



IMMERSION WEEK: GENERATIVE AI IN LANGUAGE INSTRUCTION

SESSION 3

THURSDAY, DECEMBER 5, 2024



ANNOUNCEMENTS

- Sessions will be recorded (except student panel in session 4).
- The last slide of each session includes resources to further explore the topic(s) presented.
- These materials will be posted in [LRC Programming/Events](#) webpage.

- During the presentations, please, remain muted.
- Q&A will take place at the end of the presentation.

- Funding to cover the ACTFL's member registration fee for the course "[Making AI Work for Language Teachers](#)" (Maureen Lamb) will be available to interested instructors.



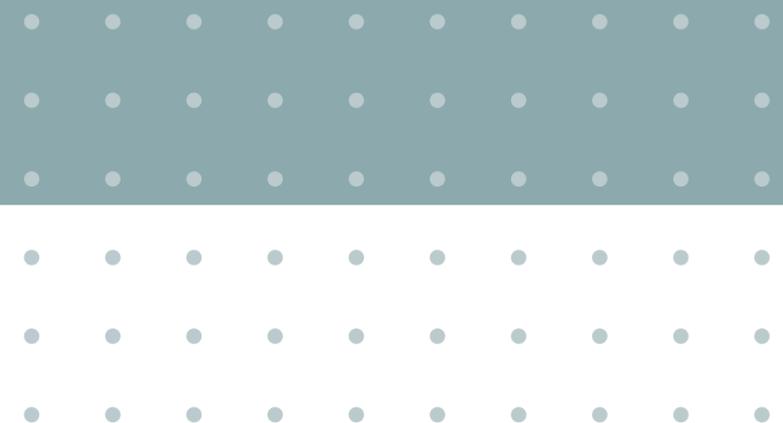
AI-BASED LANGUAGE LEARNING PROJECTS

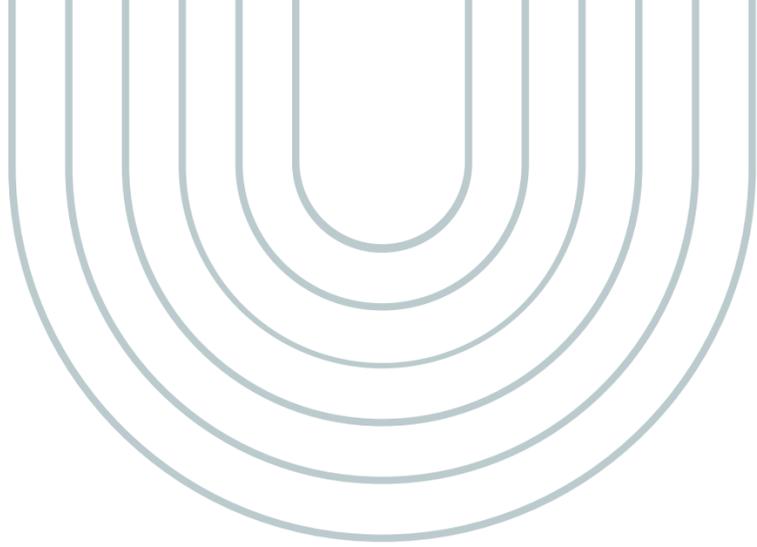
*Matt Taylor, Director
Media and Design Studio*

Chin-Hung Chang, Associate Professor of Instruction

Eun Hee Kim, Assistant Professor of Instruction

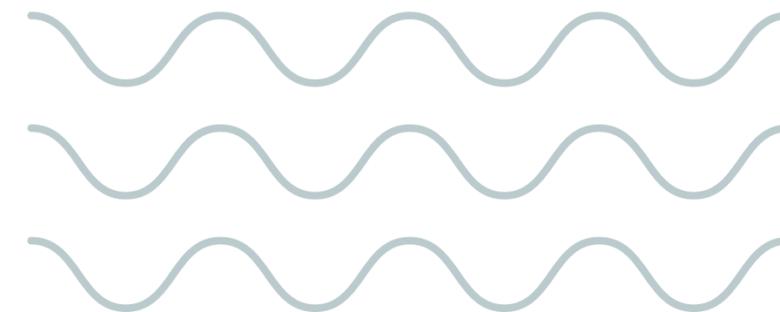
*Franziska Lys, Professor
Northwestern University*

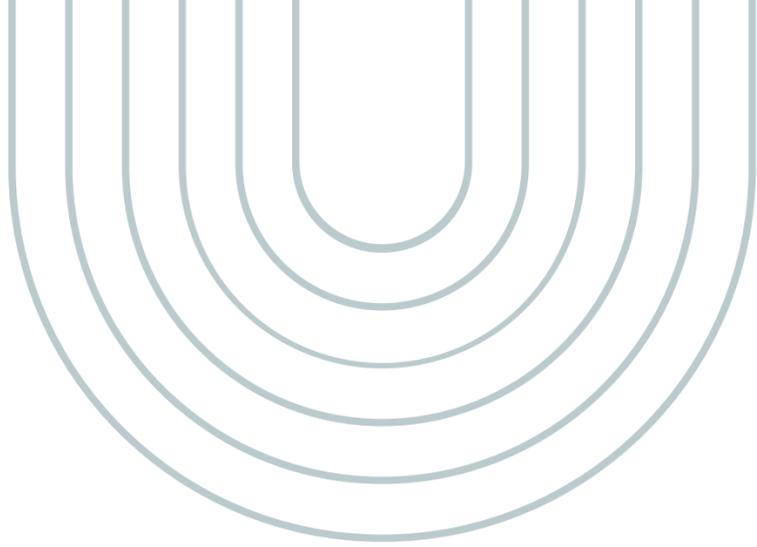




SESSION 3 AGENDA

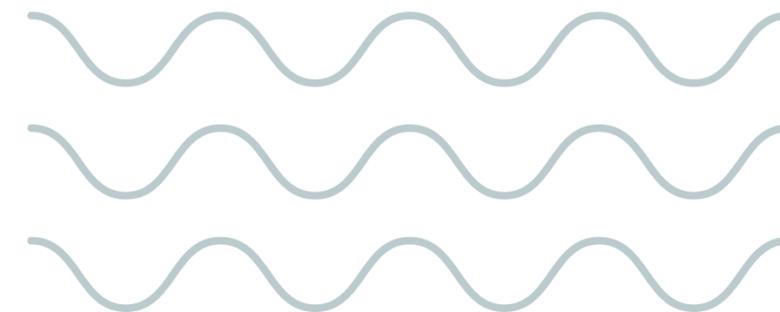
- Part 1: AI Tools to Develop Activities for Can-Do Statements
- Part 2: Faculty Panel presenting AI-based tools in action at Northwestern
- Q&A





SESSION 3 GOALS

- Present practical examples of the use of AI tools to develop activities based on ACTFL's modes of communication
- Compare commonly used AI tools
- Showcase AI-based tools developed by Northwestern faculty



