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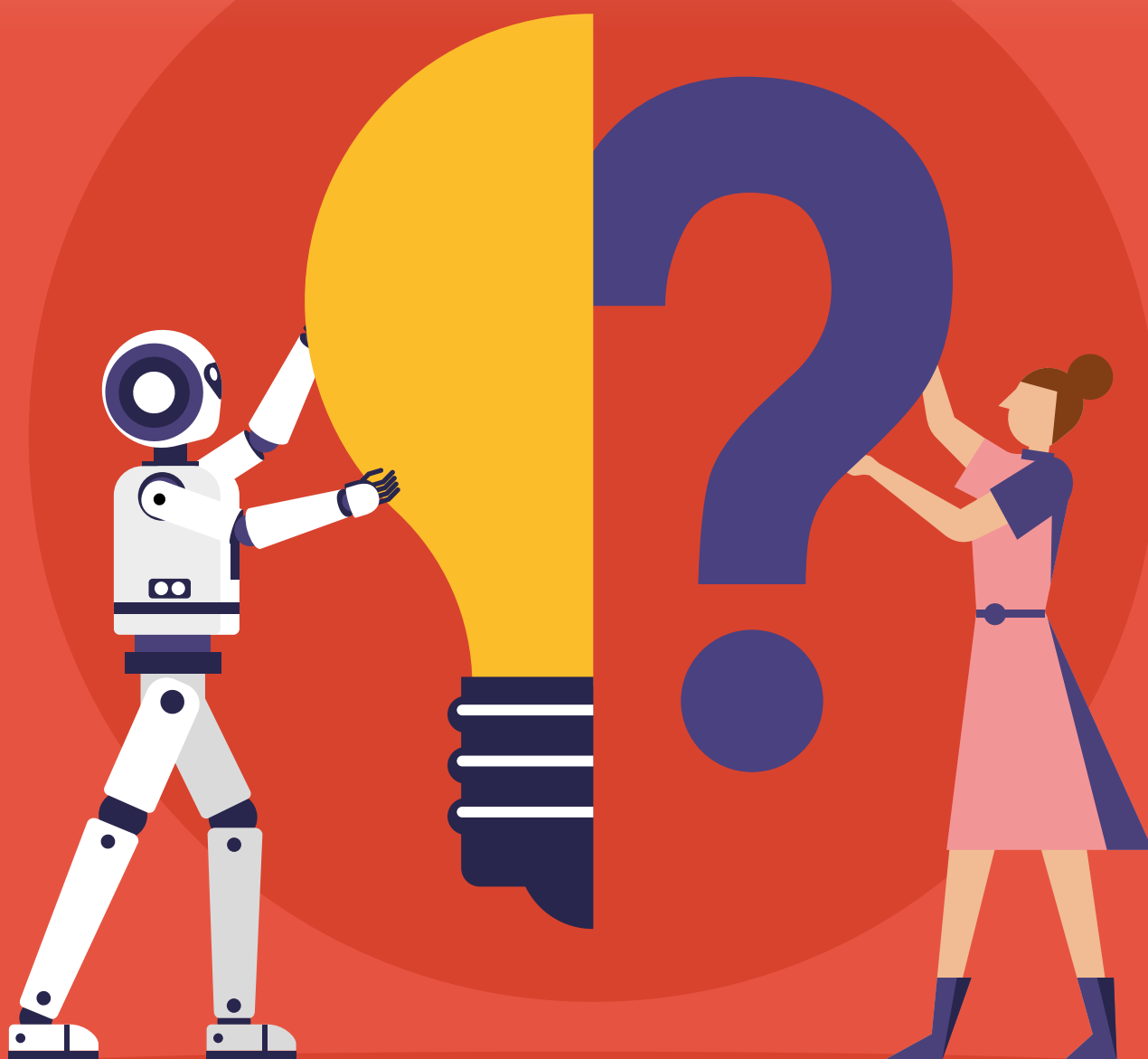
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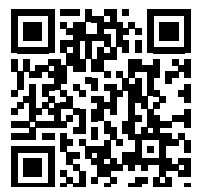


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Editorial

A note from the editor

Sitting in the lobby of a hotel near Auckland Airport I noticed a small, yellow robot, about one-metre tall, waiting for the lift to arrive. The doors opened and the robot moved inside. Off it went for its next job – delivering milk to someone on the fourth floor. Meanwhile, another robot was helping clear dishes in the restaurant. Both of these robots are probably preprogrammed so they are not technically using artificial intelligence (AI) but it is still quite amazing to see just how quickly AI is spreading.

