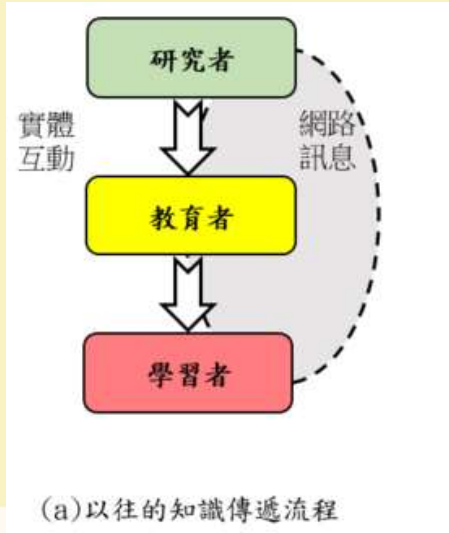
## Possible Roles of AI in the Classroom

(Holmes & Miao, 2023)



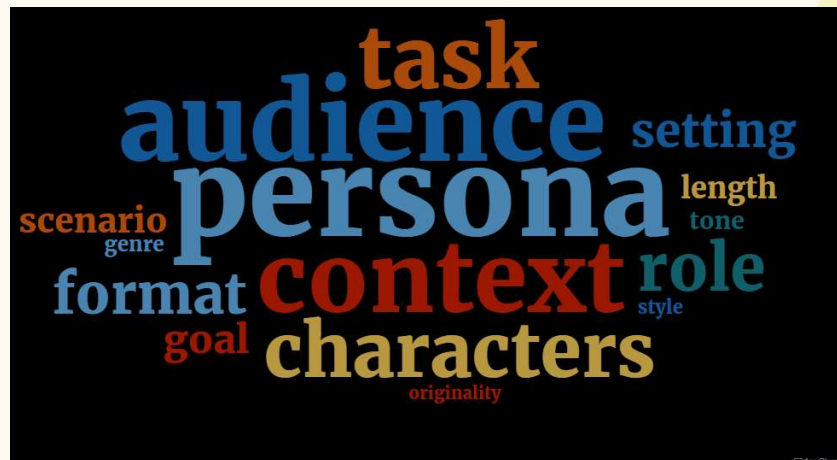
4

## 「後知識時代」 (王道維, 2023)



5

## What counts as good prompting?



6

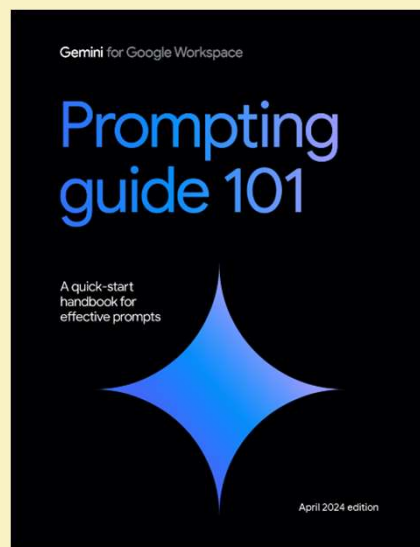
**‘... the most successful prompts average around 21 words, yet prompts people often try without knowing this are short — usually less than nine words.’**



7

## Be the AI Whisperer

- The power of three
  - ‘Generate three...’
- Multi-step workflows
  - Break the problem down into many milestones
  - Broad prompts to specific prompts
- Template time-savers



8

# ChatGPT



9

## Making 'persona' dialogues for communicators

**Lead-in 1A** Work in pairs. Which of these challenging communication styles have you experienced in your work or studies? Which styles do you find easy/difficult to deal with? Why?

