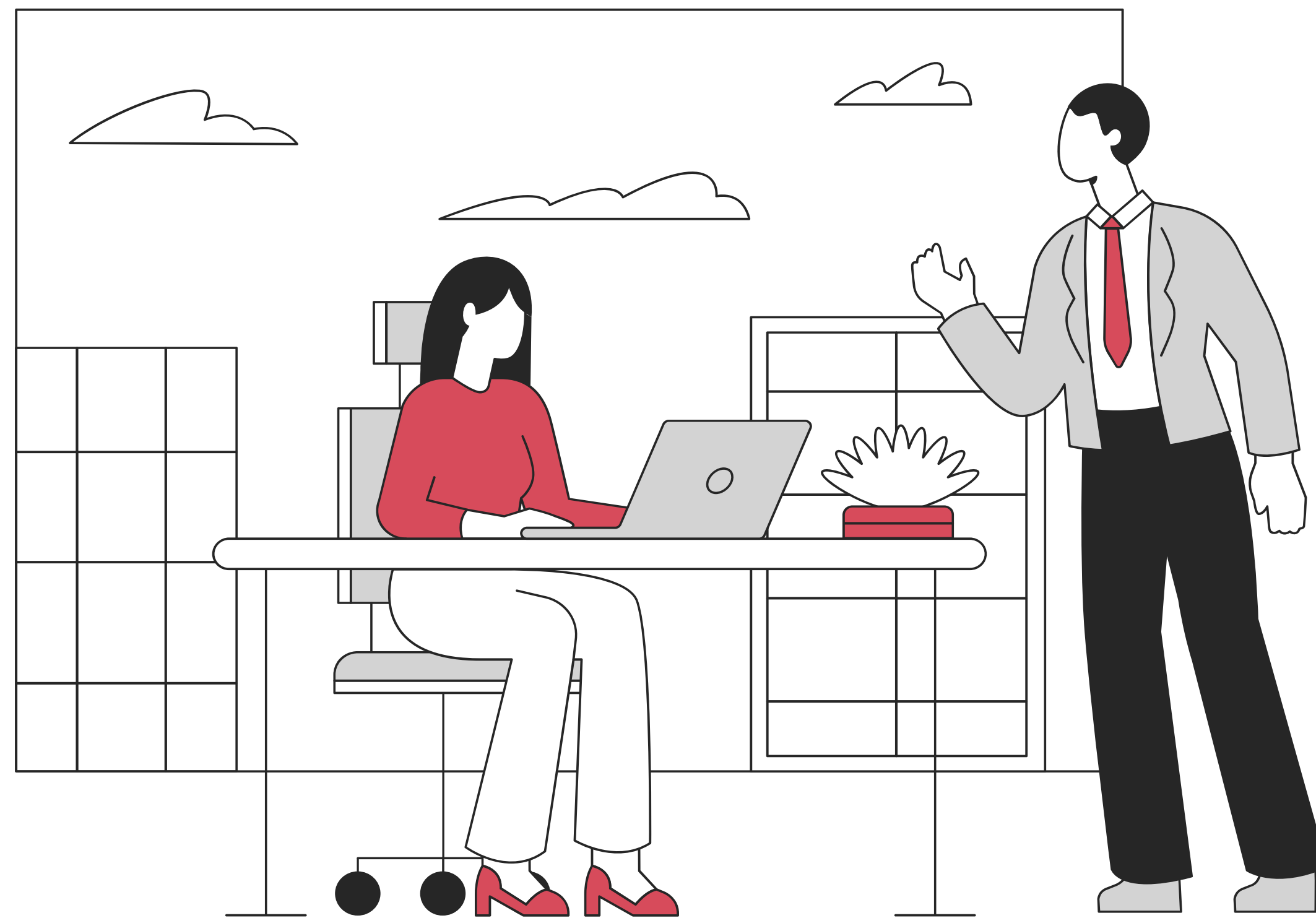


INTEGRATING AI INTO LANGUAGE TEACHING & LEARNING

By David Weller



OVERVIEW



1. WHAT IS AI?

What's happening?
Quick overview.



2. AI FOR TEACHERS

From lesson plans to
professional development.



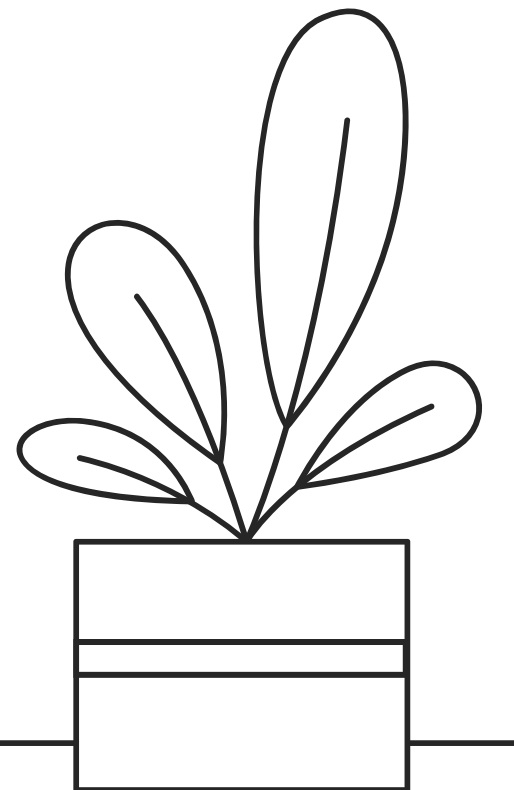
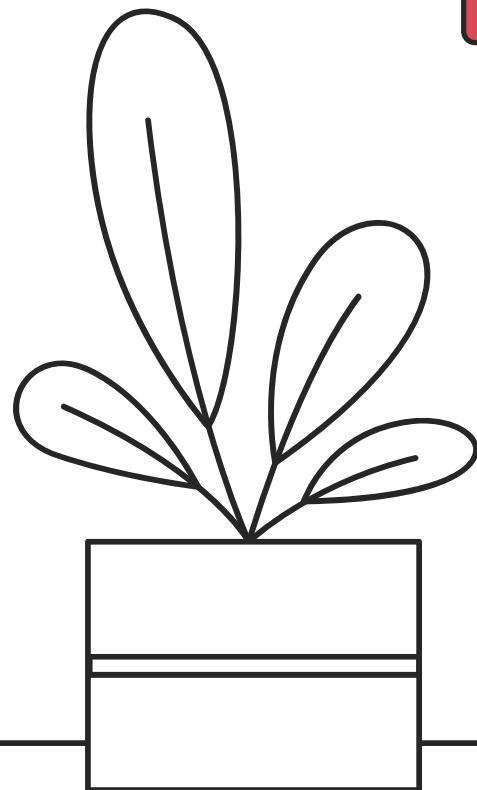
3. AI FOR STUDENTS

From study plans to
speaking partners.



4. AI DEBATE

AI risks, rewards & the
future.



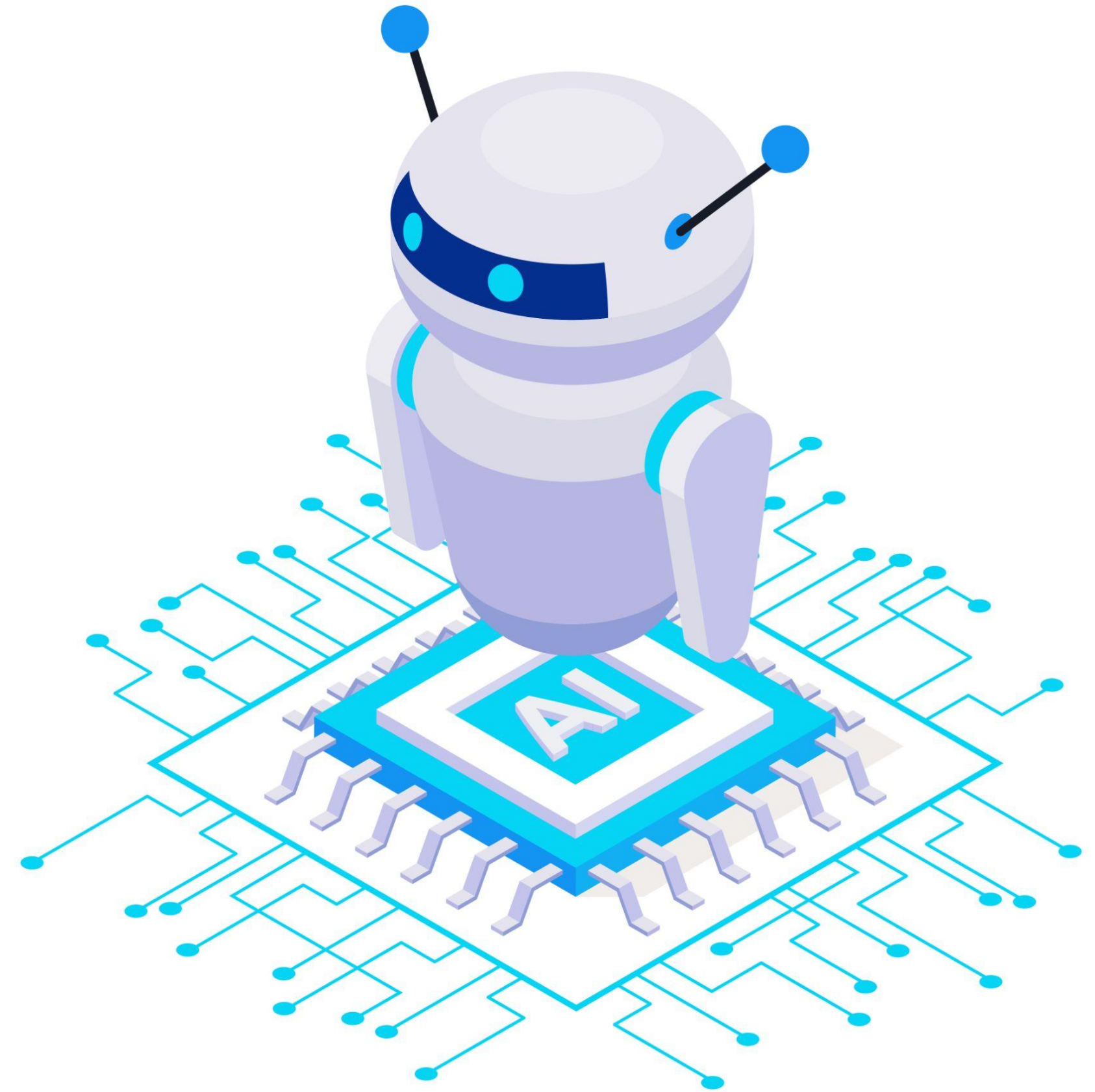
WHAT IS AI?