For the purposes of this editorial, I checked my facts on AI by using AI – so I am not sure if this counts – but according to Google: ‘A robot is not inherently an AI, but they are often combined. A robot is a physical machine (body) that performs tasks, while AI is the software (brain) that enables learning and decision-making’. I hope that is clear!

The impact of AI on the world is already huge and its influence on what goes on in classrooms will continue to grow. In fact, AI is so huge and will demand such use of resources on Earth that companies are already looking to space as a place to locate data centres. Even as I write that sentence my brain is in overdrive trying to understand the concept of a million satellites orbiting Earth using the sun to power the infinite number of data centres required for all this AI. I struggle to understand the cloud but now we are going even higher!

So what are the implications over the next few years? Anecdotal evidence suggests that all over the world job opportunities in certain sectors are decreasing. Firms have realised that for certain tasks AI can do the job perfectly well. Ironically, recruitment is a good example. Applications are usually assessed initially by some form of AI which allows the number of candidates to be reduced quickly from, say, one hundred to twenty-five. Key words might be missing from an application or a particular qualification not suitable. Even a personal statement can be read and judged. The upshot is that candidates looking for a job are having to make multiple applications just to have a chance of making the cut and getting an opportunity to talk to a human being about employment possibilities. We also read that within companies, tasks which used to be assigned to humans are systematically being given to AI. Clearly, in the long run, this will change forever the way companies employ staff and how they allocate work.

So what does this mean for teachers? How is AI impacting on our classrooms? First and foremost is the whole area of assessment. Exam boards have always wanted to remove the subjective nature of testing; and they have reached the point now where most language assessment can be carried out via AI. It is consistent, does not get bored, has no mood issues and can work 24/7. The natural extension of that is for teachers to set homework using AI and, indeed, for learners to organise their own self-study. Texts can be written precisely to level, including vocabulary and grammar chosen by the user. Listening texts can be produced and customised to the accent and speed of delivery required. Writing can be analysed and amended with excellent feedback and speaking practice can be set up on any topic and in any situation. In all of the above, the teacher’s job is not threatened but their role changes.

AI is not something which will go away, it will grow and grow. We have to embrace it and, unlike using a new bit of software, it will need time. We will all need to learn just where and how it can be best used. Institutions will be imposing the use of it; already lesson planning seems to have been handed over to AI, along with a lot of materials development and course design. We are entering a new world where understanding of AI will be an absolute asset in all educational establishments. This issue touches on a few areas where teachers have already made solid steps forward, in terms of classroom and school management, materials writing and assessment. I am sure that as you read the articles you will recognise parts of your own lives where AI is going to be of use. I suppose the main point is not to fear it nor rush in too quickly. Take your time and make the right changes for you and your learners.

Just to reassure you, this editorial was written entirely by myself, as will continue to be the case for a while yet. Enjoy the issue and I sincerely hope you find a few ideas which are of use. Best wishes from a warm New Zealand. By the next issue I will be back in the UK. Noho ora mai.



Robert McLarty



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A warm welcome!

Welcome to this issue of *Modern English Teacher*! In this issue, the focus is on AI. Discussions around the use of AI are everywhere, but as many of us will freely admit, it's easy to feel confused, overwhelmed and even exasperated by the hype, the rapid new

developments and the explosion of information that we face. The articles in this issue explore many of the crucial discussions around AI, and we hope you find them useful and interesting.

If you are interested in a more in-depth analysis of responsible, research-based AI use, don't miss our newest title, *AI in ELT*. In it, Vicky Saumell and Belén Albarracín provide a balanced and research-led examination of how AI can be used in English language teaching, to equip you with practical tools and information to take ethical action in the classroom, and in the industry as a whole. Find out more on page 11 or scan the QR code below.