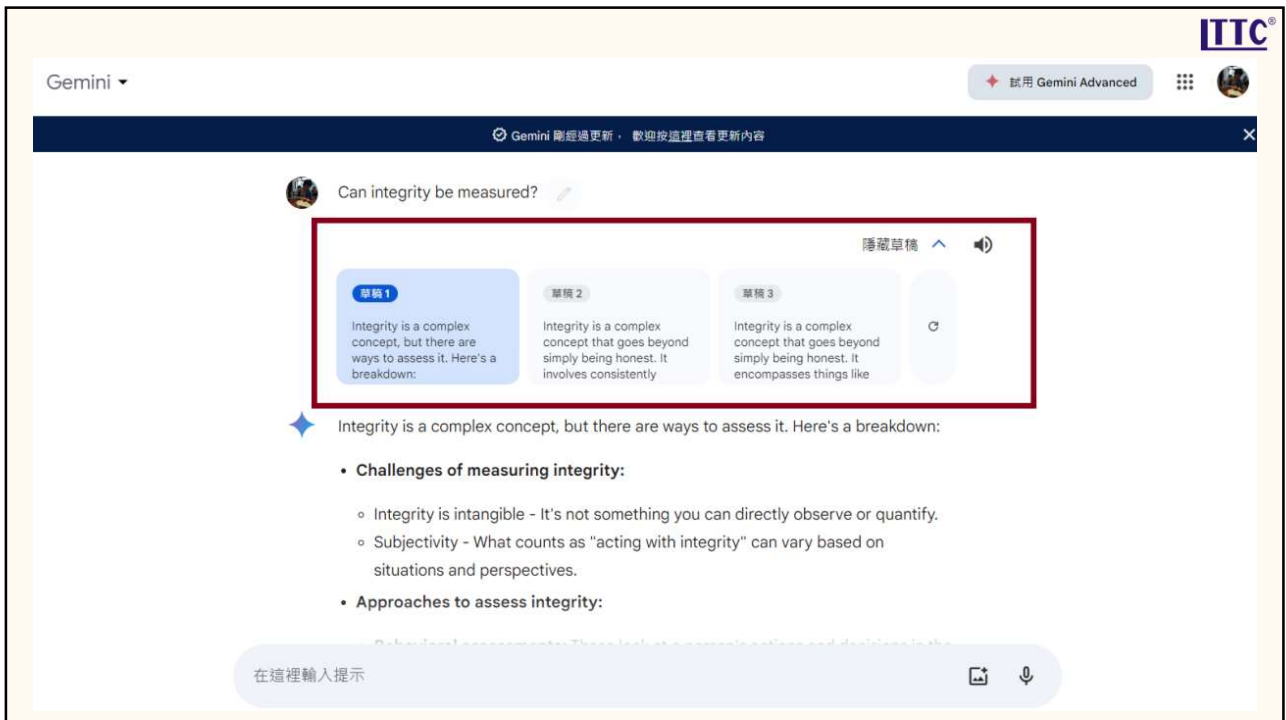
 <p><b>Dominator:</b> talks and never listens</p>	 <p><b>Non-responder:</b> Never says a word</p>	 <p><b>Contradictor:</b> Disagrees with everything you say</p>	 <p><b>Joker:</b> Constantly tells jokes</p>	 <p><b>Analyser:</b> Goes into too much boring detail</p>	 <p><b>Technology user:</b> Always on the phone</p>
--	--	---	---	--	--

Activity retrieved from *Business Partner*

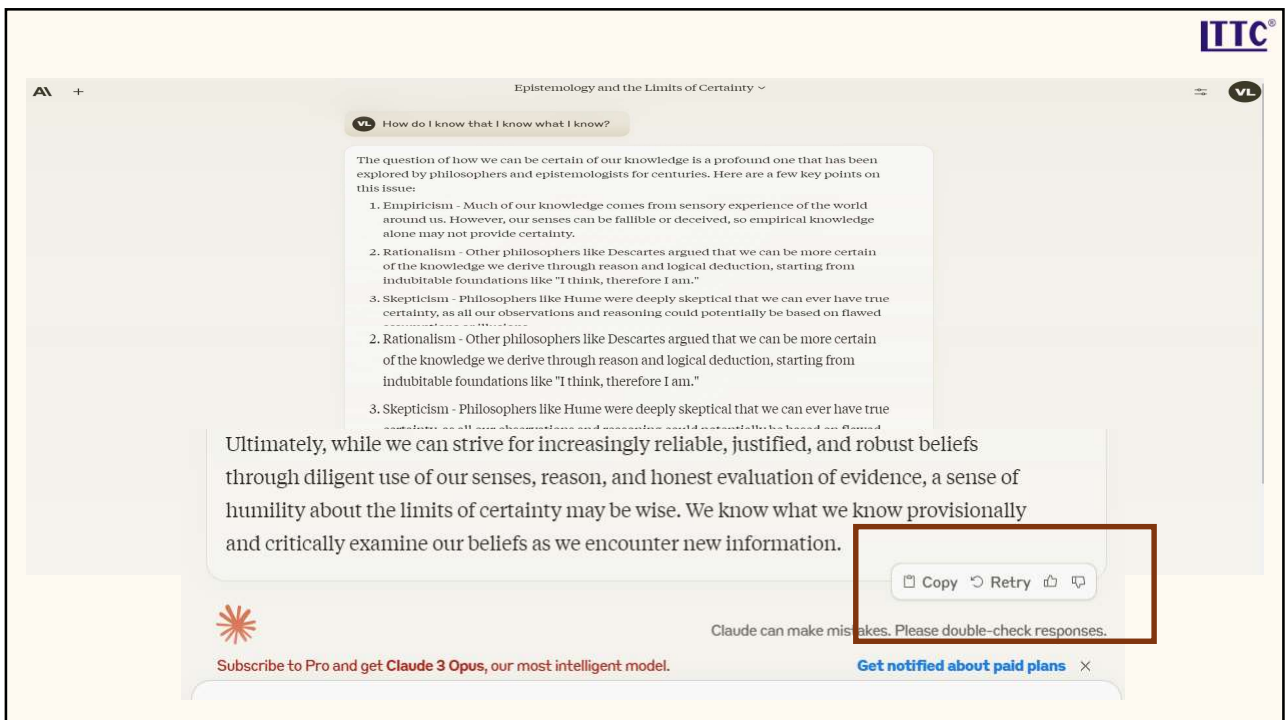
**PROMPT:** Generate **three** dialogues between two people that demonstrate \_\_\_\_\_ communication style for Business English. A(n) \_\_\_\_\_.