AI: Artificial Intelligence

AGI: Artificial General Intelligence

ML: Machine Learning

LLM: Large Language Model



Text



ChatGPT
OpenAI



ChatGPT is fine-tuned from GPT-3.5, a language model trained to produce text.

Free



GPT-4
OpenAI



GPT-4 is OpenAI's most advanced system, producing safer and more useful responses



Notion AI
Notion



A connected assistant which produces text responses based on user's questions and the current page context.

Free

Image



Stable Diffusion
Stability.ai



A deep learning, text-to-image model, used to generate detailed images conditioned on text descriptions.

Free



Image Creator
Microsoft Bing



Image Creator generates AI images based on your text

Free



Midjourney
Midjourney



Midjourney is an AI program which generates images from natural language descriptions(prompts).

Video



Runway
Runway



A multi-modal AI system that can generate novel videos with text, images, or video clips.

Free



Fliki
Fliki



Fliki is an text to video and text to speech creator powered by generative AI.

Free



Wonder...
Wonder Studio



An AI tool that automatically animates, lights and composes CG characters into a live-action scene

Audio



JukeBox
OpenAI



A neural net that generates music, including rudimentary singing, as raw audio in a variety of genres and artist...

Free



MusicLM
Google Research



MusicLM is an AI model that can generate high-fidelity music from text.

Free



Text to Speech
Microsoft Azure



AI voice generators to speak naturally using synthesized speech from input text

Free

3D



Point-E
OpenAI



A system for generating 3D point clouds from complex prompts

Free



Magic3D
NVIDIA



Magic3D is a new text-to-3D content creation tool that creates 3D mesh models with unprecedented quality.



Imagine 3D
Luma AI



An early experiment to prototype and create 3D with text.

Coding



Copilot X
Github



An AI pair programmer with an early adoption of OpenAI's GPT-4



Codex
OpenAI



An AI AI system that translates natural language to code



CodeWhisperer
Amazon

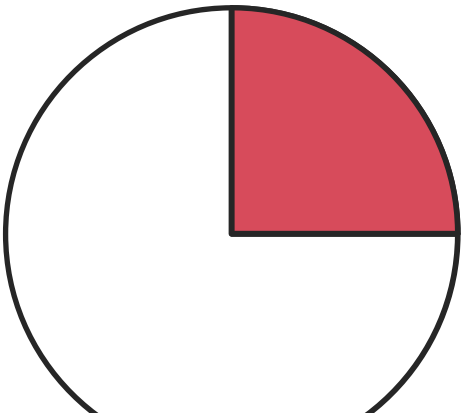


CodeWhisperer can generate code suggestions ranging from snippets to full functions based on your comments and...

Free

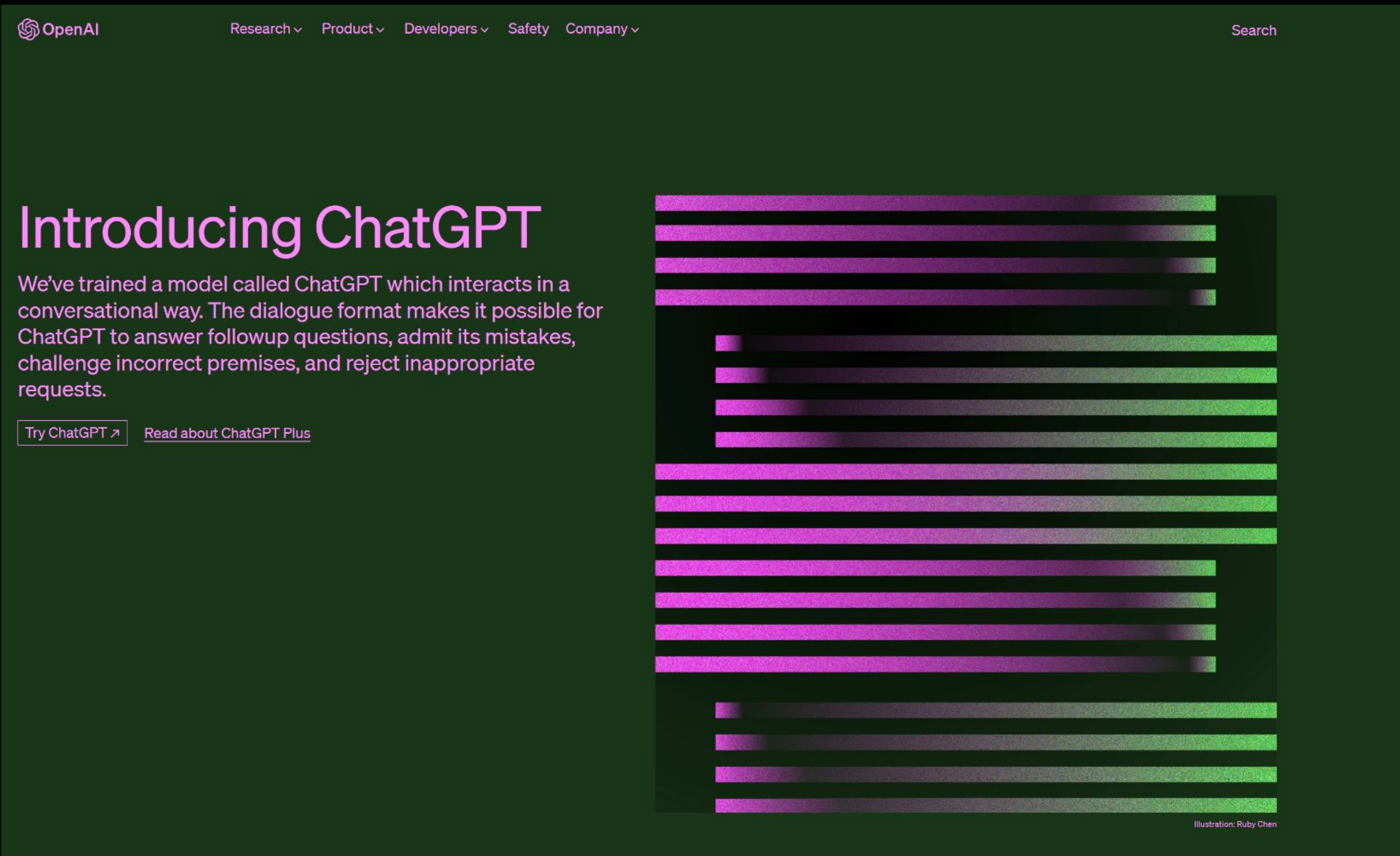
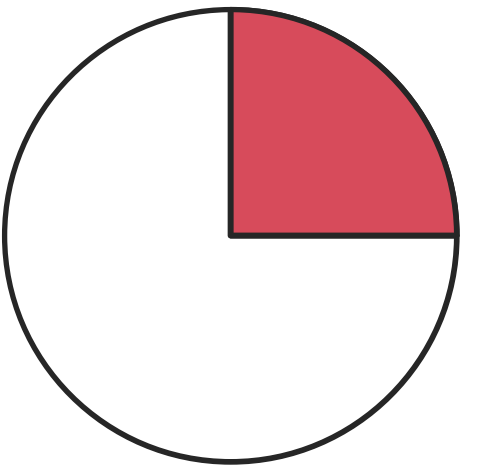
Generative AI 

TOOLS





TOOLS



ChatGPT



<https://chat.openai.com>



Welcome to ChatGPT

Log in with your OpenAI account to continue

Log in

Sign up

AI FOR TEACHERS

WHAT DO TEACHERS DO EVERY WEEK?