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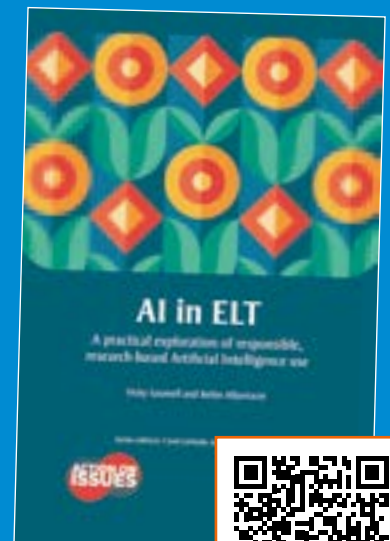
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Best wishes,
The Pavilion ELT team





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Resources online

Appendix C
Group tasks (continued)

Group D: paragraph structure

The sentences below form a paragraph but are out of order. Put them in the correct order.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____
8. ____ 9. ____ 10. ____ 11. ____ 12. ____ 13. ____ 14. ____

A	This is exemplified by sheep dogs which protect their flocks from dangers such as wolves, coyotes, large cats and unknown people.
B	People can be accompanied by pets for walks, going to the beach or simply spending time at home.
C	Having a living, breathing creature which requires a great deal of attention can teach young children many lessons.
D	Firstly, they can act as friends as they provide companionship.
E	Failure to successfully complete any of these tasks may result in the animal becoming sick, depressed or dying.
F	Such a scenario allows older generations to have a sense of family in an otherwise empty home.
G	In conclusion, owning a pet can be advantageous for several reasons such as friendship, protection and responsibility.
H	The final major merit of having a pet is that doing so teaches responsibility.
I	For example, they will be required to feed them, give them water, play with them and clean up after them.
J	Owning a pet may reduce one's chances of feeling lonely or depressed.
K	Many families often obtain a pet for their children.
L	There are three main advantages to having a pet: companionship, protection and responsibility.
M	Additionally, an ever-increasing amount of people are choosing to acquire pets as they do not have children living with them.
N	The second benefit of having a pet is protection. Some can be trained to guard people, property, and other animals.

From 'EAP is boring, what can we do?' by Mitchell R. Bradford Jr.
www.pavilionelt.com/met

Resources online

AI: I know we can ... but does that mean we should?

Aims & objectives

Today we are going to:

- discuss which task AI is best suited to;
- analyse an AI story;
- discuss the importance of creativity;
- learn to brainstorm as a group; and
- learn to write an engaging story so that you can:
- develop your creativity (e.g. when writing stories).

Introduction

Discuss the questions below with your partner:

- What kind of tasks is AI best suited to?
- Are there any tasks humans are better suited to?
- In your perfect future, how do you think AI and humans will coexist?

What do you think?

I asked AI to create a story about Mary. Read the story and discuss the questions below.

- How did it make you feel?
- What questions do you have? Do you want to know more about Mary?
- How engaging did you find the story?

What can we learn from AI?

We can learn a lot about language from this story but it's up to us to create something new and beautiful with the language. Work with your partners to analyse the story.

- What tenses are used? How do they help to tell the story?
- Write your own rules for these tenses. Begin with: "This tense is used in this situation to ..."
- What adverbs and adjectives can you find? How do they help you tell a story?

Let's be creative

AI is based on everything that has already been, but there is no end to the possibilities of human creativity. Work as a group with the same task given to the AI. Think of as many different possibilities for a story about Mary. There are no bad ideas. Stretch your creativity using a mindmap.

On reflection by David Byrne and Mark Heffernan
www.pavilionelt.com/met

Resources online

AI: I know we can ... but does that mean we should? teacher's notes (continued)

Resources online

AI The story was generated by AI with the prompt: 'Create a story about Mary, no more than 500 words'. You could adapt this lesson to your students' interests by changing Mary to any topic. The result will be the same.

THE JOURNAL ENTRY

Mary had always believed that small decisions could change a life. At this time, she was living in a small apartment in a busy part of the city. Every morning, she followed the same routine: wake up at 6, make strong coffee and take the train to the marketing office where she worked. The job was stable and paid well, but it felt like she was stuck in a loop. She often found herself staring at her computer screen, wondering how she had ended up there.

When Mary was young, she had dreamt of becoming a photographer. She loved capturing golden moments – a child laughing in the sun, an old man feeding birds in the park, sunlight filtering through dusty windows. But her parents had encouraged her to choose a 'safer' career. At the time, she agreed with them. It seemed practical. One rainy Tuesday evening, as she was leaving work, Mary noticed a small art gallery near the train station. She had passed it many times before but had never gone inside. That night, without thinking too much, she pushed open the door.

The gallery was warm and quiet. Photographs covered the white walls. They showed simple scenes: empty streets, open fields, strangers sitting in cafes. But each picture told a story. Mary felt something wake up inside her – a feeling she had not experienced in years. The gallery owner, an elderly woman with kind eyes, approached her.

"Do you like photography?" she asked.

"I used to," Mary replied softly. "I wanted to be a photographer once."