**EXAMPLE:** Generate three dialogues between two people that demonstrate a **dominator** communication style for Business English. A **dominator** talks and never listens.

10



11



12





## Using AI for pronunciation **FAIL**

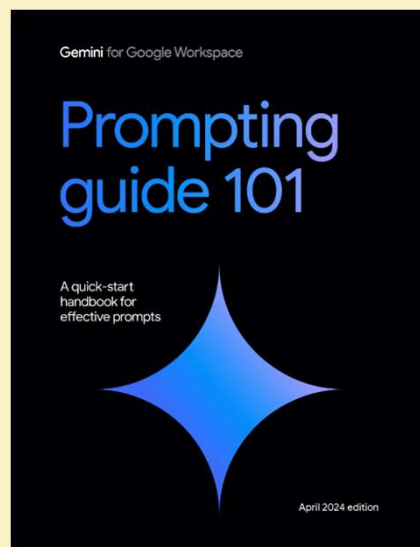
**PROMPT:** Put the words in a table indicating the word, part of speech, the number of syllables, and indicate the number of the stressed syllables

Word	Part of Speech	Number of Syllables	Stressed Syllable Number
Innovate	Verb	3	1
Innovation	Noun	4	3
Innovator	Noun	4	1
Innovative	Adjective	4	1

15

## Be the AI Whisperer

- The power of three
  - 'Generate three...'
- Multi-step workflows
  - Break the problem down into many milestones
  - Broad prompts to specific prompts
- Template time-savers



16



I am an EFL teacher at a primary school.  
This semester, I am teaching six classes  
across three levels (3<sup>rd</sup> to 6<sup>th</sup> graders).

I plan to teach two lessons **on SDGs**, each  
followed by a **summative assessment**.

Generate **three ideas for templates** that  
would help in **lesson planning, assessing,**  
and **tracking student progress effectively.**



17

Create a template that contains the  
following aspects: engage, focus,  
investigate, organize, generalize, transfer,  
reflect.



18

# Claude 3

BY ANTHROPIC

19

**AI allows for the comparison of the same text across genre.**



20

Article | [Open access](#) | Published: 01 October 2021

## How social relationships shape moral wrongness judgments

[Brian D. Earp](#) , [Killian L. McLoughlin](#), [Joshua T. Monrad](#), [Margaret S. Clark](#) & [Molly J. Crockett](#) 

[Nature Communications](#) **12**, Article number: 5776 (2021) | [Cite this article](#)

**16k** Accesses | **20** Citations | **53** Altmetric | [Metrics](#)

21

## Abstract

Judgments of whether an action is morally wrong depend on who is involved and the nature of their relationship. But how, when, and why social relationships shape moral judgments is not well understood. We provide evidence to address these questions, measuring cooperative expectations and moral wrongness judgments in the context of common social relationships

such as participatively reciprocal participative enable actions

- 1. Students identify the primary information (the moves) in an abstract.**
- 2. Students input this information into ChatGPT and instruct it to write the abstract as if written by a high school writer for school.**

norms' model better predicts patterns of moral wrongness judgments across relationships than alternative models based on genetic relatedness, social closeness, or interdependence, demonstrating how the perceived morality of actions depends not only on the actions themselves, but also on the relational context in which those actions occur.

22

**nature reviews psychology** ITC®

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Review Article | Published: 12 January 2022

## The psychological drivers of misinformation belief and its resistance to correction

[Ullrich K. H. Ecker](#) , [Stephan Lewandowsky](#), [John Cook](#), [Philipp Schmid](#), [Lisa K. Fazio](#), [Nadia Brashier](#), [Panayiota Kendeou](#), [Emily K. Vraga](#) & [Michelle A. Amazeen](#)

*Nature Reviews Psychology* **1**, 13–29 (2022) | [Cite this article](#)


289k Accesses | 354 Citations | 1724 Altmetric | [Metrics](#)

### Abstract

Misinformation has been identified as a major contributor to various contentious contemporary events ranging from elections and referenda to the response to the COVID-19 pandemic. Not only can belief in misinformation lead to poor judgements and decision-making, it also exerts a lingering influence on people's reasoning after it has been corrected – an effect known as the continued influence effect. In this Review, we describe the cognitive,

23

ITC®



‘Create a series of questions aligned with Bloom’s Taxonomy levels - remembering, understanding, applying, analyzing, and creating - to guide students through deconstructing the components, evaluating credibility, and synthesizing a literature review based on an academic paper in the social sciences.’