(Outside the classroom!)



PLANNING
5 hours

GRADING
5 hours

ADMIN
3 hours

STUDENT INTERACTION
3 hours

COLLABORATION
2 hours

COMMUNICATION
2 hours



DEVELOPMENT
1 hours

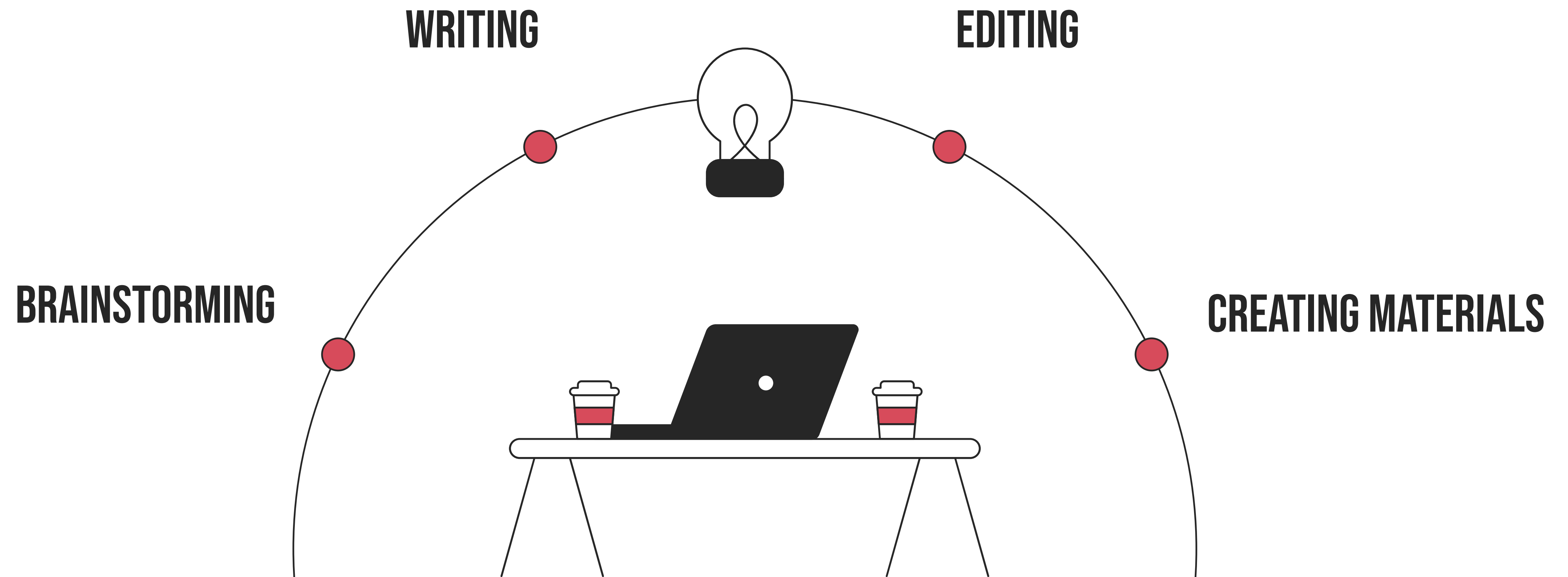
EVENTS
1 hours

OTHER
3 hours



LESSON PLANNING

LESSON PLANNING





BRAINSTORMING



Can you please suggest some fun English learning activities to practice pronunciation appropriate for 7-9 year old ESL students?



Sure, here are some fun English learning activities to practice pronunciation appropriate for 7-9 year old ESL students:

1. Tongue twisters: Tongue twisters are a fun way to practice pronunciation and improve enunciation. You can start with simple ones like "She sells seashells by the seashore" and gradually move on to more challenging ones.
2. Rhyming games: Play games where students have to find words that rhyme with each other. For example, you could say a word like "cat" and have the students come up with words that rhyme with it, such as "bat," "hat," and "rat."
3. Sing-alongs: Singing is a great way to practice pronunciation and learn new vocabulary.

One-shot



WRITING

Please help me write a TEFL lesson plan. Here are the details:

Lesson aim: by the end of the lesson, students should be better able to use modal verbs to give advice.

Student English level: Beginner, A1/A2 on CEFR

Student first language(s): Mandarin Chinese

Student ages: 18-21

Class length: 60 minutes

Class size: 20 students, 1 teacher

Resources: interactive whiteboard, handouts

Topic: Holidays & travel

Context: A friend is choosing where to go on holiday

Teaching methodology: Engage-Study-Activate (ESA)

WRITING



Sure, I can help you with that! Here's a lesson plan following the Engage-Study-Activate (ESA) teaching methodology that aims to improve your students' ability to use modal verbs to give advice when discussing holiday plans with a friend.

Level: Beginner, A1/A2 on CEFR

Duration: 60 minutes

Materials:

- Interactive whiteboard
- Handouts with example conversations and exercises

Lesson aims:


- To introduce modal verbs and their functions in giving advice
- To give students practice using modal verbs in conversations about holiday plans
- To encourage students to offer and ask for advice in a group setting

Procedure:



Multi-shot

WRITING



I want to write a TEFL lesson plan to teach modal verbs to my students. Please could you ask me questions one by one, to get information you need, and then write an appropriate lesson plan? 



Of course! I'll ask you some questions to gather the information I need to create a TEFL lesson plan focused on teaching modal verbs. Here's the first question:  

1. What is the age range and proficiency level of your students?

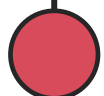
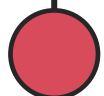
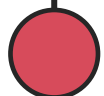
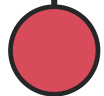


18-21 years old, and beginner level (A2 on the CEFR)



Great, that helps a lot. Here's the second question:  

2. How long is the lesson and what is the class size?



EDITING



Please can you rewrite this using the TBLT methodology, with a task cycle. Also, can you put it in a table?



Stage	Time	Activity
Pre-task	5 min	- Greet students and introduce the topic of travel and giving advice.
		- Introduce the aim of the lesson: practicing modal verbs to give advice.
Task Cycle		
- Task	10 min	- Divide students into pairs.
		- Hand out a travel scenario to each pair (e.g., a friend wants to relax, a friend wants an adventure, a friend is on a budget).
		- Students discuss their scenario and give advice using any language they can.



MATERIALS



Please create a gap-fill exercise for English students at beginner level for past simple action verbs



Sure! Here's a gap-fill exercise for beginner English students on past simple action verbs:



Instructions: Fill in the blanks with the past simple form of the verb in parentheses.

1. Yesterday, I _____ (walk) to the park.
2. She _____ (play) tennis last weekend.
3. They _____ (watch) a movie last night.
4. He _____ (study) for his exam yesterday.
5. We _____ (dance) at the party on Saturday.
6. She _____ (cook) dinner last night.
7. They _____ (clean) the house on Sunday morning.
8. He _____ (surf) at the beach last weekend.
9. I _____ (listen) to music yesterday.
10. She _____ (travel) to Europe last summer.

MATERIALS



Please can you change this activity into story form?



Sure! Here's the same activity in story form:

Yesterday was a busy day for me. I woke up early and decided to go for a walk to the park. As I _____ (walk) to the park, I saw many people jogging and walking their dogs.

Later that day, I met my friend who told me about her weekend. She _____ (play) tennis with her brother last weekend and they had a great time.

In the evening, I stayed at home and watched a movie. I _____ (watch) an action movie that kept me on the edge of my seat.

Before going to bed, I checked on my roommate who was studying for an exam. He _____ (study) for hours and looked exhausted.

On Saturday, my friends and I went to a party where we _____ (dance) all night long. The

MATERIALS



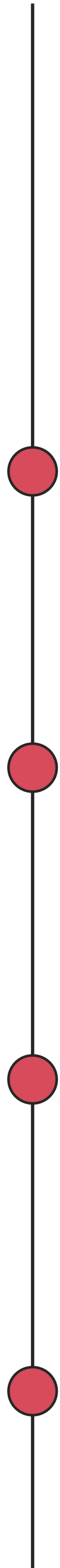
Please create a table of -ed verb endings for a handout to practice pronunciation



Certainly! Here is a table of -ed verb endings for pronunciation practice:

Pronunciation	Example Verb
/d/	played
/t/	talked
/ɪd/	wanted
/d/	enjoyed
/t/	looked
/ɪd/	decided
/d/	started
/t/	walked
/ɪd/	needed

Note that the pronunciation of the -ed ending can vary depending on the final sound of the verb stem. If the stem ends in a voiced sound, the -ed ending will be pronounced as /d/; if the stem ends in an unvoiced sound, the -ed ending will be pronounced as /t/; if the stem ends in the sounds /t/ or /d/, the -ed ending will be pronounced as /ɪd/.



