

showing how TBLT is great for facilitating language learning, but less related to motivation, so the goal of that paper was to try to generate interest in SDT for researchers interested in TBLT. I still feel that as a teacher, the most important thing we can do is to motivate our students, and hopefully, SDT helps us to understand how TBLT enables that to happen.

*Thank you for your time and sharing all your ideas and insights!*

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## [RESOURCES] TLT WIRED



### Sarah Deutchman & Edward Escobar

*In this column, we discuss the latest developments in ed-tech, as well as tried and tested apps and platforms, and the integration between teaching and technology. We invite readers to submit articles on their areas of interest. Please contact the editor before submitting.*

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## Generative AI in Writing Classes: Seven Golden Rules

Dan Hougham

George Higginbotham

**W**ill robots soon write our students' essays? With OpenAI unveiling ChatGPT in November 2022, this question has never been more pressing. This marvel of AI not only became the fastest adopted ed-tech tool ever, but by March 2023, Microsoft had seamlessly integrated it into its Bing search engine and essential software like Word, Excel, and PowerPoint (Dotan, 2023). Amidst this meteoric rise, the international TEFL community finds itself at a crossroads, grappling with the idea of AI possibly penning the reports and essays they assign.

As AI-powered tools rapidly become ubiquitous among students, educators have begun to discuss the initial implications, limitations, threats, and opportunities of AI for educational practice in general (e.g., Farrokhnia et al., 2023; Van Gompel, 2023) and language teaching and learning in particular (e.g., Hockly, 2023; Kohnke et al., 2023; Raine, 2023). Van Gompel (2023) suggests that educators should proactively respond by putting some guardrails in place. She offers several specific tactics including (a) developing academic integrity policies that clearly articulate acceptable uses of AI and best practices for AI in classrooms, (b) developing writing assignments and associated scoring tools that are resistant to student misuse of AI, and (c) leveraging the writing process in ways that make it much less likely for students to misuse AI. A recent survey of 100 U.S. universities found that a majority (51%) are allowing individual instructors to decide on AI policies (Caulfield, 2023b). However, efforts to develop tools that detect AI-generated content show major limitations: no AI detector comes close to 100% accuracy,

such tools can sometimes produce false positives, and text generated by OpenAI's latest model (GPT-4) is increasingly harder to detect (Caulfield, 2023a). Also, as Liang et al. (2023) demonstrate, this is particularly problematic for teachers of L2 learners as the current suite of detectors is biased against non-native writers. Liang et al. found that GPT detectors are more likely to flag text written by non-native speakers as AI-generated, even when it is not. This could be due to linguistic features typical in non-native writing, which might be misinterpreted by the detectors. Taken together, these recent developments highlight the increasing use of AI in education and suggest a crucial role for educators in guiding its ethical use.

### Benefits of AI in Education

The pedagogical benefits of AI tools like ChatGPT include providing linguistic input and interaction, personalized feedback and practice, and creating texts in various genres and complexities (Kohnke et al., 2023). Recent research suggests that GPT-based automated essay scoring with GPT is both reliable and consistent, capable of providing detailed feedback that can enhance the student learning experience (Mizumoto & Eguchi, 2023). In a recent *Wired* column, Raine (2023) suggested productive uses of ChatGPT, such as generating easy reading passages with accompanying activities. He also pointed out risks and limitations, including potential AI-assisted plagiarism and the occasional inaccuracies in AI-generated content (Raine, 2023). The current article expands on previous discussions, emphasizing the ethical and effective integration of AI tools in academic writing classes. We argue for a proactive approach by educators, which involves several key strategies, including the following:

1. **Curriculum integration:** Thoughtfully integrate AI tools into the curriculum, ensuring they complement and enhance traditional teaching methods rather than replace them.
2. **Establishing guidelines:** Implement clear guidelines and policies that dictate the appropriate use of AI in academic settings, helping to prevent misuse like plagiarism.
3. **Monitoring and evaluation:** Continuously monitor the impact of AI tools on student learning and adjust strategies as needed to ensure they are meeting educational objectives.