24

## Training academic writing skills

### Remembering

- What is the standard structure of an academic paper (e.g., introduction, literature review, methodology, findings, discussion, conclusion)?
- What are some of the common referencing styles used in social sciences (e.g., APA, Chicago)?

### Understanding

- How does an academic paper in social sciences differ from an essay written for a general audience?
- Distinguish between primary and secondary sources in social science research.

### Applying

- How can you identify a credible academic source in social sciences?
- Given a research question, explain how you would structure a literature review for a social science paper.

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### Analyzing

- How does the author's word choice contribute to the clarity and persuasiveness of the argument?

### Evaluating

- How does the type of source (e.g., scholarly journal, news article) influence its credibility?
- Is the reference source current and relevant to the topic?

### Creating

- Write a well-structured literature review on a chosen topic in social sciences, integrating and analyzing relevant sources.

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## 聊天機器人功能概覽 (王道維 · 2023)

功能需求	細項功能 (參考附註 20 與 21)	教育場域使用所關切的重點	支持態度
<b>A: 正確可靠</b>	寫報告、程式開發、知識學習、英文學習、編修文本、格式化參考文獻、翻譯文本、編寫程式碼、程式碼除錯。	輸出結果需要滿足某種標準答案或基本原則，因此需要仔細檢查內容是否合理有根據。且需要以口頭報告或接受質問等方式確認使用者是否真實的了解。	保守 謹慎。
<b>B: 創意豐富</b>	寫作幫手、日常生活、有趣好玩、角色扮演、腦力激盪、生成標題。	輸出結果作為腦力激盪或創意聯想的方式之一，故無標準答案而以個人喜好來篩選。積極鼓勵多次使用但也需要補充相關理由說明採納的原因或相關論述。	有條件開放。
<b>C: 方便實用</b>	資料整理、履歷與自傳、工作生產力、整合文本、總結文本、提取數據。	除少部分特定的科系職業外，應可用於平日需要大量處理但不須高標準要求的工作。只要輸出結果適合一般期待，方便參考而節省時間即可，不會在意其他細節。	鼓勵 善用。



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翻轉  
教育



「生成式AI系列文章」

28

人文社會AI導論  
線上課程 (2021)



29



30



# twee

- 閱讀素材
- 文本簡化
- 口說素材
- 生成單字

# MAGIC SCHOOL

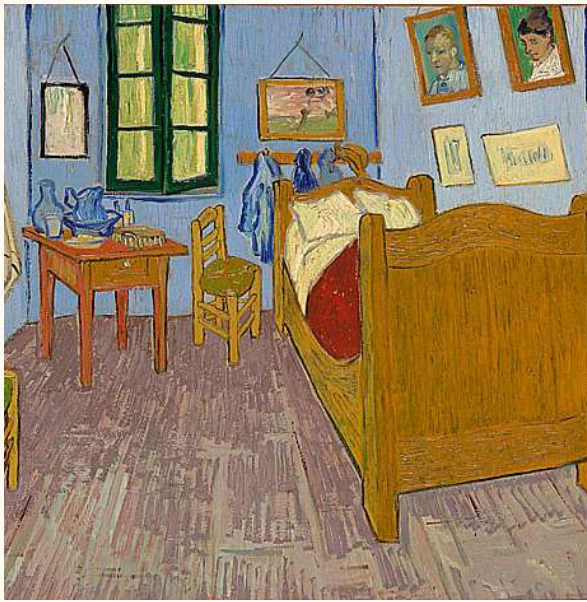
- SEL lesson plans
- 5E lesson plans
- 評分量表
- 歌詞生成

31



32

### Vincent Van Gogh's *Bedroom in Arles*



ITTC®

任務：仿作梵谷名畫 *Bedroom in Arles*

圖畫要有：

- 床
- 桌子
- 椅子
- 肖像畫
- 木質地板
- 水晶吊燈
- 一個想加的元素
- 氣氛

33

- Step 1: You are a painter.
- Step 2: Create an image similar to Vincent Van Gogh's *Bedroom in Arles*.
- Step 3:
  - ① Mood: a room filled with warm sunlight.
  - ② Objects
    - Beds with pillows and comforters
    - portraits of people on the wall
    - a wooden floor.
    - small tables and chairs.
    - windows and the open curtains
    - Chandeliers hang from the ceiling.

### Vincent Van Gogh's *Bedroom in Arles* ITTC®



34



# Ideogram

35



# Microsoft Designer

36