01. AI-TOOLS TO DEVELOP ACTIVITIES FOR CAN-DO STATEMENTS



CAN-DO STATEMENTS BY MODE OF COMMUNICATION AND PROFICIENCY BENCHMARK

Mode of communication	Novice	Intermediate	Advanced	Superior	Distinguished
Interpretive	Understand basic information from simple texts by recognizing practiced or memorized words.	Understand the main idea and some details in texts on familiar topics.	Understand the main idea and supporting details in texts on a variety of topics.	Understand extended texts on a wide range of topics, including abstract concepts.	Understand nuanced and sophisticated texts on a wide range of topics.
Interpersonal	Exchange greetings and simple information by using practiced and memorized expressions.	Participate in conversations on familiar topics.	Participate in conversations on a variety of topics, including some unfamiliar ones.	Engage in complex conversations on a wide range of topics.	Engage in highly sophisticated and nuanced conversations.
Presentational	Present basic information about oneself and familiar topics by using practiced or memorized expressions.	Present information and ideas on familiar topics using sentences and connected sentences.	Present detailed information and viewpoints on a variety of topics.	Present complex information and viewpoints on a wide range of topics.	Present highly sophisticated and nuanced information and viewpoints on a wide range of topics.
Cultural Competency	<ul style="list-style-type: none"> ▫ Identify some common products and practices of the target culture. ▫ Use appropriate greetings and simple phrases in the target culture. 	<ul style="list-style-type: none"> ▫ Describe some cultural products and practices and their significance. ▫ Use culturally appropriate behaviors in everyday interactions. 	<ul style="list-style-type: none"> ▫ Analyze cultural products and practices and their relationship to cultural perspectives. ▫ Adapt language and behavior to interact appropriately in the target culture. 	<ul style="list-style-type: none"> ▫ Evaluate cultural products and practices in a variety of contexts. ▫ Engage in nuanced and sophisticated interactions in the target culture. 	<ul style="list-style-type: none"> ▫ Conduct in-depth analysis of cultural products and practices and their implications. ▫ Navigate complex cultural interactions with a high degree of



AI-TOOLS SELECTION & COMPARISON

Functionalities for instructors:



- Creating teaching materials
- Developing assessments
- Customizing activities for students
- All tools can process written text and video/audio

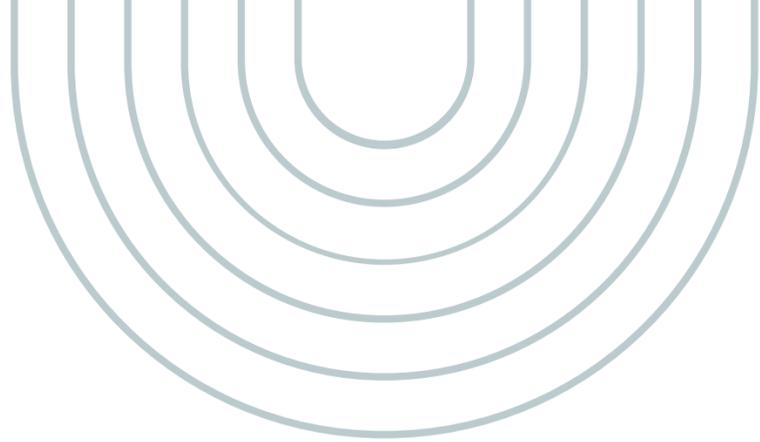


Functionalities for students:



- Tutoring targeting individual needs
- Generating activities for extra practice/review
- Adaptive learning experiences

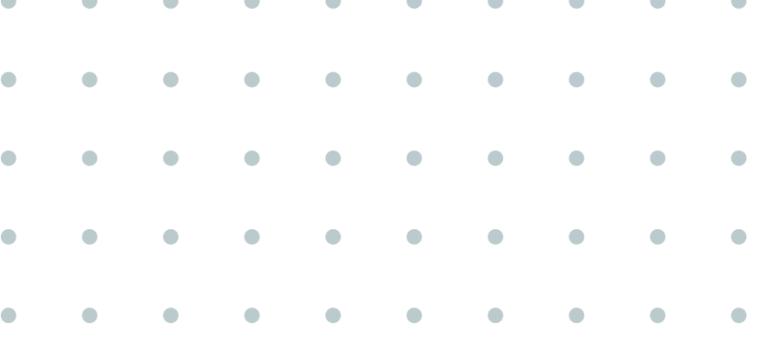




SAMPLE CAN-DO #1: NOVICE-LOW | INTERPRETIVE

NL.ILR	I can identify memorized or familiar words when they are supported by gestures or visuals.
NL.ILR.1	I can identify some locations or stores by their signs, recognize names of familiar people and places in a public announcement, follow instructions for simple class routines, etc.
NL.ILR.2	I can recognize a few words in the title of a story, a character's name, common opening and closing words of a story, etc.
NL.ILR.3	I can recognize familiar place names on a map or brochure, a few question words, simple words of praise by a teacher to a student, etc.





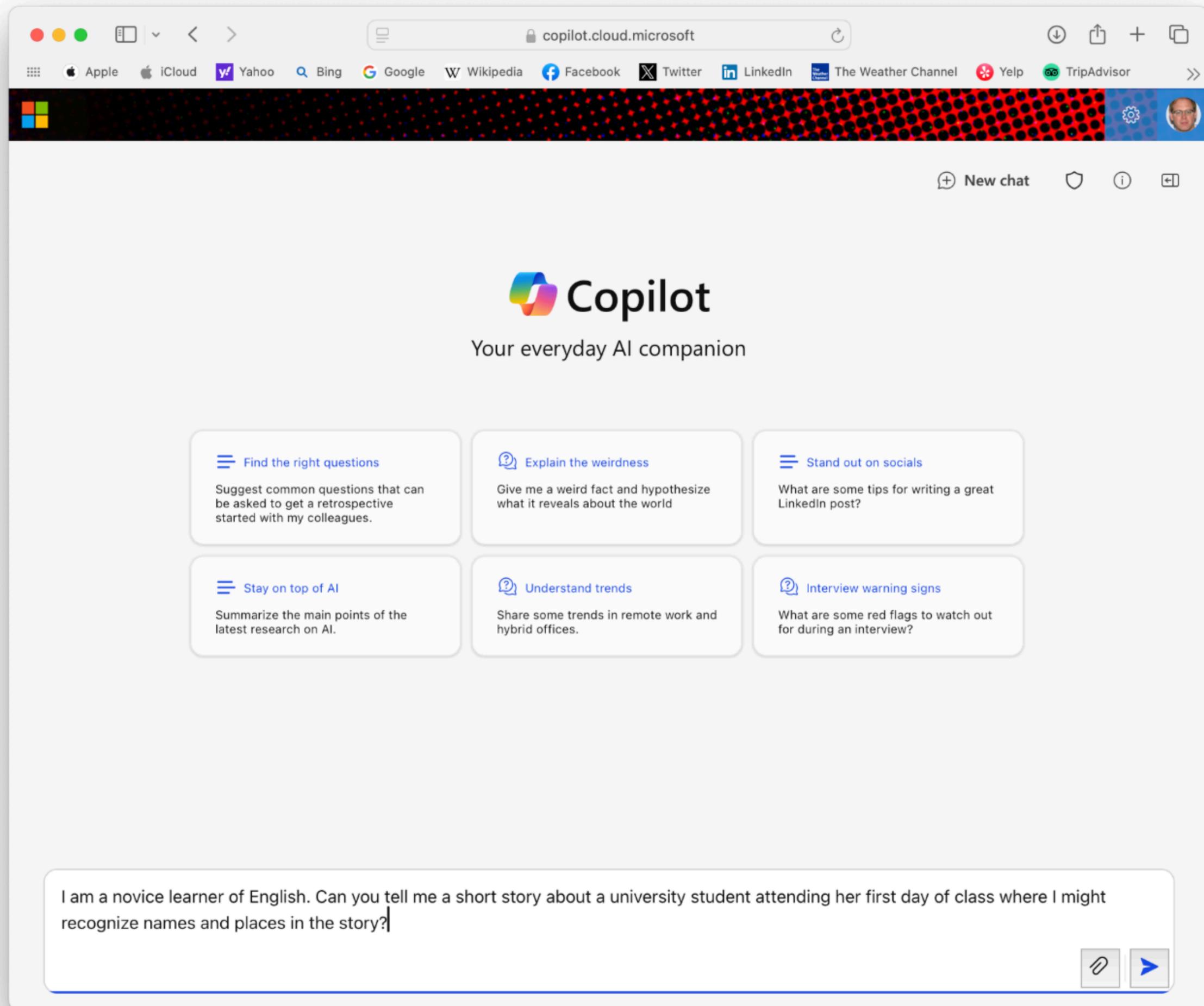
SAMPLE CAN-DO #1: NOVICE-LOW | INTERPRETIVE

TASK:

Instructor creates a text for a novice-low learner in order to help them recognize key words and concepts using a chatbot.