MATERIALS



Sure! Here's the original table of -ed verb endings sorted by sound:

Pronunciation	Example Verb
/d/	played
/d/	enjoyed
/d/	started
/t/	talked
/t/	looked
/t/	walked
/ɪd/	wanted
/ɪd/	decided
/ɪd/	needed

In this sorted table, the verbs are grouped by the pronunciation of the -ed ending: first the verbs with a /d/ ending, then the verbs with a /t/ ending, and finally the verbs with an /ɪd/ ending.



MATERIALS



Please create a list of common business idioms, in a table, as a quiz for students

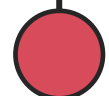
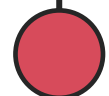
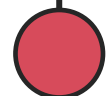


Certainly! Here's a table of common business idioms for a quiz:

Idiom	Meaning
get the ball rolling	to start something
touch base	to make contact or connect with someone
think outside the box	to think creatively and differently
go the extra mile	to make an extra effort
on the same page	to have a shared understanding or agreement
call it a day	to stop working for the day
keep someone in the loop	to keep someone informed or updated
break the ice	to relieve tension or awkwardness in a situation
hit the ground running	to start something with energy and enthusiasm
play hardball	to act aggressively or ruthlessly in business negotiations

Instructions: For each idiom, choose the correct meaning from the following options.

- What does the idiom "get the ball rolling" mean?
A) to stop working for the day
B) to make contact or connect with someone
C) to start something



MATERIALS



Please can you generate a simple 'choose your own adventure' game for beginner ESL students, with the context of finding a missing toy with friends, using the present simple. Please present one option at a time.



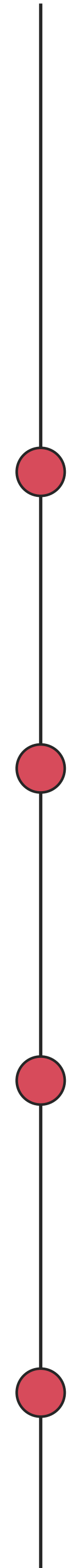
Sure, here's a simple "choose your own adventure" game for beginner ESL students, with the context of finding a missing toy with friends, using the present simple. Here's the first option:



You and your friends are playing in the park when you realize that your favorite toy is missing. You and your friends decide to search for it. What do you do?

- A) Ask the other kids in the park if they have seen the toy.
- B) Look for the toy near the swings.
- C) Search for the toy in the sandbox.

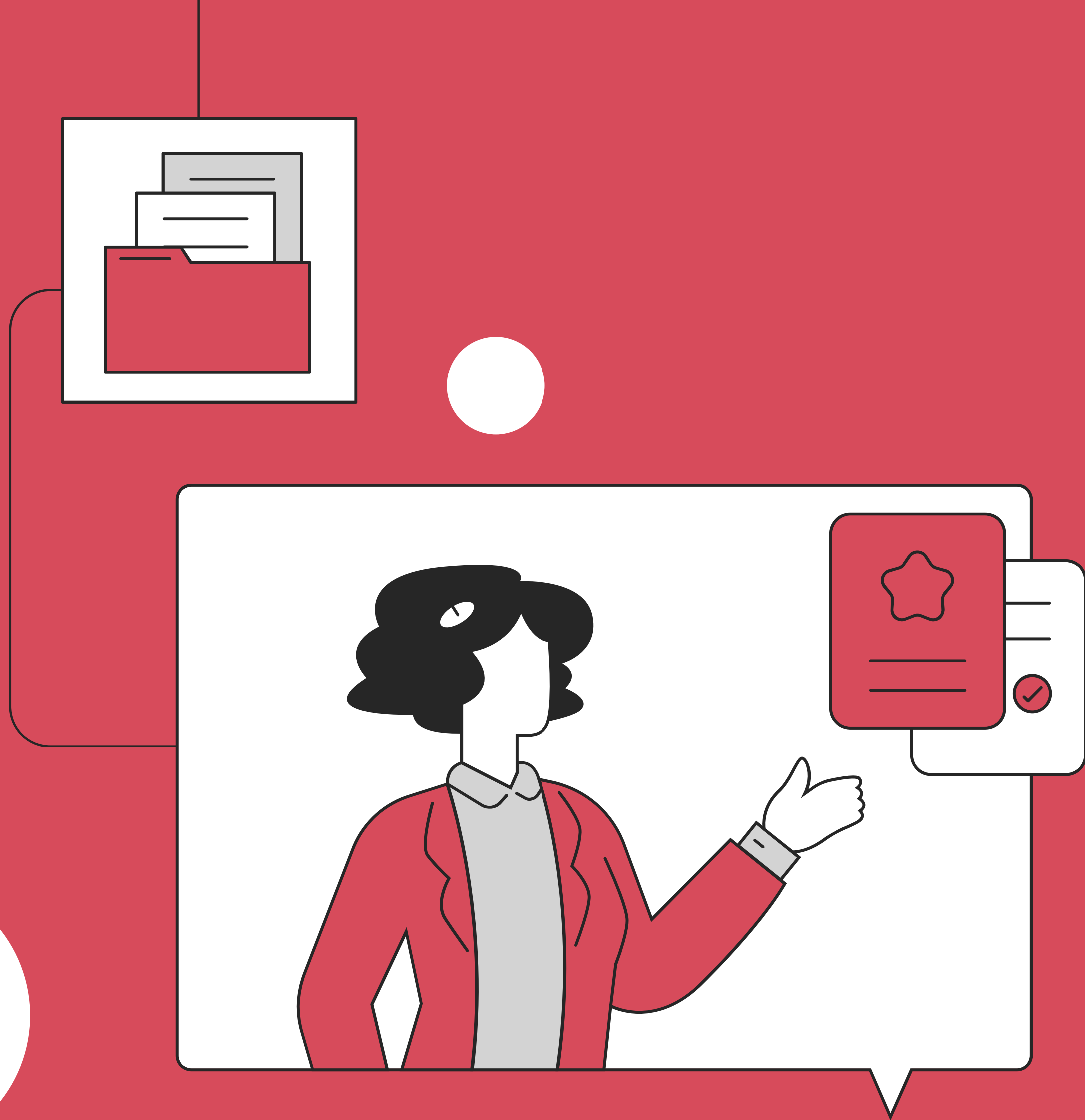
Type the letter of the option you want to choose:



MATERIALS

Other ideas

- Quizzes
- Reading comprehension
- Stories
- Dialogues
- Role-play ideas and cards
- Multiple choice questions
- Jokes, riddles
- Error correction exercises
- Mad libs
- Jumbled sentences



GRADING

FEEDBACK



Please write feedback for this piece of student work.

Please note any grammatical errors.

Please give concrete actions they could take to improve their writing, with examples.

"I love going to school! My favorite subject is math because I like solving problems and learning new things. I also like playing with friends at recess and lunchtime. When we have art class, I enjoy use different colors and drawing pictures. Reading is fun too, especially when we go the library and pick up books to read. Sometimes we have assembly and I enjoy singing and dancing with my classmates. I am happy to be a primary school student and I am excited to continue learning and grow."



Dear Student,



Thank you for sharing your thoughts on your school experience. It's great to see your enthusiasm for learning and your love for different subjects. I have some suggestions to help you improve your writing. Let's go through the text and identify areas where we can make improvements.

1. Grammatical errors:

- "I enjoy use different colors" should be "I enjoy using different colors"
- "we go the library" should be "we go to the library"
- "to continue learning and grow" should be "to continue learning and growing"

2. Concrete actions to improve the writing:

RUBRICS



If I were to create a rubric for this task, what criteria would you suggest using?



A rubric for evaluating a piece of writing like this can include the following criteria:

1. Content and Ideas:

- Clarity and relevance of ideas
- Demonstrates understanding of the topic
- Engaging and interesting to the reader

2. Organization and Structure:

- Logical organization and flow of ideas
- Appropriate use of paragraphs to separate main points
- Use of transitional words or phrases to connect ideas

3. Sentence Construction and Variety:



RUBRICS



Please can you use this criteria to create a rubric in a table, and mark the previous student writing according to the rubric



Here is a rubric based on the suggested criteria in a table format. I've also assessed the revised student writing according to the rubric.



Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Score
Content and Ideas	Clear, relevant, and engaging	Mostly clear and relevant	Somewhat clear and relevant	Unclear or irrelevant	4
Organization and Structure	Logical flow, well-organized	Mostly logical and organized	Adequate organization	Disorganized, lacks structure	4
Sentence Construction	Varied structures, grammatically	Mostly varied and grammatically	Adequate variety, some errors	Little variety, many errors	3

GRADING

Student Name	Homework #1	Homework #2	Homework #3	Homework #4
	Grade	Grade	Grade	Grade
Agent Smith	41	95	94	97
AVA	87	91	90	89
Data	1	100	100	100
Hal	79	87	81	88
Jarvis	12	92	88	91
R2-D2	87	56	77	78
Wall_E	26	82	85	79

DATA

DATA



Please can you write a class report for the students in this class, based on their grades.

