

English For Fun

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English For Fun (EFF) is a website prototype we created with the hope of allowing teachers to use AI to its fullest potential in order to create and design lesson plans and activities that are unique to their classes. In theory, EFF would take Artificial Intelligence (AI) and train it to create materials for the classroom, using previously published textbooks and lesson plans created by English Language (EL) teachers. The training of the AI is essential for it to grasp and understand the language and methods used by EL teachers.

Features of ‘English For Fun’ Online Interface

Using publicly available AI models such as GPT-3.5 and Google Gemini, EFF will allow teachers to customize the platform to uniquely suit their classrooms. The vision is to create a resourceful, useful, and effective space for both teachers and students in reading and writing. From the teacher’s perspective, they will be able to input any vocabulary or pre-drafted lesson plans into the system and ask the AI to generate games or activities for the students. Another way teachers can use the platform is by inputting specific vocabulary they want to cover and asking the AI to form a lesson plan around those vocabulary words. The teacher inputs a vocabulary list into the AI and asks it to form a lesson plan around the vocabulary words (Figure 1). From the students’ perspective, users will be able to sign on and complete any assigned activities or games (Figure 2). EFF will also be able to collect data from each of the games and activities assigned to the students so that the teacher may review it and use the feedback to inform their instruction in the classroom.

Similar to classroom management tools like *Cengage* and *Google Classroom*, EFF is built for both teachers and students to use in their classrooms. Ideally, the teacher would create an account where the classrooms will be organized by class and students. When teachers are creating their accounts, they are required to fill out a section on their students’ grade level and Common European Framework of Reference (CEFR) level, as AI would use it to tailor its output. EFF would benefit secondary teachers or teachers in charge of different class subjects with different students. Organization is one of EFF’s goals, as there is a menu bar to locate different parts of the website: Classrooms, Workroom, Reading, and Writing (Figure 3) for visual representations of EFF’s layout.



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Figure 1

Teachers can input specific vocabulary to create meaningful and effective games

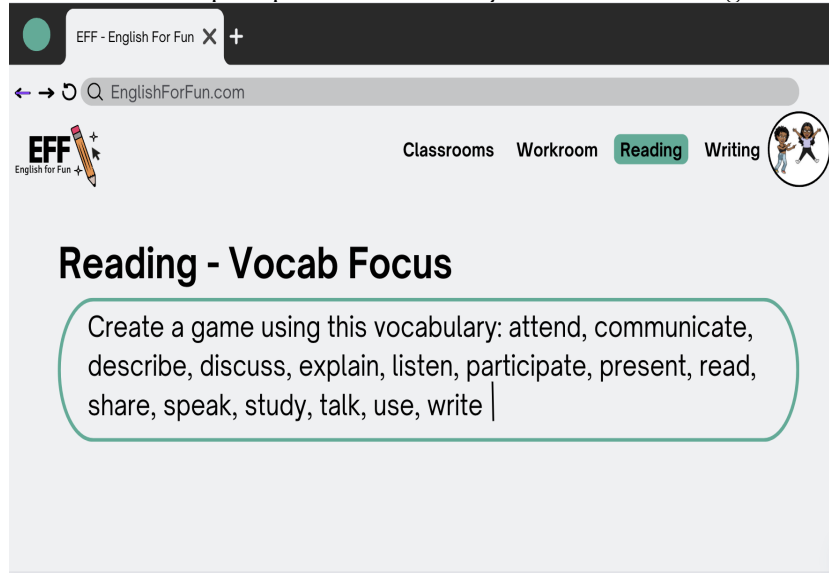
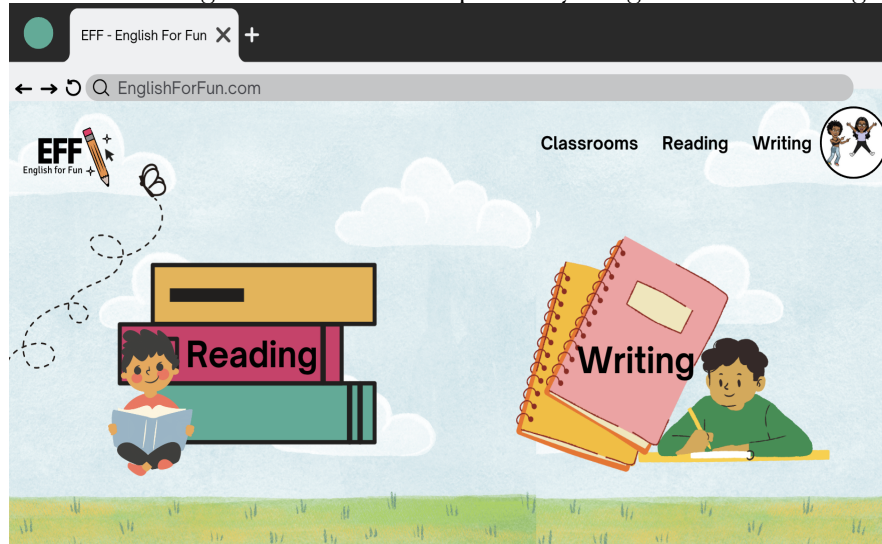