SAMPLE PROMPT 1:

“Create a short text for a novice learner of English. Can you tell them a short story about a university student attending her first day of class to help the student recognize names and places in the story.”



Copilot

- Chatbot
- Parent company:
Microsoft–Bing
- Roughly equivalent to
ChatGPT (OpenAI)
and *Gemini AI*
(Google)
- University
recommended

Copilot

New chat

Copilot

Sure! Here's a short story about a university student named Sakura attending her first day of class at Tokyo University:

Sakura had always dreamed of studying at Tokyo University. The day had finally come, and she was both excited and nervous. As she walked through the grand gates of the university, she marveled at the beautiful campus. The cherry blossoms were in full bloom, adding a touch of pink to the scenery.

Her first class was in the famous Yasuda Auditorium. She found her seat and looked around at her fellow students. Everyone seemed friendly, but she couldn't help feeling a bit anxious. The professor, Dr. Tanaka, entered the room and greeted the class with a warm smile.

"Welcome to Introduction to Japanese Literature," he said. "I hope you're all as excited as I am to start this journey together."

Sakura felt a wave of relief wash over her. Dr. Tanaka's enthusiasm was contagious. As the class progressed, she found herself deeply engaged in the discussion about classic Japanese novels. She even made a new friend, Yuki, who shared her love for literature.

After class, Sakura and Yuki decided to explore the campus together. They visited the university library, which was filled with countless books and quiet study areas. They also stopped by the student cafeteria, where they enjoyed a delicious bowl of ramen.

By the end of the day, Sakura felt more confident and excited about her future at Tokyo University. She knew that this was just the beginning of an incredible adventure.

I hope you enjoyed the story! If you have any questions or need help with anything else, feel free to ask.

1 of 30 responses AI-generated content may be incorrect

Message Copilot...

Review of output 1:

1. Is the text at the requested level?
2. If yes, does it need to be revised/edited?
3. If no, can the prompt be reformulated?

Reformulated prompt 2:

"Create a new text for an extremely novice beginner learner of English. Can you tell them a short story in novice-level English about a university student attending her first day of class where they might recognize names and places in the story?"

Review of output 2:

- shorter paragraphs
- only present tense
- simplified vocabulary

The screenshot shows the Microsoft Copilot web interface. The browser address bar displays "copilot.cloud.microsoft". The page header includes navigation icons and a search bar. The main content area features a story about a student named Mina at Tokyo University. The story is composed of several paragraphs, each starting with a new line. The text is as follows:

Mina is a new student at Tokyo University. Today is her first day of class. She is very excited but also a little nervous.

Mina wakes up early. She eats breakfast and gets ready. She wears her favorite blue dress. She takes her bag and leaves her home.

Mina takes the train to the university. The train is crowded, but she finds a seat. She looks out the window and sees Tokyo Tower. It is very tall and beautiful.

When Mina arrives at the university, she sees many students. They are all walking to their classes. Mina finds her classroom. The room is big and has many desks.

The teacher, Mr. Tanaka, is very kind. He smiles and says, "Good morning, everyone!" Mina feels happy. She sits next to a girl named Yuki. Yuki is friendly and helps Mina with her books.

The class starts. Mr. Tanaka teaches English. He writes on the board and speaks slowly. Mina listens carefully. She takes notes in her notebook.

After class, Mina and Yuki go to the cafeteria. They eat lunch together. Mina feels good. She made a new friend and learned a lot.

Mina's first day at Tokyo University is a success. She is excited for tomorrow.

I hope you enjoyed the story! Do you have any questions about it?

Below the story, there are three buttons for user feedback: "Can you tell me more stories like this?", "What other places can I learn about in your stories?", and "Thank you! That was helpful." There is also a "1 of 30 responses" indicator and a warning "AI-generated content may be incorrect". At the bottom, there is a text input field labeled "Message Copilot..." and a send button.

Get student-ready resources for...

Literally Anything Article or YouTube Link Text or PDF Vocabulary List

1. Enter a topic, theme, or question here

e.g. "Gravity", "Why didn't the U.S. participate in Treaty of Versailles?"

Align to Standards: **ELA** History Science

2. Customize your resources

Reading Level: 5th Grade Language: English Type of Reading: Informational Text

Generate Resources



- Website
- Creates interpretive activities for listening and reading comprehension
- Generates vocabulary lists (and text from target vocabulary)
- Allows pre-selection of prompt settings (reading level, language, type of reading (informational or fictional))
- Generates summary and adjust length
- Includes most languages

Prompt 1, after pre-selection of reading level (2nd grade), language (English) and type of reading:

“Write a short story about a university student attending her first day of class where students might recognize names and places in the story?”



Get student-ready resources for...

 Literally Anything

 Article or YouTube Link

 Text or PDF

 Vocabulary List

1. Enter a topic, theme, or question here

Write a short story about a university student attending her first day of class where students might recognize names and pla

Align to Standards: [ELA](#) [History](#) [Science](#)

2. Customize your resources

Reading Level

2nd Grade



Language

English



Type of Reading

Fictional Text



Generate Resources

2nd Grade

Translate

Print

Forms

Doc



Learn more about images in Diffit

Adapted Reading Passage

Adjust Length

Show Sources

Edit

Copy

A girl named Sarah went to her first day of class at the university. She was excited to learn new things. Sarah was in a class called Introduction to Psychology. This class was about how people think and feel. Sarah was nervous because she was new to the university.

Sarah sat down in the classroom. She saw a lot of other students. They were all talking and laughing. Sarah felt a little bit lonely. Then, the teacher came in. The teacher's name was Ms. Oliveira. Ms. Oliveira smiled at Sarah and said hello. Sarah smiled back.

Ms. Oliveira told the class that they would be learning about stories. She said that stories can help us understand people better. Sarah thought that was interesting. She liked to read stories. Ms. Oliveira said that they would be reading stories from different cultures. Sarah was excited to learn about other cultures.

How helpful are these results? [emojis]

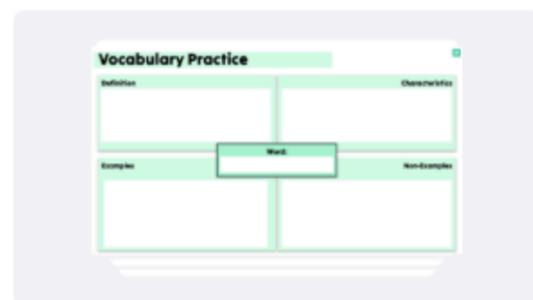
Turn your resources into student-ready activities >



3-2-1 Reading Summary



Bubble Map with Image Workbook



Frayer Model Vocabulary Slides

Get Student Activities

Some features worth noting:

- Text produced at 2nd grade level/ English/ informational
- It selected an image for the text
- It came up with pre-set sample templates to organize the activities

2nd Grade

Translate

Print

Forms

Doc

about other cultures.

Summary

Edit

Copy

- Sarah went to her first day of college.
- She was nervous because she was new.
- Sarah learned that stories can help us understand people.

Key Vocabulary Words

Add Vocab Words

Add Images

Edit

Copy

Introduction (Noun)

Definition: A part at the beginning of something that tells you about it.

Example: *The book had an introduction that told me about the author.*

Psychology (Noun)

Definition: The study of how people think and feel.