"Then why did you stop?" the woman asked.

"Then I did not have a clear answer. So I had to move on, and she had followed."

Before leaving, Mary learnt that the gallery offered weekend photography workshops. The idea stayed on her mind during the train ride home. She felt nervous but also excited. It had been a long time since she had tried something new.

The following Saturday, Mary returned to the gallery with her old camera, which she had carefully cleaned the night before. During the workshop, she walked through the city with a small group of strangers, searching for interesting moments. At first, she felt unsure. But as the hours passed, her confidence slowly returned.

By the end of the day, Mary felt tired but happy. She realised that she did not need to quit her job immediately or change her whole life in one week. She just needed to start. That evening, as she reviewed the photos on her camera, Mary smiled. For the first time in years, she felt that she was moving toward something instead of away from it. And all because she had decided to open one small door on a rainy Tuesday night.

Your turn

Time to create your own story.

- Choose some ideas from your collaborative brainstorming session.
- Decide on the beginning, middle and end of your story.
- Decide what tenses you will need to use to tell your story.
- Decide what adjectives and adverbs will help you tell your story.
- Write your story and share it with your partner(s).

When reflecting and giving feedback, you can focus on the language but also the process and the product.

What ideas did collaboration with humans lead to? Outside of errors, how did the story make you feel?

Using numerical data to generate language by Richard Ellis
www.pavilionelt.com/met

Q & A Appendices

Accompanies "EAP is boring", what can we do?" by Mitchell R. Bradford Jr, page 81
https://pavilionelt.com/wp-content/uploads/MET_35.2_OnlineResources_EAPisBoring_BradfordJr.pdf

AI: I know we can ... but does that mean we should?

Accompanies *On Reflection* by David Byrne and Mark Heffernan, page 87
https://pavilionelt.com/wp-content/uploads/MET_35.2_OnlineResources_OnReflection_ByrneHeffernan.pdf

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From 'good job!' to growth

Aneta Naumoska

shows how to use AI to improve peer feedback.

This article aims to help EFL teachers design higher-quality peer feedback for writing improvement among higher-level adult or university learners, and to show, clearly and practically, how AI can scaffold that peer feedback so it moves beyond vague praise ('Good job!') towards specific, actionable feedforward that leads to stronger revisions.

Why peer feedback stalls at 'Good job!'

Peer feedback is widely used in tertiary and adult ELT writing classes because it can multiply feedback opportunities, increase audience awareness and develop writers' independence. Yet many teachers recognise the familiar pattern.

- Feedback is too general ('Nice introduction!').
- Feedback focuses on surface issues only (grammar, punctuation).
- Feedback is too polite to be useful (avoiding critique).
- Feedback is too harsh (threatening relationships and motivation).
- Feedback is untrusted ('My classmate isn't qualified to judge').

These problems are not simply student laziness. They often reflect a gap in feedback literacy, i.e. students' ability to understand criteria, make judgements, manage emotions and take action on feedback (Yu & Liu, 2021). In other words, peer feedback quality depends on whether learners have been taught how to give and use feedback, not just told to exchange papers. Therefore, if we want peer feedback to improve writing, we must treat it as a learnt academic skill, with training.

modelling and reflection, not as a one-off activity at the end of a draft.

What good peer feedback looks like in advanced EFL writing

In higher-level adult and university contexts, effective peer feedback typically has five characteristics.

1. **Criteria-referenced (not preference-based)** Students comment using shared criteria (a rubric, genre checklist or task goals), not personal taste. This reduces 'I just feel . . .' feedback and supports fairness.
2. **Specific and text-based** Feedback points to evidence in the draft (a sentence, paragraph or move) and explains why it works or doesn't.
3. **Actionable and prioritised** Instead of listing 20 minor issues, reviewers identify a few high-impact revisions (e.g. clarity of claim, paragraph coherence).
4. **Dialogic (feedback as conversation)** In stronger peer-review systems, writers can ask follow-up questions and reviewers can clarify meaning. A short feedback dialogue often increases uptake.
5. **Designed to develop feedback literacy** Research in L2 writing classrooms suggests feedback literacy can develop when teachers build systematic cycles: preparatory training + clear criteria + multiple feedback sources + post-feedback reflection (Zhang & Mao, 2023).

So where does AI fit in? Not as a replacement for peers, but as a coach that helps peers produce feedback that meets these five qualities.

AI as a scaffold for peer feedback (not a shortcut)

AI tools can support peer feedback in ways that are directly tied to writing improvement.