Figure 2

Students can sign onto EFF to complete any assigned activities or games



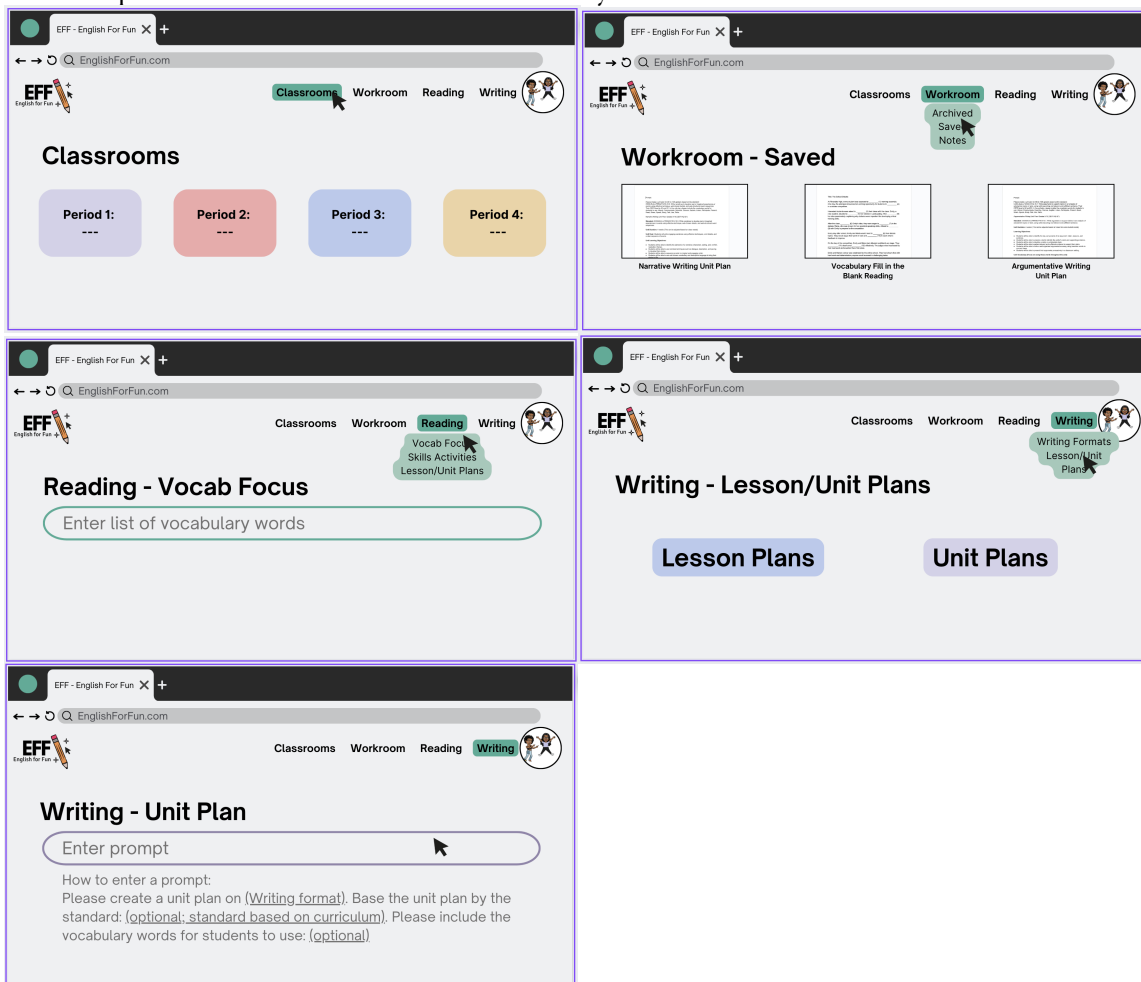
The classrooms page is set to organize teachers' classrooms by subject and grade level. Similar to Google Classroom, teachers can post an assignment and have a notification sent to students that an assignment is assigned. For students, they would log in and complete their assignment on EFF. On the workroom page, teachers may save activity overviews, lessons and unit plans that AI has generated for them. Archived (also under the workroom) is also a space to re-use material and activities for a different class. Notes are available to benefit the teachers' lesson planning process. Reading and writing have separate web pages for AI to focus on a specific subject and its different concepts. A teacher may seek reading and writing lesson/unit material, reading skill activities, reading vocabulary focus, and the