Example: *My mom is studying psychology to learn more about how people's brains work.*

nervous (Adjective)

Definition: Feeling worried or scared.

Example: *I was nervous before my first day of school.*

cultures (Noun)

Definition: The way of life of a group of people.

Example: *There are many different cultures in the world.*

understand (Verb)

Definition: To know what something means.

Example: *I can understand what my dog wants when he barks.*

2nd Grade

Translate

Print

Forms

Doc

Multiple Choice Questions

Add Questions

Show Answers

Edit

Copy

Share feedback about questions

1. What was the name of Sarah's teacher?
 - A) Ms. Oliveira
 - B) Sarah
 - C) Ms. Smith
 - D) Ms. Jones
2. What did Ms. Oliveira say they would be learning about?
 - A) Math
 - B) Science
 - C) Stories
 - D) Art
3. Where did Sarah go to learn new things?
 - A) The library
 - B) The park
 - C) The university
 - D) The store

Short Answer Questions

Add Questions

Show Answers

Edit

Copy

Share feedback about questions

1. What was Sarah's first day of class like?
2. How did Sarah feel when she first sat down in the classroom?
3. Why did Ms. Oliveira say that stories can help us understand people better?

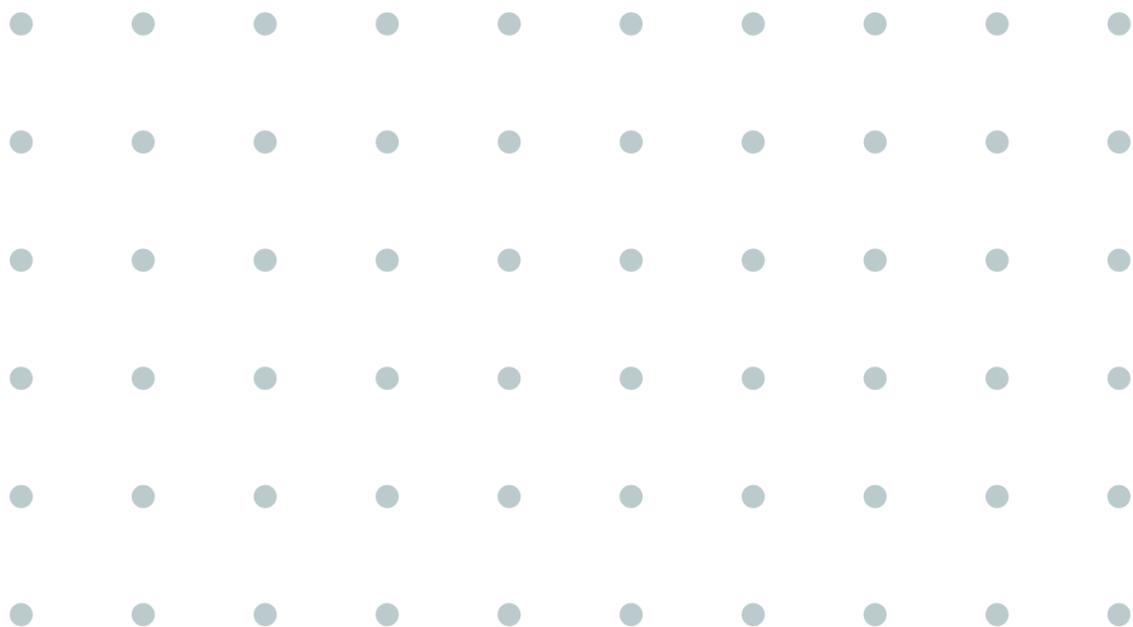
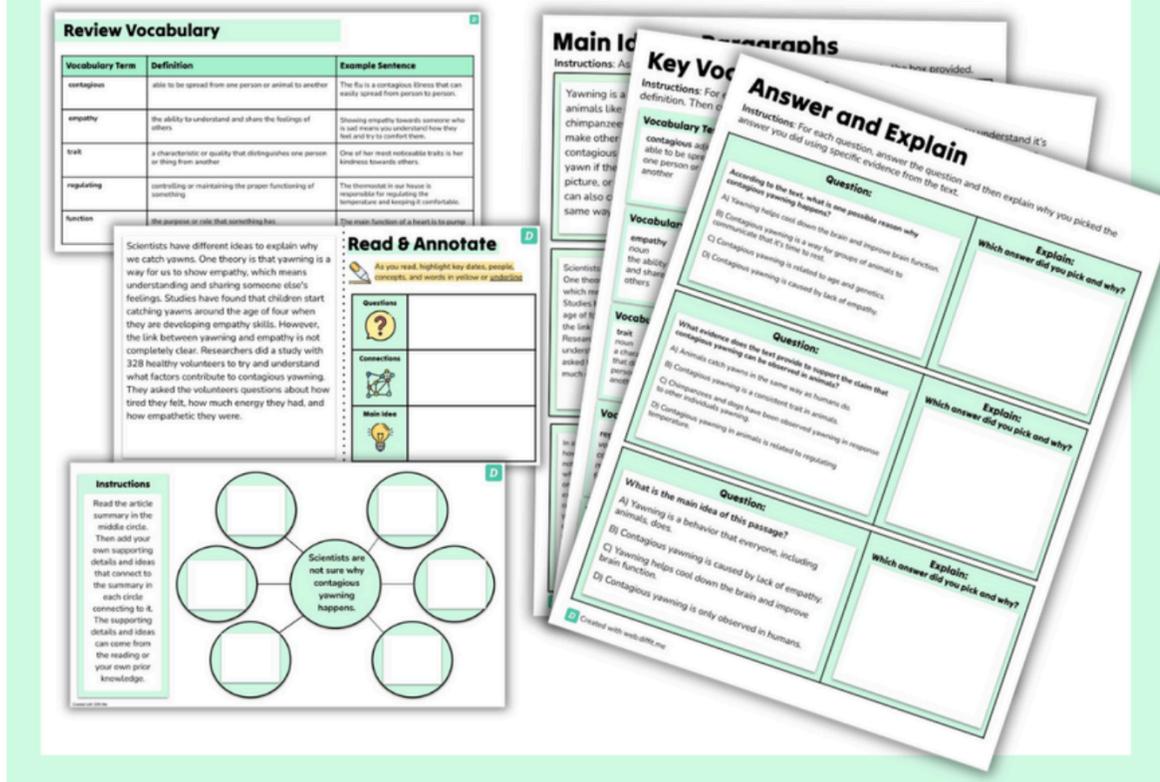
DIFFIT OVERVIEW

PROS:

- Features most languages
- Comes with activities templates
- Assists with differentiated learning
- Can save steps and give better results
- Offers a free trial for most features (for now)

CONS:

- Does not adjust to proficiency level (only reading level)
- Is not a university approved tool
- Requires additional registration
- Paid premium features

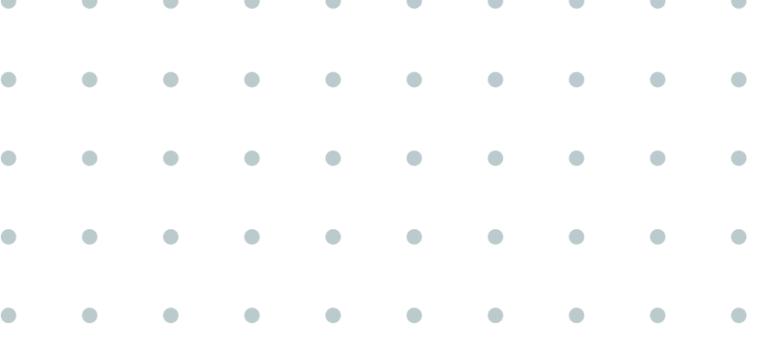




SAMPLE CAN-DO #2: INTERMEDIATE-LOW | INTERPRETIVE

IL.ILR	I can identify the topic/main idea and related information from simple sentences in short texts and conversations (that I hear, read, or view).
IL.ILR.1	I can understand some information on job postings, follow simple cooking directions, understand a short message or announcement, etc.
IL.ILR.2	I can identify some major events in a storybook, understand a few lines in a song, identify the patterns of rhymes in a nursery rhyme, etc.
IL.ILR.3	I can understand the purpose of most messages, someone's comments about another person, the place, time, and purpose of a meeting or event, etc.