By adopting these strategies, educators can guide students to use AI tools responsibly, preparing them for a future where AI is increasingly integrated into various aspects of life. To aid in this process, we propose a set of "golden rules" for students to follow

and provide examples of acceptable uses of AI in academic contexts.

### Golden Rules for Responsible, Effective AI Use for Academic Purposes

To ensure responsible AI use in academia, we propose the following golden rules. While adaptable based on specific needs, these serve as a general guide covering ethical and effective use across various contexts:

- **Rule 1:** Always provide AI with clear and specific prompts. If the output is not as expected, refine your prompt for better results.
- **Rule 2:** Treat AI-generated content as a *draft* requiring your critical review and personal input. Remember to modify the content to prevent plagiarism and correct any possible grammatical inaccuracies. Relying solely on AI for completing your assignments not only risks academic dishonesty but also undermines the development of your own writing skills.
- **Rule 3:** If you have used AI assistance, acknowledge its role and the prompts employed. Always follow your school's academic honesty policies.
- **Rule 4:** Always verify the accuracy of AI-generated information. Assume potential inaccuracies and cross-check with reliable sources. Avoid citing AI as a factual source, and remember, you bear the responsibility for any errors.
- **Rule 5:** Fully understand the AI-generated content before integrating it into your work. Think about its relevance and appropriateness for your assignment.
- **Rule 6:** Use AI with academic integrity. If you are unsure what is allowed in your class, ask your instructor.
- **Rule 7:** When interacting with AI tools, always avoid sharing personal or sensitive information. This includes not only personal data, such as your name, address, and identification numbers, but also sensitive intellectual property or confidential information related to research and academic work. Remember that AI systems, including ChatGPT, are not designed to handle confidential information and may operate on servers where data could potentially be accessed or stored.

### Facilitating the Writing and Speaking Process With Generative AI

Having set forth golden rules for AI use, it is crucial to demonstrate practical, acceptable applica-

tions of such tools. Here, we use ChatGPT's GPT-3.5 model to show how it can enhance university-level academic writing and speaking. While GPT-4 is now available for paid ChatGPT Plus users we have chosen to focus on the version that is freely available, as this will probably be the software used by most students. It is also worth noting that GPT-4 is freely available in the Microsoft Edge web browser. These examples are adaptable to various contexts.

Even though Japanese translations were requested in the example in Appendix 1, the approach can be tailored for any language, offering students an efficient way to enhance their vocabulary. When students are writing their initial drafts, they can be encouraged to not only include these keywords but also search the literature to find out how other authors are defining these terms.

Additionally, AI can be prompted to assist with tasks like formulating a thesis statement, structuring arguments, and addressing counterarguments. Such tasks might not be required for a short 500-word essay (as in our example in Appendix 2), but for longer essays (over 1000 words) students could benefit from using AI to generate examples to compare with their own attempts.

As shown in Appendix 3, GPT-3.5 offers detailed, personalized feedback. All of the above examples show the versatility of generative AI in academic contexts, hinting at further potential uses.

## Conclusion

Generative AI holds significant potential for enhancing L2 students' writing skills, but its integration into tasks that teachers currently use to learn and practice these skills requires careful consideration. By setting clear guidelines and demonstrating acceptable uses, educators can promote ethical AI use, mitigating risks such as plagiarism. The goal is to have AI augment and develop human expertise, not replace it. As generative AI's presence grows in academia, educators must steer its ethical and effective application. Ignoring AI is not really an option, and neither is trying to ban it. We would therefore argue that it is better to embrace this new technology and demonstrate to students ways that it can complement their language studies and broaden their horizons. This article underscores the importance of golden rules and practical examples, aiding students in harnessing AI to enrich their language skills, develop original content, and attain improved accuracy and fluency. The ability to harness AI tools ethically and effectively will be a key competency that students will need in the future workforce.

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## Appendices

Full-sized images of these appendices are available from the online version of this article at <https://jalt-publications.org/tlt/departments/tlt-wired>.