Please note any significant trends:

Student Name	Homework #1 Grade	Homework #2 Grade	Homework #3 Grade	Homework #4 Grade
Agent Smith	41	95	94	97
AVA	87	91	90	89
Data 1	100	100	100	
Hal	79	87	81	88
Jarvis	12	92	88	91
R2-D2	87	56	77	78
Wall_E	26	82	85	79



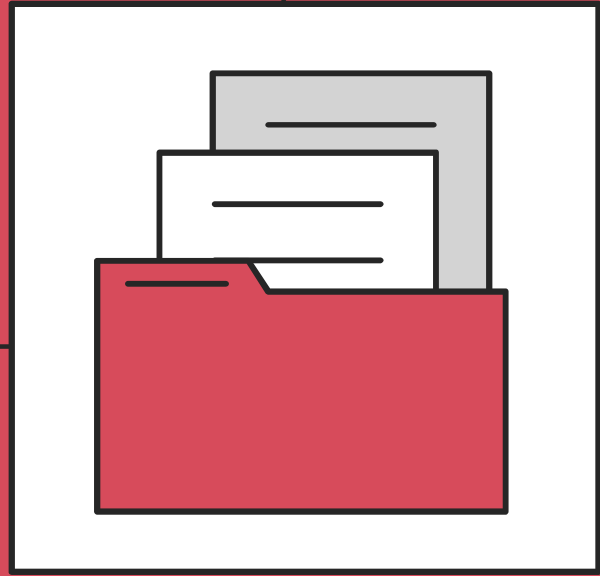
Based on the grades for Homework #1 through Homework #4, the following is a class report for the students:



Agent Smith: Agent Smith started with a low grade of 41 in Homework #1, but showed remarkable improvement in subsequent assignments, achieving high grades of 95, 94, and 97. This is an impressive improvement, indicating a strong work ethic and a willingness to learn.

AVA: AVA has consistently achieved high grades throughout all four homework assignments, with grades ranging from 89 to 91. This indicates a strong understanding of the material and a good work ethic.

Data: Data has performed exceptionally well in all four homework assignments, achieving



ADMIN



EMAILS



Please write an email to my Director of Studies, summarising this report in a paragraph



Dear [Director of Studies],



I am writing to share with you a report on the grades of the students in our class for the homework writing task. Overall, the class has shown a wide range of performance levels, with some students consistently performing well and others showing significant improvement over time. Notably, Agent Smith showed remarkable improvement in subsequent assignments, achieving high grades of 95, 94, and 97 after a low grade of 41 in Homework #1. Similarly, Jarvis and Wall_E showed improvement over time, while Data performed exceptionally well with perfect scores in all four homework assignments. However, there is room for improvement for some students like R2-D2, who showed inconsistency in grades. Thank you for your time, and I look forward to discussing this report with you further.

Best regards,

[Your Name]

EMAILS



Please summarise this email into bullet points



Sure, here's a simplified summary:

- This email is a report on student grades for a homework writing task.
- Some students did well, some improved over time, and some need improvement.
- Agent Smith showed great improvement, while Data performed exceptionally well.
- R2-D2 needs to improve.
- The author thanks the Director of Studies and wants to discuss the report further.

EVERYTHING ELSE



Please generate a checklist for the first day of term with a new class



Certainly, here's a checklist for the first day of term with a new class:



Before the First Day:

- Review the class roster and ensure that you have all necessary materials ready.
- Plan the first day's lesson and activities, keeping in mind your teaching goals for the semester.
- Prepare your classroom and any necessary materials, such as textbooks, handouts, and technology.

On the First Day:

- Greet your students warmly and introduce yourself.
- Review the course syllabus and any class policies or expectations.

EVERYTHING ELSE

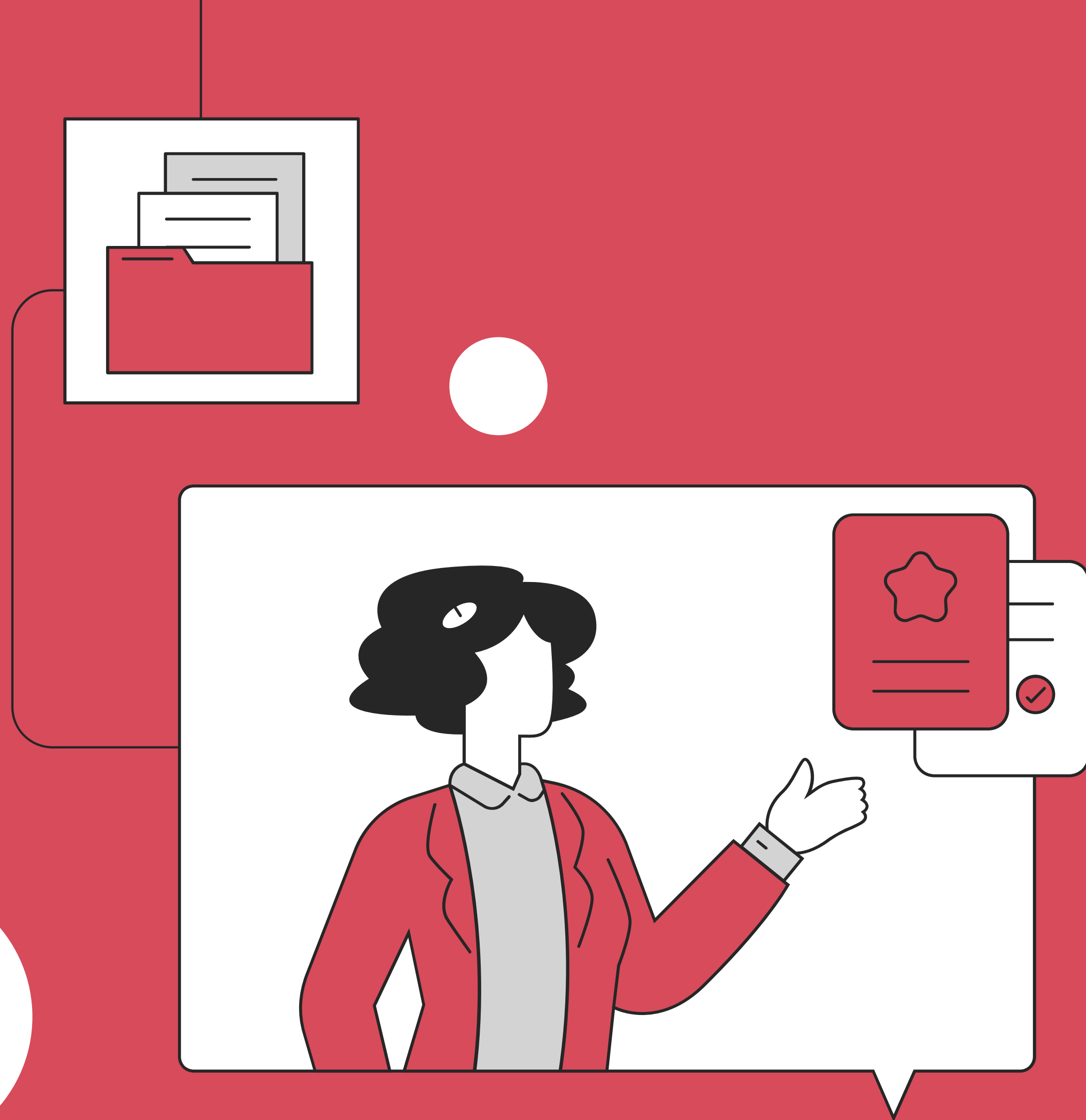


Where can I go on my days off? I'm teaching in Xi'an, China. I'd like to see some lesser-known attractions



If you're interested in seeing some lesser-known attractions in Xi'an, here are some suggestions:

1. Forest of Stone Steles Museum: This museum is located in the southern part of Xi'an and is home to thousands of ancient stone tablets, rubbings, and calligraphy. It's a great place to learn about Chinese art and culture.
2. Xiangji Temple: This temple is located in a tranquil neighborhood in the eastern part of Xi'an and is considered a hidden gem. It's known for its beautiful architecture, peaceful gardens, and ancient relics.
3. Shaanxi History Museum: This museum is located near the Big Wild Goose Pagoda and is home to a vast collection of artifacts and exhibits related to the history of Shaanxi province. It's a great place to learn about the local culture and heritage.
4. Da Cien Temple: This temple is located in the southern part of Xi'an and is known for its towering pagoda and beautiful gardens. It's a peaceful and serene place to explore.
5. Huaqing Palace: This palace is located about 30 km east of Xi'an and is known for its hot springs, stunning gardens, and ancient architecture. It's a great place to relax and unwind.



PROFESSIONAL DEVELOPMENT

SUMMARIZING



Here's a chapter from a book 'Lesson Planning for Language Teachers' by David Weller. Please could you summarise the chapter in bullet points?

Task Design

One area of planning that often gets forgotten is task design. With everything else we need to focus on, it's usually an afterthought. Then we look for any activity loosely related to the lesson aim and go with that. Yet creating

SUMMARIZING



Summary of "Task Design" chapter from "Lesson Planning for Language Teachers" by David Weller:

- Task design is essential for effective student learning.
- Six principles to follow when designing tasks:
 - Tasks should support aims.
 - Tasks need a gap: information gaps, reasoning gaps, opinion gaps.
 - Plan for students' cognitive load by reducing extraneous cognitive load.
 - Consider what students will think about.
 - Tasks should exploit materials that have already been used in the lesson.
 - Mentally rehearse tasks to anticipate problems and make improvements.