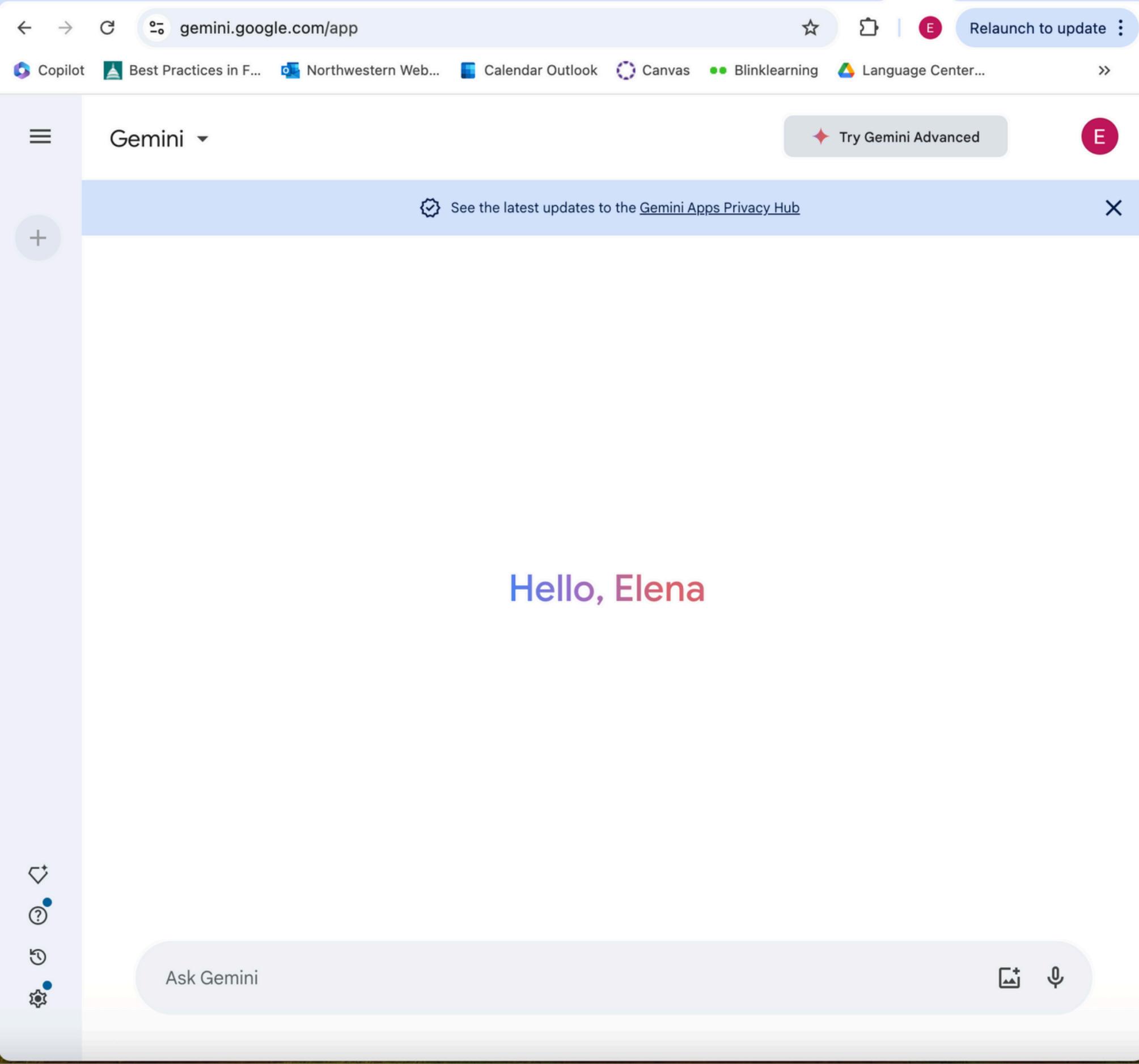
SAMPLE CAN-DO #2: INTERMEDIATE-LOW | INTERPRETIVE

TASK:

An instructor wants to help students become independent learners and assists them with prompt writing in order to generate activities for extra practice. Instructor can practice simple and targeted prompt engineering with their students.

SAMPLE PROMPT 2:

*"I am learning **French**. I want to see if I can understand a sample job posting. Can you show me some sample job postings in **French**?"*



Gemini

- Chatbot
- Parent company:
Google AI
- Roughly equivalent to
ChatGPT (OpenAI)
and Copilot
(Microsoft)

Sample Job Ad 1

The screenshot shows a Gemini chat window with a user prompt: "I am learning French. I want to see if I can understand a sample job posting. Can you show me some sample job postings in French?". The response is a detailed job posting in French for a Digital Marketing Specialist. It includes a title, a description, responsibilities, and requirements.

Let's test your French!

Here's a sample job posting in French:

- **Job Title:** Chargé(e) de Marketing Digital (Digital Marketing Specialist)
- **Description:** Nous recherchons un(e) Chargé(e) de Marketing Digital dynamique et créatif(ve) pour rejoindre notre équipe. Le candidat idéal possède une solide expérience en gestion de campagnes digitales, en analyse des données et en optimisation des moteurs de recherche (SEO).
- **Vos responsabilités incluent:**
 - Développer et exécuter des stratégies de marketing digital
 - Créer et gérer du contenu pour les réseaux sociaux
 - Analyser les performances des campagnes et apporter des recommandations
 - Optimiser le référencement naturel (SEO) du site web
- **Exigences:**
 - Diplôme en marketing ou dans un domaine connexe
 - Minimum 2 ans d'expérience en marketing digital

Sample Job Ad 2

The screenshot shows a Gemini chat window with a user prompt: "can you show me another example from the business world?". The response is a detailed job posting in French for a Project Manager. It includes a title, a description, responsibilities, and requirements.

can you show me another example from the business world?

A French Job Posting in the Business World

Job Title: Chef de Projet (Project Manager)

Description:

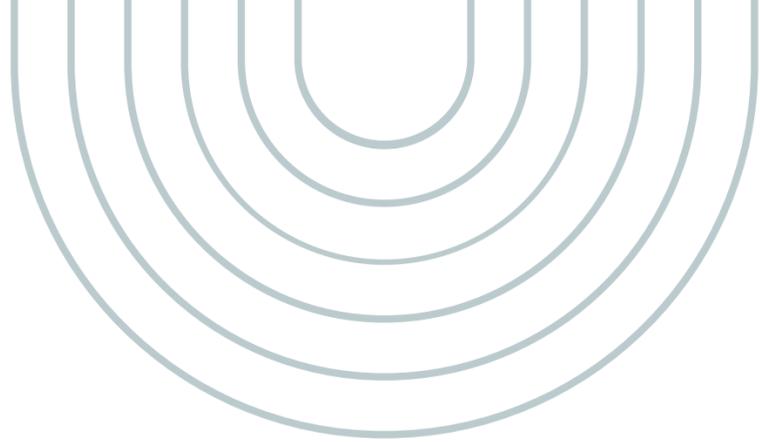
Nous recherchons un Chef de Projet expérimenté pour rejoindre notre équipe dynamique. Le candidat idéal possède une solide expérience dans la gestion de projets complexes et multidisciplinaires.