### Appendix 1

*Use of AI to Generate Bilingual Vocabulary and Key Expression Lists on Any Topic*

My essay topic is "Can market forces and free competition alleviate global poverty?" Help me generate a list of 5 words and/or multiword expressions that would be useful for me to know about this topic. Give your response in a 3-column table format: (1) list of words and/or expressions, (2) concise English explanations or definitions, and (3) concise Japanese translations

English	Explanation/Definition	Japanese Translation
Market Forces	Economic factors such as supply, demand, competition that influence prices and production.	市場力
Free Competition	Open and fair rivalry among businesses without barriers or restrictions.	自由競争
Alleviate	To reduce, ease, or lessen the severity of a problem or situation.	軽減する、和らげる
Global Poverty	Widespread lack of resources, income, and access to basic needs globally.	国際的な貧困
Income Inequality	Disparities in earnings and wealth distribution among different individuals or groups.	所得格差

Please note that while I've provided Japanese translations, it's always a good idea to consult native speakers or authoritative sources to ensure the accuracy of these translations, especially for specialized terms.

### Appendix 2

*Use of AI to Draft a Structured Essay Outline*

Give me some ideas for a structured essay outline on my topic "Can market forces and free competition alleviate global poverty?" My essay word limit is 500 words and I need to write 5 paragraphs

Certainly! Here's a structured essay outline for your topic "Can market forces and free competition alleviate global poverty?" with each paragraph's main idea and approximate word count:

**Paragraph 1: Introduction (Approx. 75 words)**

- Introduce the concept of market forces and free competition.
- Mention the relevance of these economic principles in addressing global poverty.
- Provide a brief overview of the essay's argument.

**Paragraph 2: The Potential of Market Forces and Free Competition (Approx. 100 words)**

- Explain how market forces can drive economic growth and innovation.
- Discuss how free competition encourages efficiency and cost-effectiveness.
- Highlight the potential positive impact of these factors on poverty reduction.

Note. This is a truncated version of the results for brevity.

### Appendix 3

*Use of AI for Simulated Peer Review, Obtaining Structured Feedback on Drafts*

Kindly check my oral presentation script. Give me feedback in a 3-column table format: (1) my original sentences, (2) your suggestions/corrections, and (3) detailed reasons for your suggestions. The specific question which is given for us today is can market forces and free competition alleviate global poverty? And in my opinion, it depends on the situation. And this statement is that in general, poverty in developing country is alleviate by the benefits for of corporate globalization, such as increased employment opportunities. But if governments promote free competition without regulation, increase inequality will increase leading to poverty.

Of course, I'd be happy to help you with your oral presentation script. Here's a 3-column table format with your original sentences, my suggestions/corrections, and detailed reasons for each suggestion:

Original Sentences	Suggestions/Corrections	Reasons for Suggestions
The specific question which is given for us today is can market forces and free competition alleviate global poverty?	Today, the question before us is: Can market forces and free competition alleviate global poverty?	Revised for clarity and proper punctuation.
And in my opinion, it depends on the situation.	In my opinion, the answer hinges on the context.	Revised for clarity and stronger language.
And this statement is that in general, poverty in developing country is alleviate by the benefits for of corporate globalization, such as increased employment opportunities.	The thesis statement is that, generally, poverty in developing countries can be alleviated by the advantages of corporate globalization, such as the creation of more employment opportunities.	Clarified the thesis statement for accuracy and fluency.
But if governments promote free competition without regulation, increase inequality will increase leading to poverty.	However, if governments promote unchecked free competition, it can exacerbate inequality and ultimately contribute to poverty.	Clarified the sentence structure and improved wording.

