AI in the EFL class

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SPEAKERS & ABSTRACTS

Nicholas Peachey

Nik Peachey is Director of Pedagogy at PeacheyPublications, an independent digital publishing company that specializes in the design of digital learning materials. He has been involved in education since 1990 and has more than 30 years' experience of working specifically with online and blended learning environments. He has worked all over the world training teachers and developing innovative and creative products and is a two-time British Council Innovations award winner. His customers include British Council, Eton College, Open University, OUP, CUP Macmillan, Google Creative Labs and International House.

His books include:

Developing Critical Thinking Skills With AI: https://payhip.com/b/NqAto

The Manual of AI-Mediated Autonomous Teacher Development: https://payhip.com/b/Y1e4H

AI-Powered Lesson Design for English Teachers: https://payhip.com/b/mvsco

ChatGPT in the Language Classroom: https://payhip.com/b/heORW

He also co-edited Creativity in the ELT Classroom and Creativity and the Sustainable Development Goals for the British Council

He is editor of the free Edtech & ELT Newsletter: https://substack.com/@nikpeachey

AI Challenges and Opportunities for the Language Classroom

Abstract

With the emergence of freely available large language models (LLMs) such as ChatGPT in late 2022, we saw a paradigm shift in the potential of AI applications to support language learning, teaching and teacher development. In this session I will look at how AI has changed and the kinds of challenges and opportunities this presents for us as teachers and what we need to think about in order to ensure we help our learners to exploit these opportunities. During the session I will share a range of prompts and tools that teachers can put to immediate use to help develop materials lesson plans and their own development.

Angela M. Dadak

Angela M. Dadak has worked with English language students, teachers, and professionals across four continents. Currently, Dr Dadak is currently teaching courses in academic, legal, and professional English at the European Humanities University in Vilnius, Lithuania. She also conducts English sessions for American Center Minsk and in-person for the American Space Vilnius. Prior to coming to the Baltics, Dr Dadak worked in American University's Writing Studies Program, where she specializes in second-language writing (undergraduate, graduate, professional, and faculty training). Her current areas of research and teaching interest include second-language writing, language awareness, linguistic landscapes, curriculum development, and faculty development. She has a passion for critical language awareness and intercultural understanding/exchanges.

Human Brains and Language in an Age of AI: Implications for Learning and Teaching

Abstract

AI can generate language in seconds, but how do learners' brains respond when we bring it into the learning process? Recent technological innovations in brain science give insights into how humans process language, how people benefit from learning languages, and how the brain reacts when using genAI to learn. This workshop presents an interactive, teacher-friendly overview of research into those three areas, and then it focuses on how we can use this information when we choose to include AI in our language teaching and even in our own language learning. By the end of this session, participants will be able to summarize key findings from brain science related to language, adapt existing classroom practices for using (or not using) genAI based on those findings, and reflect on how AI might effectively support our own language learning.

Joe Walther

Joe Walther is a lifelong educator with nearly 30 years of experience working in various facets of education. He has worked in public schools, summer migrant programs, and corporate training centers. However, for most of his career, Joe worked as an associate professor of English language and literature in universities, where he served as a curriculum coordinator, advisor, coach, and teacher trainer. He even taught the Presidential Security Service, which protects the president of South Korea. Most recently, he has been an education consultant and teaching specialist, creating courses for various educational bodies and teaching camps in Central Asia. His background as a social studies teacher shaped his approach to language learning: start with culture, add critical thinking skills, reflection, then add some creativity-building tasks. Then you've got a foundation for learning that goes beyond just language. He values collaboration and believes laughter is important in the classroom and in life. Joe grew up in northern California and spent a decade studying and working in Oregon before settling in South Korea. In August 2025, Joe joined Daugavpils University as the U.S. State Department English Language Fellow.

Motivating Writers in the AI Era: Practical Approaches for Real Classrooms

Abstract

This session explores how collaborative writing and intentional AI use can motivate learners in real classrooms. Drawing on experiences from Latvia, Tajikistan, South Korea, and Türkiye, the speaker shares field-tested activities and practical strategies that make writing more engaging, social, and purposeful. Rather than replacing the teacher, AI can serve as a writing partner by helping students generate ideas, revise drafts, and develop confidence. The session highlights how collaborative tasks paired with appropriate AI use can reduce writing anxiety and support student voice. Participants will leave with adaptable activities and a clearer understanding of how to balance pedagogy and technology in writing instruction.

Kayleigh Mary Kleiva

Kayleigh Mary Kleiva is an English Language Lecturer at The University of Tartu Narva College. Her professional life is dedicated to exploring how technology can enhance—not replace—the human role in the classroom. Kleiva holds a Master's in Educational Technology from the University of Tartu, providing the academic foundation for her work on digital pedagogy. Her interdisciplinary background also includes a Master's in Human Rights Law (Central European University) and a Bachelor's in The Comparative History of Ideas from the University of Washington. Through years of dynamic ELT experience in the U.S., across Europe and Asia, and on YouTube, she brings a uniquely global perspective to AI literacy, prompt generation, and maximizing teaching efficiency.

Maximizing ROI: The Teacher as AI Prompt Engineer and Vetting Expert

Abstract

Maximizing ROI: The Teacher as AI Prompt Engineer and Vetting Expert is designed as a high-tempo, practical experience targeting English Language Teachers (ELT) at all levels of technological proficiency. The core premise is that professionals should focus on maximal Return on Investment (ROI) of their lesson planning time by strategically applying Large Language Models (LLMs) to vetted teaching materials or course plans, rather than chasing endless new applications or coursebooks. This approach streamlines lesson preparation and reinforces the importance of human centered teaching. Participants will be organized into collaborative groups for a live comparative session focusing on adaptation. Groups will work with a single, proven grammar exercise and be challenged to tailor it to specific classroom parameters and a localized theme. Participants will be divided into two experimental roles: Digital Adaptation groups, who use structured prompt engineering to instantly execute the necessary changes via an LLM, and Analogue Adaptation groups, who rewrite and redesign the exercise without the assistance of AI, relying solely on pedagogical insight and creativity. The session will culminate in a direct comparison of the two outputs, demonstrating how the human teacher provides the essential pedagogical adaptation (the "why") while the LLM provides the time-saving execution (the "how"). Key takeaways include a Prompt Template Cheat Sheet for learning material adaptation, a deeper understanding of the pedagogical value only the human teacher can provide, and a clear assessment of where LLMs save preparation time, reinforcing the essential role of the human educator as the vetting expert.