- Helping reviewers notice higher-order issues (argument, cohesion, genre expectations);
- Helping reviewers phrase feedback clearly and politely (tone control, hedging, specificity);
- Helping reviewers justify feedback with criteria ('Which rubric dimension does this relate to?');
- Helping writers interpret feedback and turn it into a revision plan; and
- Helping both sides build feedback literacy through prompts, reflection, and checklists.

A helpful mental model is: peer feedback provides the human reader's judgement, while AI supports the process quality of that judgement. This aligns with emerging empirical work showing that embedding an AI chatbot into peer review can improve the quality of peer feedback and even enhance reviewers' own writing performance (Guo *et al.*, 2024). At the same time, studies of ChatGPT-like tools in higher education writing contexts highlight that learners value AI for speed and clarity, but still see limitations (e.g. inconsistency, overreliance, imperfect judgement), reinforcing the need to integrate AI alongside human feedback, not replacing it (Kurt & Kurt, 2024).

Before adding AI, build the peer feedback infrastructure. AI works best when the classroom design is already doing the right things. For higher-level learners, three foundations matter the most:

1 Foundation A: Make the target visible (genre + rubric): advanced EFL writers can handle nuanced expectations, but only if those expectations are explicit.

Teacher move: co-construct a short rubric or checklist with students (5–7 items) aligned to your task:

- purpose and audience
- thesis or claim quality
- paragraph structure and unity
- evidence and citation practices (if relevant)
- cohesion and signposting
- style or stance
- language accuracy (as a lower priority).

2 Foundation B: Train feedback moves (mini-lessons, not lectures). A powerful shift is to teach peer feedback as a set of repeatable moves:

- Describe what the text is doing ('Your claim is . . .').
- Evaluate using criteria ('This meets / doesn't meet X because . . .').
- Suggest an action ('Consider adding / reordering . . .').
- Ask a question that prompts writer thinking ('What evidence supports...?').

3 Foundation C: Build feedback literacy routines. Feedback literacy is not automatic, but it is actually developed through repeated cycles (Yu & Liu, 2021; Zhang & Mao, 2023).

Teacher routine: every peer review ends with a writer action step.

- 'My top two revision priorities are . . .'
- 'The feedback I will ignore is . . . (and why)'
- 'The question I still have is . . .'

Once these foundations exist, AI becomes a strong amplifier rather than a confusing add-on.

AI-supported peer feedback workflows

Workflow 1: Human first, AI second (best for quality and integrity)

Goal: To prevent AI from replacing students' thinking

Steps:

1. Reviewer writes feedback without AI (5–8 minutes) using rubric headings.
2. Reviewer then uses AI to upgrade the feedback: more specific, more polite, more actionable.
3. Reviewer submits both versions (draft + final). Teacher checks improvement.

Why it works: Students must generate ideas first, so AI becomes a revising tool for feedback language and structure, not a substitute for judgement. This supports feedback literacy development (Yu *et al.*, 2022).

Sample AI prompt (reviewer):

You are helping me improve the quality of peer feedback I wrote on an academic paragraph. Here is the rubric: (paste 5–7 criteria). Here is my feedback draft: (paste). Improve it so it is 1) specific and text-based, 2) linked to the rubric, 3) polite and professional and 4) gives 2–3 prioritised revision actions. Do NOT rewrite the student's paragraph. Only improve my feedback.

Workflow 2: AI as rubric interpreter

Goal: To help reviewers understand criteria deeply and apply them consistently.

Steps:

1. Provide students with the rubric.
2. Students ask AI to produce:
 - an example of what strong cohesion looks like in this genre; and
 - questions a reviewer should ask under each criterion.
3. Students use those AI-generated questions during peer review.

Why it works: Weak peer feedback often comes from uncertainty ('I don't know what to comment on'). AI can provide reviewer questions that guide attention to higher-order concerns, which is exactly where advanced writing development happens.

Sample AI prompt (reviewer):

I am a peer reviewer for an argumentative essay. Create a checklist of 2 questions for each criterion in this rubric: (paste). Keep questions focused on content, organization, and academic style, not

grammar. Output as a numbered list I can use while reading.

Workflow 3: Triadic feedback (peer + AI + writer reflection)

Goal: To turn feedback into revision decisions (where learning happens).

Steps:

1. Peer gives feedback (with or without AI support).
2. Writer asks AI to summarise and categorise peer comments. (content / organisation / style / language) and produce a revision plan.
3. Writer completes a short reflection note explaining what they will adopt and justifying it.