## Using Daylio for Tracking Language-Learning Study Habits

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Daylio [<https://www.daylio.net/>] is a microdiary mobile app for both iOS and Android devices that allows users to quickly record and track their daily moods and activities through the selection of icons. Microdiary mobile apps such as Daylio can be used to track various aspects of daily life such as fitness goals, productivity, mental health, and learning. Tapping icons to log moods and activities presents an alternative to the more time-consuming process of writing out journal entries by hand in traditional paper journals or logbooks. Although other digital tools such as Google Forms may also be used for activity-tracking, Daylio enables offline use; exudes greater visual appeal through customization, vibrant color schemes, and playful icons; and incen-

tivizes the user with gamification elements such as streaks and other milestones.

In the language classroom, Daylio can be used to record and monitor student reflections on study habits, exams, projects, and other activities. This information can be valuable for both the teacher and the student. The teacher can use the diary entries to refine the curriculum, while the student can use them to better understand their preferred ways of learning as well as how their moods may be influencing their progress in learning a new language. Daylio's ease of use and visual appeal can make this self-monitoring task less daunting for students who are not proficient in English or have limited time for traditional journal-writing. This article provides a guide for initial setup in class, instructions for use, instructions for how the diary entries can be submitted to teachers for assessment, and alternative uses of the app.

### Setup and Use

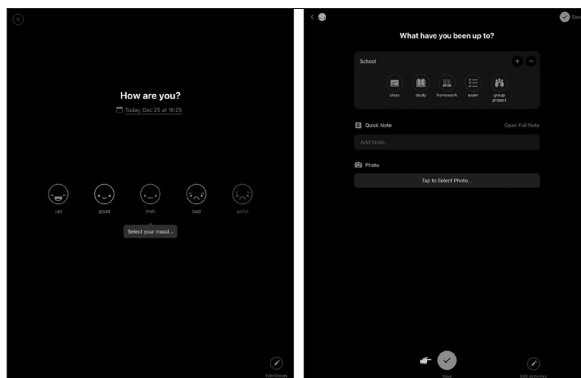
Because students will download the Daylio app [<https://www.daylio.net/>] onto their smartphone or tablet, if Wi-fi is not available to students at your school, you can give them the option of downloading it at home.

1. To set up the app, divide the class into small groups. Having students work together can make the process more fun and collaborative and reduce the initial hurdle of adopting a new tool. Students with stronger digital skills can assist others who may be less comfortable with technology.
2. Open Daylio and select *Let's Begin*. From here, select your color palette and emoji theme.
3. On the next screen, select your activities. Scroll to the bottom and select *School*, which will give you the option of recording moods about class, homework, exams, and group projects.
4. On the next screen, set a daily reminder for a time that is most convenient for you to create a diary entry. Make sure you allow notifications on your phone. If you do not require students to write an entry every day, it is advised to keep notifications turned off.
5. Next, you will be asked to start a free trial, but do not do this. Select *SKIP* at the bottom of the screen. The free version of Daylio still provides unlimited use of basic microdiary app functions.
6. Finally, you can record your first entry (see Figure 1). Choose the emoji icon that expresses your mood after having completed the setup and click *Continue*.

7. Three headings will then appear. Under *School*, select *Class*, and under *Quick Note*, write a short reflection of your experience setting up this app in class. Alternatively, if you selected *Good* on the previous screen, you can type why you currently feel good. When finished, click *Save*.

**Figure 1**

*Mood Emojis (Left) and Activity Icons With Space for Quick Notes (Right)*



To make a new diary entry, (a) open the app; (b) click the plus icon; (c) select *Today*, current mood, and school activities; and (d) write a quick note about the day. For daily use, you can advise students to create entries before the day ends, although technically, creating activities retroactively is also possible.

For students who prefer to type out longer reflections on a full keyboard, you can suggest writing in a cloud-based notes app such as Google Keep on their laptop, then manually transferring their entries to Daylio.