Vos responsabilités incluent:

- Planifier, coordonner et exécuter des projets dans les délais et les budgets impartis
- Gérer les ressources humaines et matérielles nécessaires à la réalisation des projets
- Communiquer efficacement avec les clients, les équipes internes et les fournisseurs
- Identifier et résoudre les problèmes potentiels pour assurer le succès des projets

Exigences:

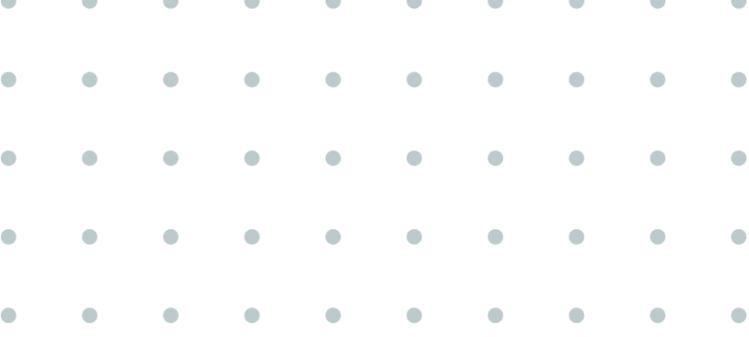
- Diplôme en gestion de projets ou dans un domaine connexe
- Minimum 5 ans d'expérience en gestion de projets
- Maîtrise des méthodologies de gestion de projets (PMBOK, Agile)
- Excellentes compétences en leadership, en communication et en résolution de problèmes



SAMPLE CAN-DO #3: ADVANCED-LOW | INTERPRETIVE

AL.ILR	I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.
AL.ILR.1	I can identify the underlying message and some supporting details across major time frames in descriptive informational videos and texts.
AL.ILR.2*	I can understand suggestions and directions in informational videos on relevant cultural topics.
AL.ILR.3**	I understand descriptions of distinctive features of different places.





SAMPLE CAN-DO #3: ADVANCE-LOW | INTERPRETIVE

TASK:

Create listening comprehension activities based on a Youtube video to help learners identify important places in New York City, and their distinct characteristics.

SAMPLE PROMPT 3:

“Create a worksheet that contains multiple choice questions to assess comprehension of the following video at the advance-low level of proficiency.”



12 Things Every First Timer MUST DO When Visiting NYC !



Here Be Barr ✓
514K subscribers

Join

Subscribe

👍 40K



➦ Share

↓ Download

💰 Thanks





Search Tools

MagicSchool MagicStudent

Magic Tools

Raina (Chatbot)

Output History

Launch to Students

Love

Training

Share the Magic

MagicStudent Intro

Upgrade

Free

TEACHERS ARE MAGIC



Favorites Change Order

Your favorite tools appear here! Click the star on any tool to add it to your favorites.

Recommended For You

Rubric Generator Have AI write a rubric for an assignment you are creating for your class in a table...

Writing Feedback Based on a custom criteria, have AI give areas of strength & areas for growth on...

Text Dependent Questions Generate text-dependent questions for students based on any text that you input.

Text Translator Take any text and translate it into any language instantly.

Informational Texts Generate original informational texts for your class, customized to the topic of you...

Get More Recommendations

All Tools

Sort by Most Popular

- All, New, Planning, Content, Questions, Intellectual Prep, Student Support, Communication, Community Tools, Admin



- Online platform offering tiered readings ("Text Leveler"), rubric creation, etc.
Provides feedback for oral or written student work
It doesn't save the student work or data
Includes most languages



Image Generator HOT

Generate and edit images with AI from Adobe Express.



Presentation Generator HOT

Generate exportable slides based on a topic, text, YouTube video, or any uploaded content.



Text Rewriter

Take any text and rewrite it with custom criteria however you'd like!



Lesson Plan

Generate a lesson plan for a topic or objective you're teaching.



Multiple Choice Quiz / Assessment

Create a multiple choice assessment, quiz, or test based on any topic, standard(s), or...



Worksheet Generator

Generate a worksheet based on any topic or text.



Report Card Comments

Generate report card comments with a student's strengths and areas for growth.



Text Leveler

Take any text and adapt it for any grade level to fit a student's reading level / skills.



Academic Content

Generate original academic content customized to the criteria of your choice.



Informational Texts

Generate original informational texts for your class, customized to the topic of your choice.



Professional Email

Generate a professional e-mail communication to colleagues and other...



YouTube Video Questions

Generate guiding questions aligned to a YouTube video.



Rubric Generator

Have AI write a rubric for an assignment you are creating for your class in a table format.



Text Summarizer

Take any text and summarize it in whatever length you choose.



Text Proofreader

Take any text and have it proofread, correcting grammar, spelling, punctuation a...



Text Dependent Questions

Generate text-dependent questions for students based on any text that you input.



Text Translator

Take any text and translate it into any language instantly.



IEP Generator

Generate a draft of an individualized education program (IEP) customized to a...



↻ Clear Inputs

📌 Exemplar

YouTube Video Questions

Generate guiding questions aligned to a YouTube video.

Grade level:

University

Question Type:

Multiple choice

Number of Questions:

7

Video URL: ✓

<https://www.youtube.com/watch?v=1JJfWnAryrM>

Generate

Pre-selection of grade level, question type and number of questions:

- Insert video link
- Generate questions and answer key

New York City: Essential Experiences

1. What is considered the best pizza option in New York City?

- a. Deep dish pizza
- b. Neapolitan pizza
- c. Pepperoni pizza
- d. Chicago-style pizza

2. What is the recommended place to get the best view of New York City?

- a. Empire State Building
- b. Brooklyn Bridge
- c. Top of the Rock
- d. Statue of Liberty

3. Which neighborhood is specifically mentioned as a great place to visit after walking from Manhattan?

- a. Soho
- b. Dumbo
- c. Times Square
- d. Greenwich Village

4. How much does it cost to visit One World Trade Observatory?

- a. \$25
- b. \$35
- c. \$40
- d. \$50

5. What is the most famous park in New York City?

- a. Central Park
- b. Bryant Park
- c. Prospect Park
- d. Washington Square Park

6. What is recommended to experience in Times Square at night?

- a. The midnight moment
- b. A Broadway show
- c. A street performance
- d. A night market

7. What is the main purpose of visiting the 9/11 Memorial?

- a. To enjoy the architecture
- b. To honor the victims
- c. To take photographs
- d. To shop at nearby stores

Answer Key:

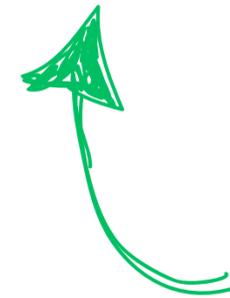
- 1. b <00:00:44>
- 2. c <00:01:24>
- 3. b <00:03:15>
- 4. c <00:01:46>
- 5. a <00:04:29>
- 6. a <00:03:49>
- 7. b <00:10:14>

 Copiar  Editar  Exportar  Reanudar  Repetir  Más



Can you provide more details about the best pizza options?

What are some other must-see attractions in New York City?



In Magicschool, follow up activities are paid features.

Copilot

 You

If I give you a transcript for a youtube video can you generate 10 multiple choice questions about the video, and provide an answer key as well?

 Copilot

Absolutely, I'd be happy to help with that! Please go ahead and share the transcript of the YouTube video, and I'll create the multiple choice questions along with an answer key for you.

 You

here is the transcript

 [English] 12 Things Every First Timer MU...