QUESTIONS



What is extraneous cognitive load?



Extraneous cognitive load refers to the unnecessary mental effort required to complete a task that is not directly related to achieving the learning objective. In other words, it is the cognitive load that arises due to poorly designed tasks, unclear instructions, irrelevant or distracting information, or confusing materials. Reducing extraneous cognitive load is important in task design because it allows students to focus their mental resources on the task's learning objective, leading to more effective learning.

RESEARCH



Ask a question, get conclusions from research papers

Does storytelling have a positive impact on language learning?



Try Searching:

does creatine help build muscle?

benefits of mindfulness

direct cash transfers and poverty

How to search?

Consensus uses AI to find answers in research papers. The best way to search is to ask a question.



Ask about the relationship between concepts

Does spanking impact childhood development?

What predicts success as a startup founder?

Does creatine improve cognition?



Ask a simple yes/no question

Can Zinc help treat depression?

Does morning sunlight improve mood?

Do home crowds impact referee bias?



Ask about the effects of a concept

What are the effects of gratitude practice?

What are the mental health benefits of psychedelics?

What are the effects of drug decriminalization?

RESEARCH

Synthesize

All years

Share This Page

beta

These features are in Beta and not 100% accurate. Use with discretion. You can share feedback [here](#)

Summary

Top 10 papers analyzed

These studies suggest that storytelling positively impacts language learning by facilitating imagination, creative thinking, language abilities, cooperative learning, increasing vocabulary, and improving oral skills.

Consensus Meter

16 papers analyzed

✓ Yes - 88%

✎ Possibly - 12%

✗ No - 0%

According Sundmark (2014) and Remi (2011), storytelling has potential means to increase children language skills.

Published in English Education Journal | Jundullah Faris Mutashim et al. | 2018

Yes

Ongoing observations of the program participants prompted the authors to make the following conclusions: ① Storytelling is a rich interactive process that facilitates imagination, creative thinking, language abilities, and cooperative learning; ② Learners actively construct their own understanding, building upon their current knowledge base; ③ Working with others (social interaction) on meaningful tasks enhances learning; and ④ Storytelling offers a limitless opportunity for developing a more authentic awareness of and respect for children with diverse language and cultural backgrounds.

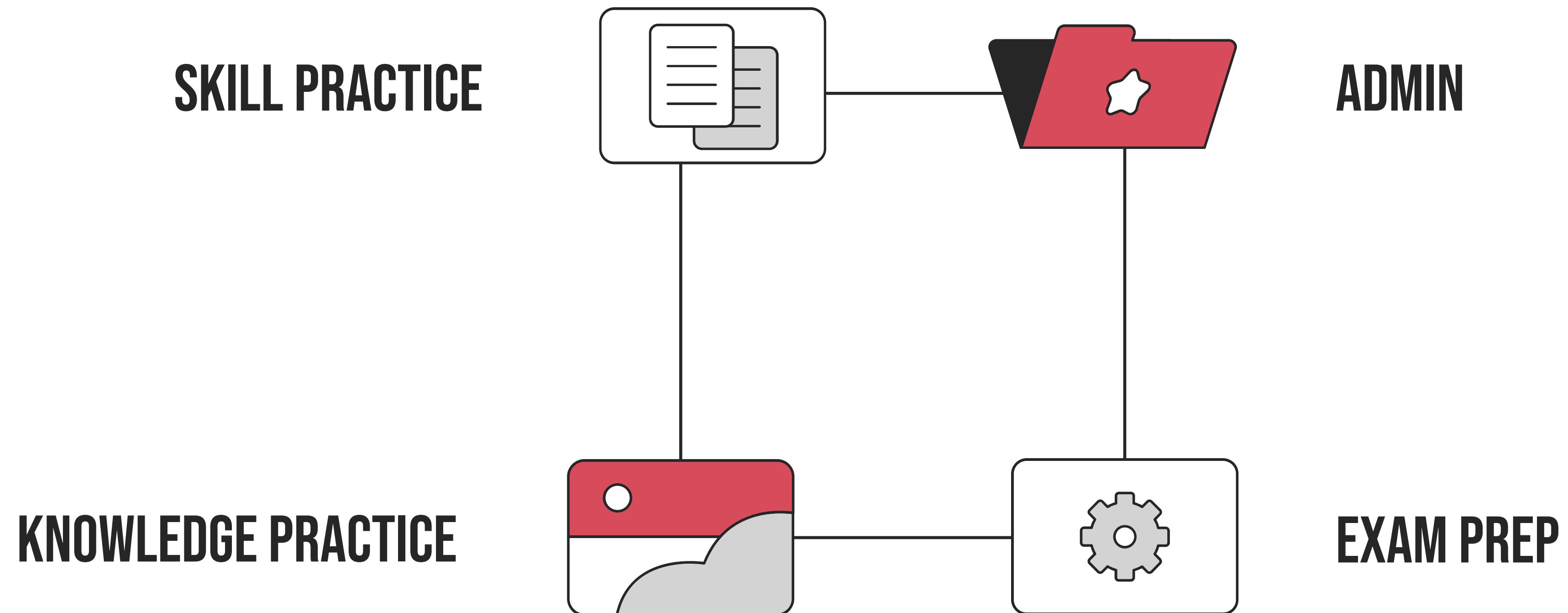
Published in Journal of Poetry Therapy | Barbara C. Palmer et al. | 2001

Yes

AI FOR STUDENTS

WHAT DO STUDENTS DO EVERY WEEK?

(Outside the classroom!)



KNOWLEDGE



Please give five example sentences that use the word: rambunctious.



Certainly, here are five more example sentences that use the word "rambunctious":

1. The rambunctious toddler ran around the playground, giggling and shrieking with delight.
2. The party was a little too rambunctious for my liking, with people dancing on tables and spilling drinks everywhere.
3. The rambunctious class was hard to control, with students talking over each other and not following instructions.
4. Despite his rambunctious nature, the puppy was incredibly sweet and affectionate.
5. The rambunctious crowd at the football game erupted into cheers as their team scored the winning goal.

KNOWLEDGE



Please write a short dialogue using as many modal verbs as possible.



Sure, here's a short dialogue that uses several modal verbs:

Tom: Hey, Sarah, would you like to go out for dinner tonight?

Sarah: I'm not sure, Tom. I might have to work late tonight.

Tom: That's okay. We could always go for a late dinner. Could you let me know later?

Sarah: Sure, I could text you when I'm finished at work. But I really should finish this report tonight.

Tom: Yeah, I understand. You should definitely finish your work. Maybe we could go out another night? Would you be able to make it tomorrow?

Sarah: I might be able to. I'll have to check my schedule. I could probably let you know by tomorrow afternoon. Would that work for you?

Tom: That would be great. I could check with the restaurant and see if they have availability tomorrow. Could we aim for 7 PM?

SKILLS



Please pretend to be XiaoXiao, an expert Chinese teacher, personal tutor and conversation partner.

We'll have a conversation in beginner-level Chinese.

Please give me immediate feedback if I get make any grammar mistakes.

Please always ask a question after you've answered to keep the conversation going.

Please don't translate back into English.

After I've started the conversation, your first question should be "What's your name?"

If you understand, please say "Ready".