### Submitting to the Teacher for Assessment

For periodic assessment, you can have students submit their microdiary entries as a CSV file. You may consider quantifiable criteria, such as frequency and word count, or qualitative criteria, such as evidence of learning, reflection and analysis, target language practice, and variety of activities. Whatever you decide, it is advised to inform students of the grading criteria to guide them on their habit-tracking and reflection. Below is the procedure for exporting entries from Daylio to a single CSV file as seen in Figure 2. The procedure for exporting entries from Daylio to a CSV file (see Figure 2) on either iOS or Android are:

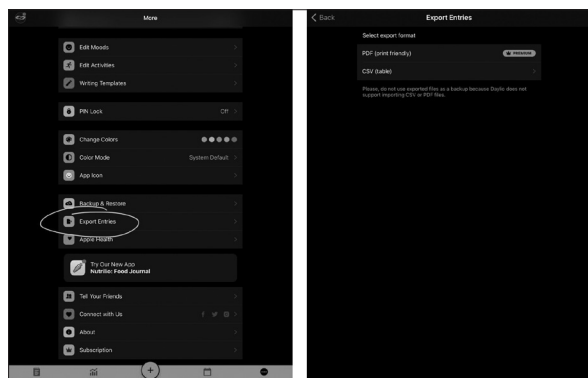
1. Select *More* from the menu at the bottom of the screen.
2. Click the orange *Export Entries* icon.

3. The next screen will provide two options for export. The free version of Daylio only supports CSV export, so select CSV (*table*).
4. Send the CSV file to your teacher.

Daylio also features a Calendar tab that lets students track their monthly frequency for each activity (see Figure 3). This feature may complement a broader goal-setting activity in the classroom.

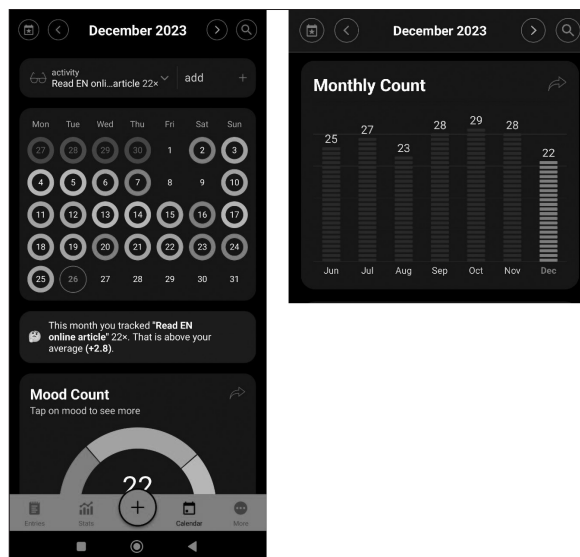
**Figure 2**

*Export Entries Item in the More Menu (Left) and Export Options (Right)*



**Figure 3**

*Calendar View (Left) and Bar Graph View (Right)*



### Alternative Uses

As students warm up to Daylio’s ease of use for daily tracking, they might go beyond language learning and start adding other activities or writing about different topics. Welcome this creativity with a reminder that when they export their entries for assessment, unless they manually edit the CSV file prior to submission, every entry will be visible to the teacher. Specifying your assessment methods and criteria should provide clear expectations.

You may also provide weekly writing prompts to spark students’ reflection. An example of how Daylio is used through writing prompts can be found in Appendix A.

### Conclusion

The microdiary app Daylio simplifies the act of writing journals by recording daily moods and habits through the selection of emoji and activity icons. In the language classroom, it can be set as recurring homework to track activities they engage in for language learning and reflect on those experiences. Visualizations of their progress over time can guide students to identify patterns, celebrate milestones, and adjust their goals to maintain motivation and ensure they are hitting their desired frequency for each activity.

## Appendix A

### Writing Prompts for Weekly Reflection

*The list of prompts below was provided to students to jumpstart writing in their microdiary when the author implemented Daylio as a semester-long self-monitoring activity in class. Adapt these prompts to fit your class’s needs.*

In the Notes section, you can write freely about your day or week with a focus on your experience as a student learning English or other languages. If you need help getting started, you may use the following questions. You may respond to each question more than once. For example, you can answer the same question in different weeks.