Must feed video transcript first
> downloadable from
www.downsub.com



Questions

1. What is the first thing Jon recommends doing in New York City?

- A) Visiting Times Square
- B) Eating a slice of pizza
- C) Walking across the Brooklyn Bridge
- D) Visiting Central Park

2. Which pizza place does Jon mention as his favorite for a slice in New York?

- A) Keste
- B) Percy's
- C) Bleecker Street Pizza
- D) Joe's Pizza

3. What is the recommended place for the best view in New York City according to Jon?

- A) Empire State Building
- B) One World Trade Observatory
- C) Top of the Rock
- D) The Edge

4. Which activity does Jon suggest doing early in the day to avoid huge crowds?

- A) Visiting Times Square
- B) Walking across the Brooklyn Bridge
- C) Going to Central Park
- D) Visiting the High Line

5. What unique feature does Jon mention about Times Square at midnight?

- A) The midnight moment digital art display
- B) The New Year's Eve ball drop
- C) The street performers

Answer Key

1. B) Eating a slice of pizza
2. C) Bleecker Street Pizza
3. C) Top of the Rock
4. B) Walking across the Brooklyn Bridge
5. A) The midnight moment digital art display
6. C) Central Park
7. B) Taking the Staten Island Ferry
8. B) Greenwich and West Village
9. C) Admiring the architecture and history
10. D) The Transit Museum

Feel free to let me know if you need any more questions or further assistance!

In Copilot, follow up features are available for free.



 You

can you generate a prompt for students at the advanced low level of proficiency to write a short paragraph based on the video?

 Copilot

Sure! Here's a writing prompt suitable for students at the advanced low level of proficiency:

Writing Prompt:

Imagine you are visiting New York City for the first time. Based on the video "12 Things Every First Timer MUST DO When Visiting NYC," write a short paragraph describing three activities you would like to do and explain why you chose them. Use details from the video to support your choices.

This prompt encourages students to engage with the content of the video and practice their writing skills by summarizing and explaining their preferences. If you need any adjustments or additional prompts, feel free to let me know!

A FEW TAKEAWAYS

EFFICIENCY

Copilot can do almost everything that the other tools are doing, but it takes more steps.

MagicSchool and **Diffit** come up with a package of activities that can be completed in the same site.

FEATURES

Diffit comes with worksheet templates that help to visually organize the content.

Copilot can edit text that **Diffit** has created, helping adjust the proficiency level based on ACTFL's standards and not on reading/grade level.

CONVENIENCE

Copilot may be easier to use, cleaner interface.

Diffit and **Magicschool** have a slightly longer learning curve.

INTEROPERABILITY

Users can also combine text from one tool and activities from another: i.e. **Diffit** can generate a text with reading comprehension questions and **Copilot** can provide ideas for in-class activities based on that text.

FILLING THE GAP



ARE WE LIMITED TO COPILOT?

Not necessarily!

MADS is building customized tools and resources that use Microsoft Copilot services in Northwestern's private, licensed environment.



02.

FACULTY PANEL: AI-BASED TOOLS IN ACTION AT NORTHWESTERN



PANELISTS



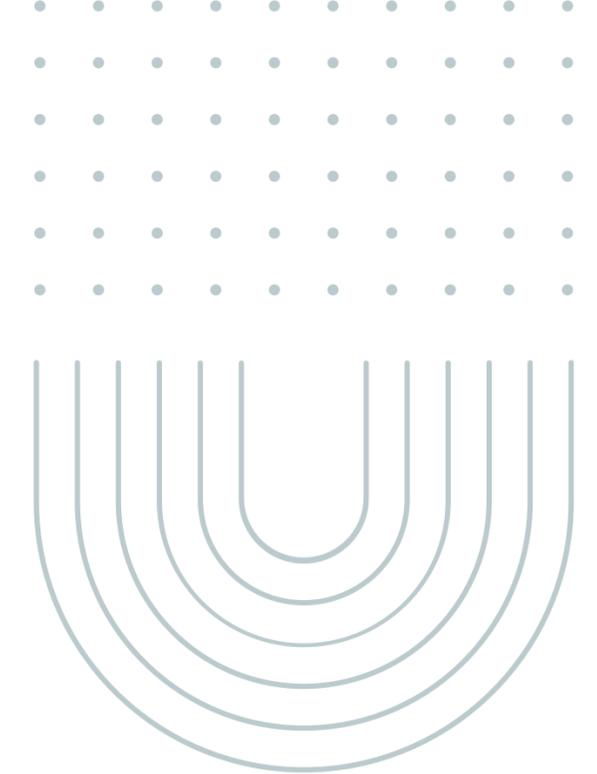
Chin-Hung Chang
Associate Professor of
Instruction
Department of ALC |
Chinese



Eun Hee Kim
Assistant Professor of
Instruction
Department of ALC |
Korean



Franziska Lys
Professor
Department of German
and MENA

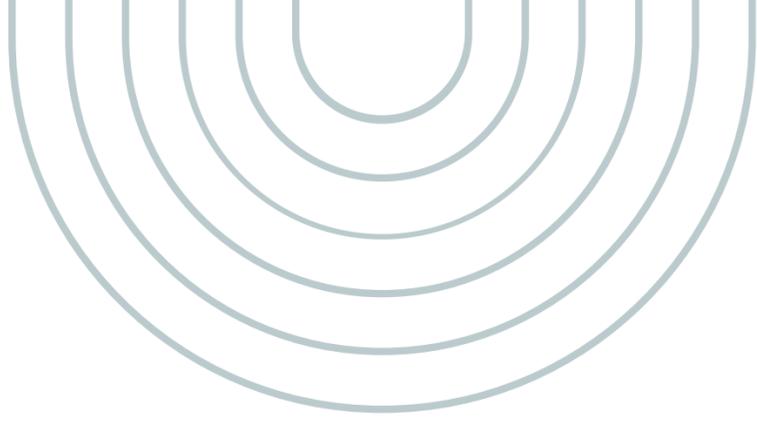


PROJECT 1:

USING COPILOT FOR CONVERSATION PRACTICE IN A LANGUAGE CLASSROOM

Chin-Hung Chang and Eun Hee Kim





BACKGROUND

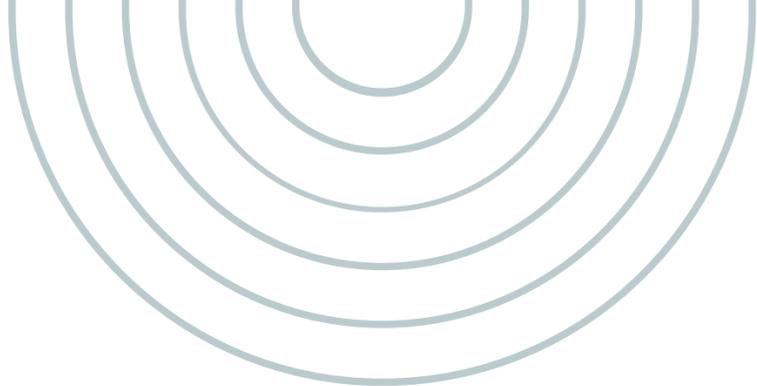
Challenges in our classroom

- Limited exposure to the target language in the classroom
- Limited resources to have extensive interaction in the target language

Chatbot technology in language learning (De la Vall & Araya, 2023; Hwang & Chang, 2021)

- Provide interactive linguistic input in the target language
- Offer possibilities for outside-classroom language practice
- Improve learners' learning efficiency





OUR PROJECT

1. **Aim:** Develop a conversational chatbot that can support learners outside of the classroom
2. **Target proficiency level:** 2nd-year Chinese and Korean
3. **Learning goals:**
 - Enhance communicative competence
 - Develop skills of comprehension and language production
4. **Expected outcomes:**
 - Improve interpersonal communication
 - Build up confidence



THE
ALUMNAE
OF NORTHWESTERN UNIVERSITY

Media and
Design Studio

Your assignment

Please talk about weather with your friend H. Make sure to use **all** the words from the word bank. The minimum of **5** qualified prompts are required.