different writing formats. When AI generates these supplements, EFF allows teachers to save the material back to the workroom, print, ask for another unit plan if one does not satisfy their expectations, and edit the prompt if a concept is missing. EFF is designed to create a feasible workplace and provide effective materials for teachers and students.

An example of what the EFF platform could do is creating a reading game. We will look at the game from the teacher’s point of view. In chronological order, the teacher would begin by going to the Reading tab of the website and selecting “vocabulary-focused” on the menu. The teacher would then enter their chosen vocabulary with their grade level and ask the AI to create a game based on the chosen vocabulary and the reading level of the class. The AI would then either make the game into an online game or create a game in the format of a lesson plan, based on what the teacher has asked the AI to do. From the students’ perspective, if the game was input as an online game, they could log on and select either reading or writing and see that a new game has been added to their gallery and play that game or a past game that has been assigned to them. If the teacher asked for a game in the style of a lesson plan, then only the teacher would have access to those plans.

Figure 3

Visual representations of EFF’s content and layout.



From the menu bar, EFF provides different writing formats that would be required for students in their grade level. For instance, if the teacher is teaching 9th graders, they would receive writing format examples and layout outlines of a narrative story/personal narrative generated by AI. If teachers wanted to create a lesson or a unit plan, they would type a prompt stating what writing format needs to be taught/used, the standards based on the school's curriculum, and/or the vocabulary they want students to use (Figure 4). This statement would prompt AI to create a detailed overview of how the lesson or unit should be taught. For example, a prompt requesting a unit plan on narrative writing for 9th graders may say,

“Please create a unit plan on narrative writing. Base the unit plan on the standard: CCSS.ELA-LITERACY.W.9-10.3 (Hawaii Common Core Standards for public schools): Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Please include the vocabulary words for students to use: Attend, Communicate, Describe, Discuss, Explain, Listen, Participate, Present, Read, Share, Speak, Study, Talk, Use, Write.”

AI organized its response in sections by: Unit title with grade level and CEFR level, the standard, unit goal, unit learning objectives, description of unit activities based on each week (total of 4 weeks), differentiation of activities, assessment, and extension activities. This is impressive as it generated a clear picture of what should be covered. However, it could be improved if AI was able to list instructions for how to teach the content. It should be kept in mind that teachers know their students best and to use the material provided by AI as a guideline and a place to start and expand.

Figure 4

An example of a prompt made by the teacher and EFF's unit plan output using Google Gemini.

The figure displays five sequential screenshots of a web browser showing the output of a unit plan for narrative writing. The browser tabs are labeled 'EFF - English For Fun'. The page title is 'Writing - Unit Plan'. The prompt, shown in a rounded rectangle in the first screenshot, asks for a unit plan on narrative writing based on the standard CCSS.ELA-LITERACY.W.9-10.3, using specific vocabulary words: Attend, Communicate, Describe, Discuss, Explain, Listen, Participate, Present, Read, Share, Speak, Study, Talk, Use, Write.

The unit plan output is structured as follows:

- Writing - Unit Plan**
Narrative Writing Unit Plan: Grades 9-10 (CEFR A2-B1)
- Standard:** CCSS.ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Unit Duration:** 4 weeks (This can be adjusted based on class needs)
- Unit Goal:** Students will write engaging narratives using effective techniques, vivid details, and a clear sequence of events.
- Unit Learning Objectives:**
 - Students will be able to identify the elements of a narrative (characters, setting, plot, conflict, resolution, theme).
 - Students will be able to use narrative techniques such as dialogue, description, and pacing to develop their stories.
 - Students will be able to sequence events in a logical and engaging order.
 - Students will be able to use well-chosen vocabulary and descriptive language to bring their stories to life.
 - Students will be able to revise and edit their narratives for clarity, flow, and grammar.
- Unit Activities:**
- Week 1: Introduction to Narrative Writing**
 - Brainstorming:**
 - Discuss what makes a good story.
 - Show students examples of narratives (short stories, movie clips).
 - Brainstorm story ideas as a class, focusing on relatable themes or experiences for teenagers (e.g., first day at a new school, overcoming a challenge, a funny experience).
 - Elements of Narrative:**
 - Introduce the key elements of a narrative (characters, setting, plot, conflict, resolution, theme) using graphic organizers or visuals.
 - Have students analyze short narratives to identify these elements.
 - Vocabulary Building:**
 - Introduce vocabulary related to storytelling (e.g., dialogue, description, pacing, conflict). Include the target vocabulary words from the prompt: Attend, Communicate, Describe, Discuss, Explain, Listen, Participate, Present, Read, Share, Speak, Study, Talk, Use, Write.
- Week 2: Developing Characters and Setting**
 - Character Creation:**
 - Guide students in creating engaging characters: physical description, personality traits, backstory, motivations.
 - Use role-playing or character interviews as activities.
 - Setting the Scene:**
 - Discuss the importance of setting in a narrative.
 - Brainstorm different types of settings and how they can affect the story.
 - Have students write descriptive paragraphs about their chosen setting using sensory details.
- Week 3: Crafting the Story**
 - Plot Development:**
 - Introduce the concept of plot structure (exposition, rising action, climax, falling action, resolution)
 - Have students practice sequencing events in a logical order.
 - Guide students in developing a plot outline for their narratives, including a clear conflict and resolution.
 - Narrative Techniques:**
 - Focus on specific narrative techniques like dialogue, description, and pacing.
 - Model how to incorporate these techniques into writing through examples and short writing prompts.
 - Have students practice writing dialogue that reveals character personalities and advances the plot.
- Week 4: Revision and Publishing**
 - Self-Editing and Peer Review:**
 - Provide students with a rubric focusing on the target skills (elements of narrative, techniques, sentence structure, grammar).
 - Teach students self-editing strategies and have them revise their drafts based on the rubric.
 - Facilitate peer review sessions where students give constructive feedback to each other using the target vocabulary for communication (Discuss, Explain, Listen, Share, Speak).
 - Publishing and Sharing:**
 - Offer students different options for publishing their stories (class blog, literary magazine, presentations).
 - Celebrate students' work by creating a platform for sharing their narratives (Present, Share).
 - Differentiation:**
 - For A2 learners, provide sentence starters, word banks, and simpler sentence structures to support their writing.
 - For B1 learners, offer more challenging prompts and encourage them to use a wider range of vocabulary and complex sentence structures.
 - Provide visual aids like graphic organizers and storyboards to support all learners.
 - Assessment:**
 - Throughout the unit, observe students' participation in class discussions and activities (Attend, Participate, Talk).
 - Collect and assess students' drafts, focusing on their use of elements of narrative, techniques, vocabulary, and grammar (use the rubric).
 - Evaluate the final published pieces based on the unit learning objectives (Read, Write).
- Extension Activities:**
 - Invite a guest speaker (author, journalist) to share their storytelling experience (Listen, Speak).
 - Have students adapt their written narratives into short films.

At the bottom of the page, there are buttons for 'Save', 'New Unit Plan', and 'Edit prompt', and the text 'Google Gemini' is visible.

Conclusion

Overall, EFF is designed as an AI-direct resource for teachers and students to use for educational purposes. EFF's goal is to use modern technology to teach modern-day learning. As AI is constantly improving, EFF will also improve and expand as many other resources and could be improved and created to help EL students and teachers. Using ChatGPT 3.5 and Google Gemini throughout the creation of EFF, we were able to witness how much potential AI offers as assistance for teachers who struggle to think of ideas for how to teach their content. EFF clearly shows this potential through providing material to teach reading and writing.

About the Authors

Kylie Asuncion is a recent BA TESOL graduate from Hawaii Pacific University. She is interested in obtaining her MA in Secondary Education in the future and hopes to make a positive impact in her community through being a high school EL (English Learner) teacher.

Jada Bruno is a recent BA TESOL graduate from Hawai'i Pacific University. She is interested in using games in the language classroom. Jada presented at the 2024 HI TESOL about using "Catch Phrase" as an interactive and engaging game for adult English language learners.