- Week 1 - What Activities did you set in Daylio? Why did you choose those Activities? What are you looking forward to in fall semester? in English 2? In other courses?
- Week 2 - What English-language manga did you choose for Extensive Reading? When did you first read the Japanese version?
- Week 3 - The first Vocabulary Quiz is over. How did you study for it? Do you think it is an efficient way to study or do you think your study habits can still be improved?
- Week 4 - It is Week 5 of fall semester. Have you settled into a weekly routine?
- Week 5 - What do you like about learning English (and other languages, if applicable)? What are your main struggles in learning English so far?

- Week 6 - What happened during your visit to the Chit Chat Club or the Writing Center? What did you and the other participants talk about?
- Week 7 - Where do you normally encounter English, apart from English 2 class?
- Week 8 - (Unit 8 final outcome) How successful were you with your 30-Day Action Plan? How did you stay motivated? How did you struggle?
- Week 9 - What happened during your visit to the Chit Chat Club? What did you talk about?
- Week 10 - Compare the pros and cons of doing solo work, pair work, and group work for the unit outcomes in English 1. Which style suits you best?
- Week 11 - Do you have a favorite English song? Can you sing it without looking at the lyrics?
- Week 12 - What happened during your visit to the Chit Chat Club? What did you talk about?
- Week 13 - What English-language media did you encounter, consume, or enjoy today?
- Week 14 - (Unit 11 final outcome) Reflect on your experience of writing to your future self. Are you excited to receive your letter in the future, or are you anxious?
- Week 15 - (Final reflection) Describe and reflect on your experience of using Daylio as a bullet journal throughout fall semester. Do you think you will continue using the app? Do you plan to continue learning English after English 1? If yes, how?

## [JALT PRAXIS] YOUNGER LEARNERS



### Martin Sedaghat & Emily MacFarlane

*The Younger Learners column provides language teachers of children and teenagers with advice and guidance for making the most of their classes. Teachers with an interest in this field are also encouraged to submit articles and ideas to the editors at the address below. We also welcome questions about teaching, and will endeavour to answer them in this column.*

Email: [jaltpubs.tlt.yl@jalt.org](mailto:jaltpubs.tlt.yl@jalt.org)

## Student-Centered Teaching (Part One): Often Overlooked Pre-Lesson Considerations for Young Learner Classrooms

Jesse Reidak

**T**he current article contains six pre-lesson considerations for teachers interested in acquiring a more balanced and student-centered teaching approach. Suppose teachers were to focus solely on lesson objectives, such as teaching grammar patterns. In such instances, they may lose sight of pre-lesson considerations such as the local teaching context, team teaching relationships, positive role modeling, effective lesson pacing, instructional techniques, and novel task implementation. Although a perfectly rounded teaching approach does not exist, teachers can attempt to create a balanced approach that best suits their students' needs. The pre-lesson considerations in this article are well-suited for teachers seeking such balance.

This two-part miniseries is written primarily for teachers of young learners, but many of the considerations discussed can also be applied to adult classrooms. The companion piece to this article will

focus on social-emotional learning and other essential childhood developmental skills, such as the mechanics of young learners' behavior, thinking, and development. Part two will also draw connections between the importance of social-emotional learning and a selection of the pre-lesson considerations discussed within this article. The pre-lesson considerations have—intentionally—not been supplied in a particular order; however, the first topic, local teaching contexts, should be highly relevant to teachers who are employed overseas. Although an assortment of Japan-specific classroom examples is utilized throughout the article, the pre-lesson considerations can be applied, as warranted by teachers and administrators, to classrooms located anywhere in the world.

### Local Teaching Contexts

Before teaching a lesson, specific preparations apart from lesson planning must be performed. A language teacher's pedagogy should partially reflect local ethnic (e.g., whether or not to teach handshaking) and sociopolitical factors (e.g., how to use pronouns). Crookes (2003) referred to such considerations as the local ethnopedagogy. When joining overseas educational institutions, teachers import cultural beliefs and practices with them—often without overt knowledge of doing so. Such cultural beliefs can sometimes contradict the local ethnopedagogical practices, so teachers must determine what is and is not acceptable for them to discuss and teach in their new employment roles.