Why it works: Students often receive feedback but don't know how to act on it. Turning comments into a plan builds the taking action dimension of feedback literacy (Yu *et al.*, 2022).

Sample AI prompt (writer):

Here is the peer feedback I received: (paste). Summarise it into three main points. Categorise each point (content / organisation / style / language). Suggest a revision plan with three steps. Don't rewrite my essay. I only want a plan.

Practical classroom tips for implementing AI-supported peer review

1 Write a simple 'AI use policy' for peer feedback

For university and adult learners, clarity reduces anxiety and misuse. Keep it short.

- AI is allowed for: clarifying criteria, generating reviewer questions, improving tone, summarising feedback, creating revision plans.
- AI is not allowed for: writing the peer's text, generating whole paragraphs, completing assessed drafts without disclosure.
- Students must keep a record of prompts used (even a screenshot or copy-paste log).

2 Use 'commenting boundaries' to keep peers in control

Teach a few non-negotiables:

- no rewriting (unless teacher explicitly wants a reformulation example);

- one strength + one priority + one question minimum;
- evidence required ('Point to the sentence / paragraph you mean').

3 Provide sentence starters that match academic discourse

AI can help students produce polite, discipline-appropriate language, but students still benefit from models:

- Your main claim appears to be . . . , which is clear / unclear because . . .
- This paragraph is strong in . . . , especially when you . . .
- To strengthen cohesion, you could add a signpost such as . . .
- I'm not fully convinced by . . . , because the evidence seems . . .
- Could you clarify what you mean by . . . ?

A useful activity: students draft feedback, then use AI to improve hedging and clarity while keeping meaning unchanged.

4 Run a quick calibration task (10 minutes)

Give two short sample paragraphs (one stronger, one weaker). In pairs:

- students produce peer feedback;
- ask AI for feedback on the same texts; and
- compare: Where is the AI helpful? Where is it wrong or vague?

This builds critical AI literacy and reinforces that humans must judge.

5 Assess the feedback, not only the final draft

If you want peer feedback to improve, make it count lightly (even 5–10%). A simple feedback-quality rubric can include:

- specificity (text evidence);
- criteria alignment;
- actionability (clear next steps);
- tone / professionalism; and
- prioritisation.

Research suggests AI-supported peer review can improve feedback quality, so assessing feedback also helps you see whether the AI integration is working (Guo *et al.*, 2024).

Managing risks: accuracy, overreliance and trust

AI adds power, but also new classroom management needs, such as the following.

Hallucinations and wrong advice

AI can sound confident while being incorrect. Countermeasure: require evidence-based feedback ('Where in the text is the issue?') and encourage writers to treat AI-supported feedback as suggestions, not truth (Kurt & Kurt, 2024).

Overreliance ('The AI did my thinking.')

Use the human-first workflow, require prompt logs and include reflective notes: 'Which feedback point helped you most and why?'

Equity and access

If some students have better tools or paid versions, design tasks that work with minimal AI access, for example, allow group use on a shared device; focus on low-cost uses (rubric questions, tone editing, summarising feedback); or keep AI optional but beneficial.

Privacy and institutional policy

For adult and university settings, remind students not to upload identifiable personal data if the platform is not institutionally approved.

A proposed simple two-week implementation plan

Week 1: Build the system

Day 1: Introduce rubric and model strong feedback moves.

Day 2: Calibration task (student feedback vs. AI feedback).

Day 3: Practise peer review on a short paragraph, no AI.

Day 4: Repeat with human-first, AI-second workflow.

Week 2: Make it routine

- Peer review of draft 1 (AI-supported)

- Writer creates AI-supported revision plan + reflection note

- Draft 2 submitted with revision highlights (three changes + reasons)

This sequence matches what feedback literacy research suggests: training +

criteria clarity + repeated opportunities + reflection (Yu & Liu, 2021; Zhang & Mao, 2023).

Conclusion: using AI to move from praise to progress

Peer feedback is not automatically effective, it indeed becomes effective when students learn to judge writing using criteria, communicate feedback clearly and act on feedback strategically. AI can accelerate that development by functioning as a feedback coach, i.e. helping reviewers give more specific (instead of basic praise) and actionable feedback, and helping writers translate comments into revision plans. When designed carefully, AI-supported peer feedback can raise feedback quality and support writing development while still keeping human judgement at the centre (Guo *et al.*, 2024; Kurt & Kurt, 2024).

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