准备好了。

SKILLS



chrome web store

[Home](#) > [Extensions](#) > ChatGPT Voice Master



ChatGPT Voice Master



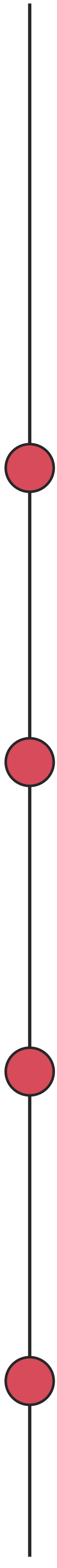
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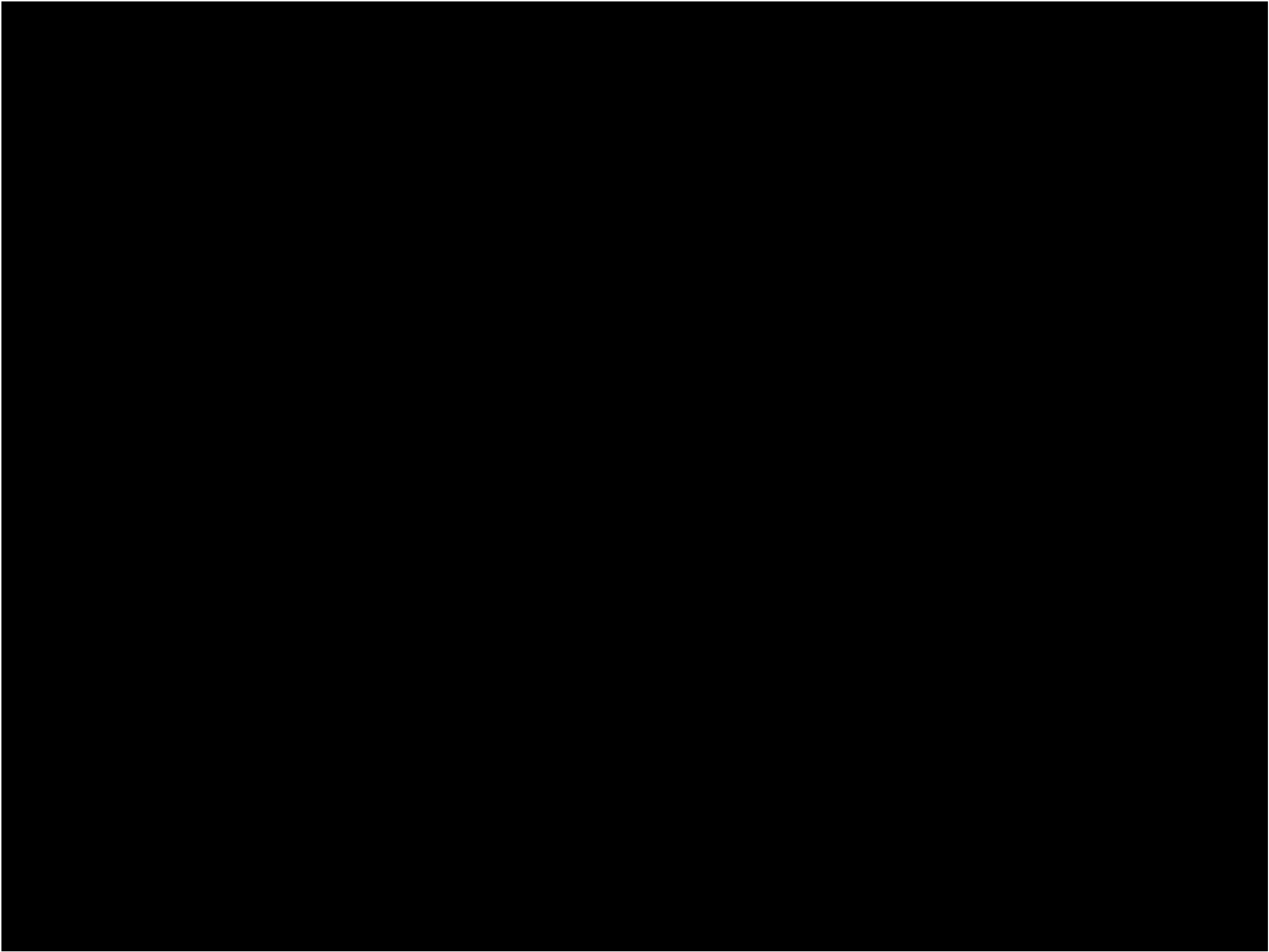
[Accessibility](#)

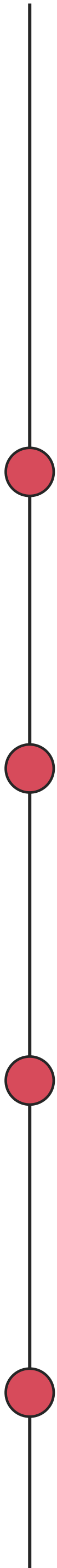
4,000+ users

Link: [ChatGPT Voice Master - Chrome Web Store \(google.com\)](#)



SKILLS





EXAM PREP



Please create a study plan for me. I have an IELTS exam in six weeks, and I have 10 hours a week to study.

I want to focus on improving my reading and writing, and I'd like to aim for IELTS level 7.

Please put the schedule into a table.



Sure, here's a table format of the study plan for your IELTS exam preparation:

Week	Reading	Writing	Listening
1	Assess your current level, identify weak areas, and study them using IELTS reading practice materials.	Practice writing paragraphs and get feedback.	Watch videos or listen to podcasts on IELTS topics to improve listening skills.
2	Continue practicing IELTS reading, focusing on difficult question types. Study IELTS writing grammar and vocabulary, and practice writing essays on different topics.	Practice writing essays under timed conditions, and have a tutor or native speaker give feedback.	Listen to IELTS listening practice tests and take notes to improve listening skills.
3	Practice speed reading techniques to read faster and more efficiently. Practice writing essays under timed conditions, and get feedback.	Listen to IELTS listening practice tests and take notes to improve listening skills.	Watch videos or listen to podcasts on IELTS topics to improve listening skills.

EXAM PREP



Please generate some IELTS writing topics to practice writing about.



Certainly, here are some IELTS writing topics for you to practice:

1. Some people believe that it is better to live in a city, while others think that life in the countryside is preferable. Discuss both views and give your opinion.
2. In some countries, young people are encouraged to work or travel for a year between finishing high school and starting university studies. Discuss the advantages and disadvantages of taking a gap year before university.
3. Some people argue that it is better to raise children in a single-parent family, while others believe that having both parents involved in a child's upbringing is important. Discuss both views and give your opinion.

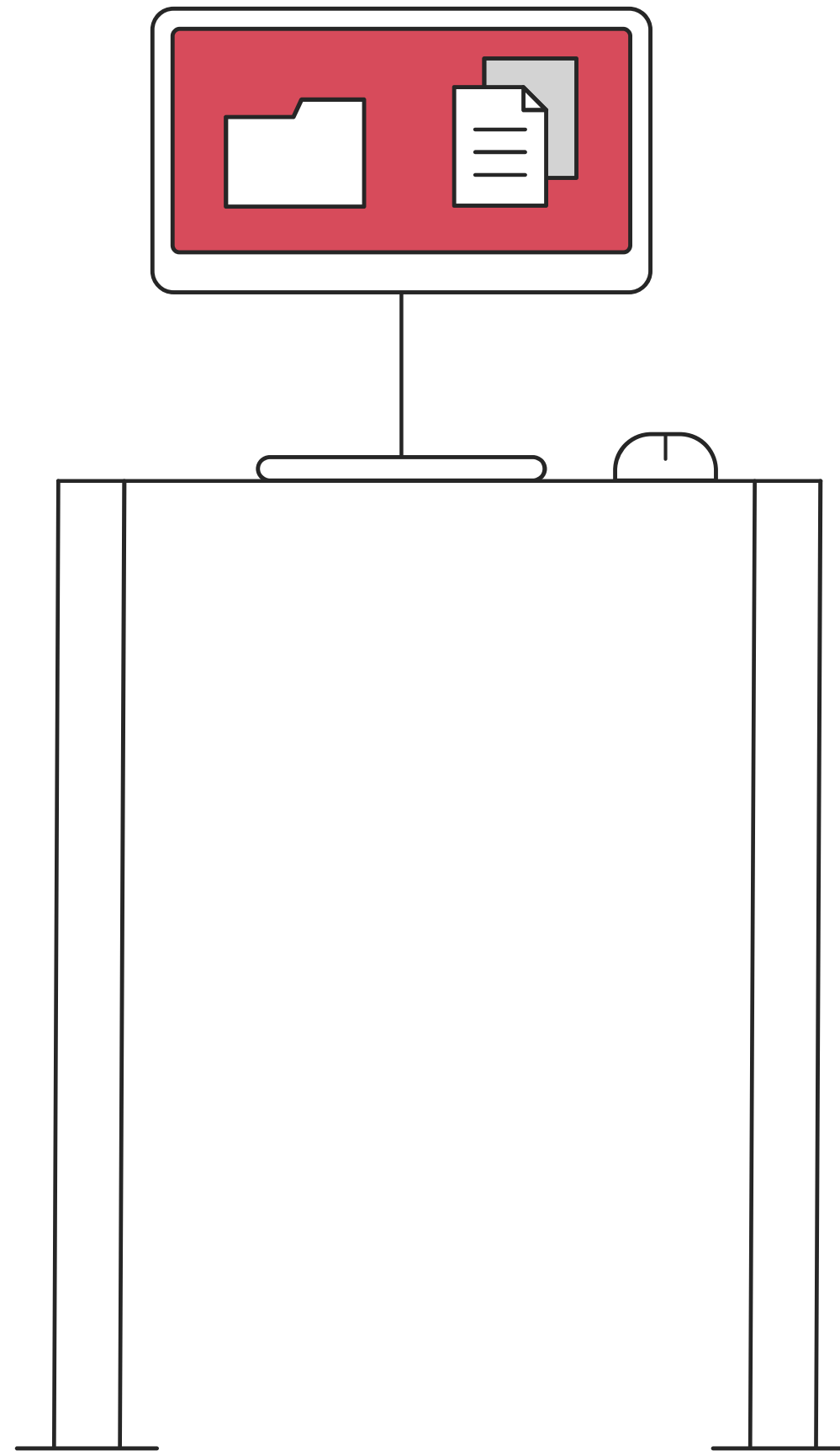
AI DEBATE

AI DEBATE



GOOD

- Efficiency
- Support
- Time



BAD

- Accuracy
- Plagiarism
- Shallow Learning
- Job loss?

AI IMPACT

GPTs are GPTs: An Early Look at the Labor Market Impact Potential of Large Language Models

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¹OpenAI

²OpenResearch

³University of Pennsylvania

March 27, 2023

Abstract

We investigate the potential implications of large language models (LLMs), such as Generative Pre-trained Transformers (GPTs), on the U.S. labor market, focusing on the increased capabilities arising from LLM-powered software compared to LLMs on their own. Using a new rubric, we assess occupations based on their alignment with LLM capabilities, integrating both human expertise and GPT-4 classifications. Our findings reveal that around 80% of the U.S. workforce could have at least 10% of their work tasks affected by the introduction of LLMs, while approximately 19% of workers may see at least 50% of their tasks impacted. We do not make predictions about the development or adoption timeline of such LLMs. The projected effects span all wage levels, with higher-income jobs potentially facing greater exposure to LLM capabilities and LLM-powered software. Significantly, these impacts are not restricted to industries with higher recent productivity growth. Our analysis suggests that, with access to an LLM, about 15% of all worker tasks in the US could be completed significantly faster at the same level of quality. When

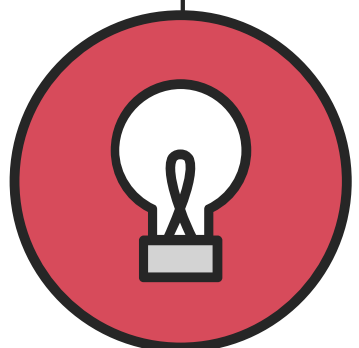
however, social, economic, regulatory, and other technological impacts that remain unknown, does not guarantee labor productivity or automation outcomes. Our analysis indicates that approximately 19% of jobs have at least 50% of their tasks exposed when considering both current model capabilities and anticipated tools built upon them. Human assessments suggest that only 3% of U.S. workers have over half of their tasks exposed to LLMs when considering existing language and code capabilities without additional software or modalities. Accounting for other generative models and complementary technologies, our human estimates indicate that up to 49% of workers could have half or more of their tasks exposed to LLMs.

THE FUTURE OF AI

THE NEAR FUTURE

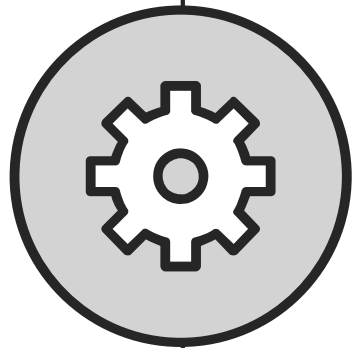
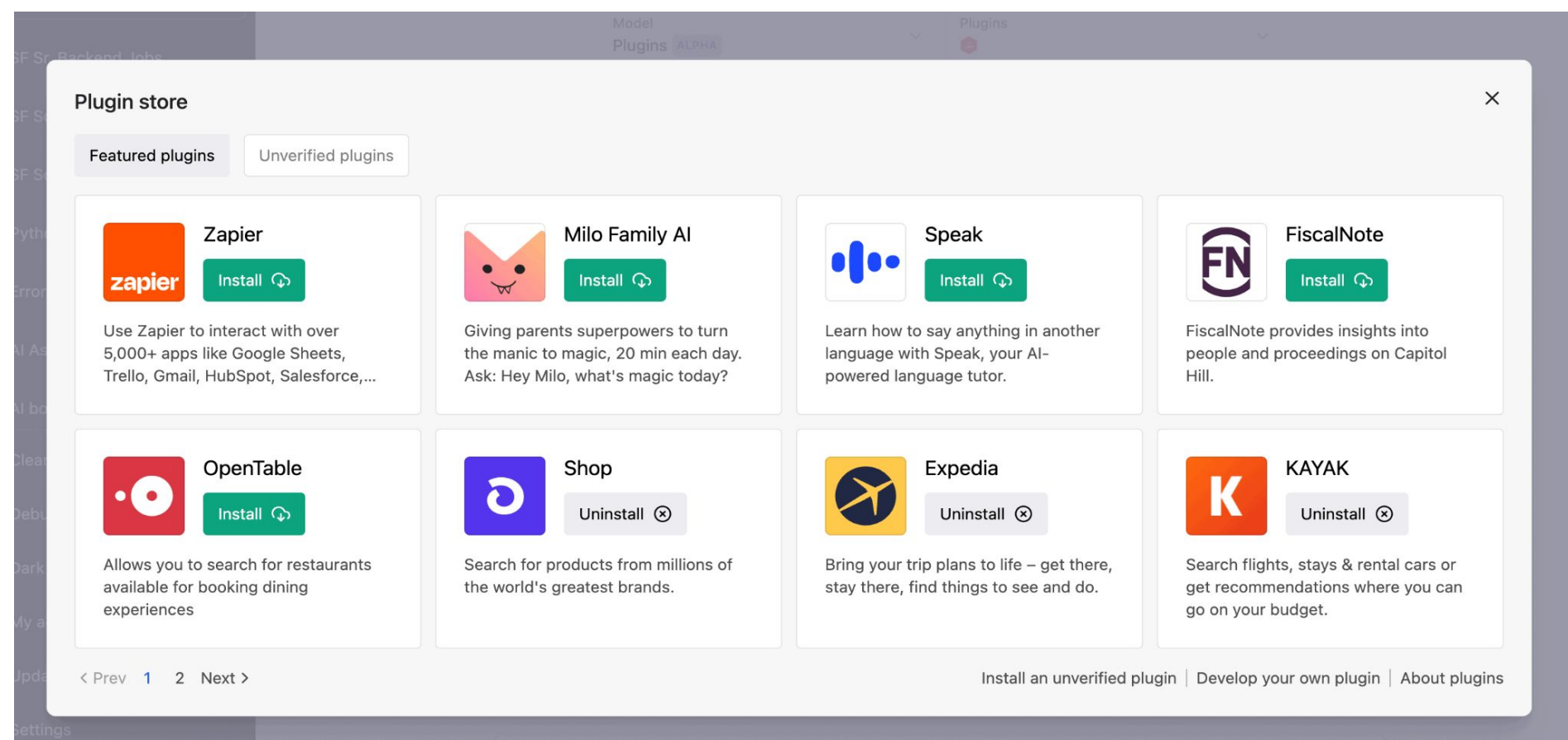


AI INTEGRATION

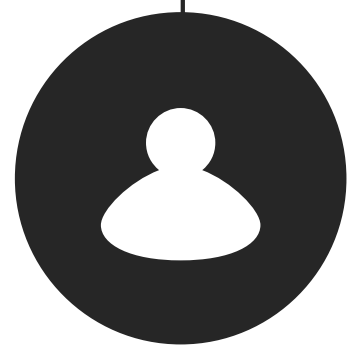


01

FAST ITERATION

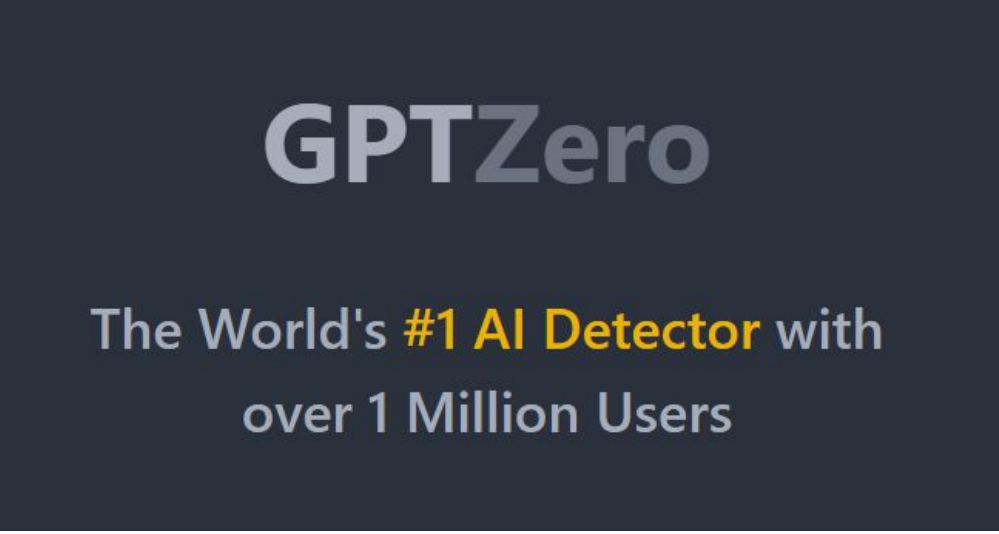


02



03

CATCH UP POLICIES



THE NEAR FUTURE

**“AI WON’T TAKE YOUR JOB,
BUT SOMEONE USING AI WILL”**

- The Internet



RESOURCES

- [Study on teacher working hours](#)
- [ChatGPT sign up](#)
- [ChatGPT Voice Master addon](#)
- [Consensus AI](#)
- [OpenAI Impact Study](#)
- [GPT Zero Plagiarism Detector](#)

DOWNLOAD PRESENTATION

www.barefootteacher.com/p/ai

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