Word bank

Please use these vocab words:

- prune
- knife
- wheel
- court
- figma

Professor's note

Please talk about weather with your friend H. Make sure to use **all** the words

Your chat



*Send the first message
to start the conversation.*

메세지를 보내다.



Your assignment

Please talk about weather with your friend H. Make sure to use **all** the words from the word bank. The minimum of **5** qualified prompts are required.

Word bank

Please use these vocab words:

- prune
- **knife**
- wheel
- court
- figma

Professor's note

Please talk about weather with your friend H. Make sure to use **all** the words

Your chat

 [Add an actual response from the imaginary friend. Add avatar and name? Maybe]

 Please use this register. Remember, you're speaking to your good friend.

메세지를 보내다.



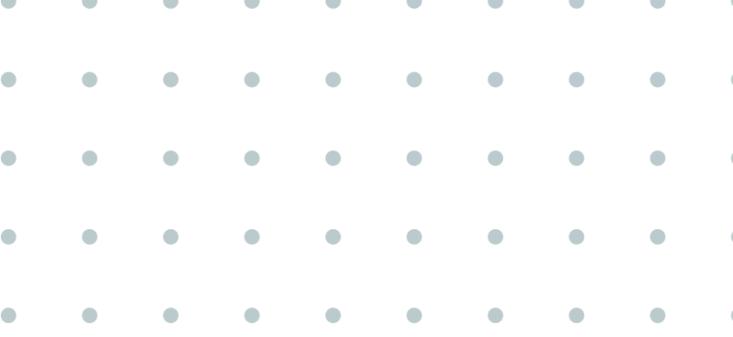
Type above to start the conversation.

COPILOT CHATBOT ASSIGNMENT



Overview

- **Goal:**
 - To foster practice language usage
 - To enhance learning through interactive dialogue
 - **Number of assignments:** 2 times a quarter
 - **Requirement:**
 - Minimum 10 newly learned vocabulary
 - 10-30 turn-takings
 - **Procedure:**
 - Choose a topic
 - Put it in the prompt
 - Have a conversation with Copilot
 - Screen record your interaction
 - Submit a word document (their conversation + a link to their screen-recording)
- 



COPILOT CHATBOT ASSIGNMENT

Prompt

“I need you to be a conversational agent in Korean that follows the following instructions:

- Level: fifth grader’s proficiency level.
- Language length: answer in a single sentence or two, not a string of sentences.
- You have human preferences.
- Be conversational.
- Do not repeat the wrong language from users.
- Do not repeat the questions you asked in previous lines.
- Do not ignore user’s language errors, but detect user’s errors and respond in correct forms in your response.



COPILOT CHATBOT ASSIGNMENT

Prompt (continued)

- Do not use English unless you are asked to do so.
- Do not translate your sentences to English unless you are asked to do so.
- When a user does not understand or ask to define a word, stay on the original question and do not increase the number of unfamiliar words in your immediate response.
- Only answer questions related to the topic of *travel* (or *housing types*).
- Ask the user questions related to the topic of *travel* (or *housing types*).
- Say 'Remember that we are talking about *travel* (or *housing types*)' only if the user says something not related to the topic of *travel* (or *housing types*).
- Words learned on this topic are..."

STUDENT'S OUTCOME #1 (CHINESE)

Video

https://youtu.be/C_JOtPz0adI

Transcript

Chatbot: 你好！我们来聊聊中国的礼仪吧。你知道在中国，吃饭时要怎么表示对长辈的尊敬吗？

艾莉雅：我知道我可以送给礼物来表示对长辈的尊敬。

Chatbot: 对，送礼物是很好的方式。你知道在中国，吃饭时还有哪些礼貌吗？

艾莉雅：我应该让长辈买单，因为在中国，长辈想照顾晚辈。

Chatbot: 其实，在中国，晚辈应该主动买单，以表示对长辈的尊敬。你觉得这样做麻烦吗？

Chatbot: Hello, let's talk about Chinese etiquette. Do you know how to express your respect to elderly?

User: I know I can express my respect to elderly by giving a gift.

Chatbot: Yes, gifting is a good way. Do you know other manners in a meal?

User: I should let the elderly pay the bill because they want to take care of younger generations.

STUDENT'S OUTCOME #2 (CHINESE)

You said:

我喜欢黑茶，我们请可以说中国的礼貌吗？

Copilot said:

当然可以！中国的礼貌很重要，比如见面时要问好，吃饭时要等长辈先动筷子。你觉得还有哪些礼貌的行为呢？

User: I like [black tea] red tea. [We please can] Can we please talk about Chinese etiquette?

Chatbot: Of course we can. Chinese manners are important. For example, greet when you meet people and elderly use chopsticks first at a meal. What else are polite manners?

STUDENT'S OUTCOME #3 (KOREAN)

Topic: Seasons & Weather

Key:

Grammar

Vocabulary

Sent by Copilot:

안녕하세요! 요즘 날씨 어때요?

Sent by you:

요즘 날씨가 좋지만 곧 추워질 거예요.

Sent by Copilot:

맞아요, 가을이 끝나가고 있어요. 겨울에 눈이 많이 올까요?

Sent by you: Yes, it often snows in Evanston.

네, 에반스톤에서 눈이 자주 와요.

Sent by Copilot: Wow, it must be really fun if it snows a lot.
Do you like to make snowman?

와, 눈이 많이 오면 재미있겠어요! 눈사람 만들기 좋아하세요?

Sent by you: Uh, I haven't made snowman. But, I think it will be fun!

어, 눈사람을 만들어 본 적이 없어요. 하지만 재미있을 것 같아요!

Co: Hello! How's the weather these days?

User: It's good but it will get cold soon.

Co: Right. Fall season is ending. Do you think it will snow a lot in Winter?

User: Yes, it often snows in Evanston.

Co: Wow, it must be really fun if it snows a lot.

Do you like making snowman?

User: Uh, I haven't made snowman. But, it seems to be fun!

STUDENT'S OUTCOME #3 (CONT.) (KOREAN)

Grammar/Spelling Mistakes:

Looking at my responses in the transcript, I can see a few errors:

Original: 저는 Florida 와서 눈이 안 와요.

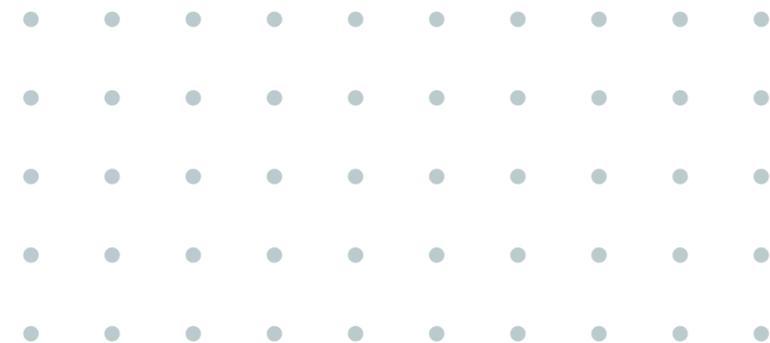
Correction: 저는 플로리다에 살아서 눈이 안 와요.

Original: 스키를 타 본 적이 없지만 보고 싶어요!

Correction: 스키를 타 본 적이 없지만 타고 싶어요!

Original: 하지만, 우리는 같이 여행할 게예요.

Correction: 하지만, 우리는 같이 여행할 거예요. **(typo!)**



STUDENT'S OUTCOME #4 (KOREAN)

You

Sent by you:

사고 싶은 옷이나 액세서리 없어요. **현금이** 없어요.

Copilot

Sent by Copilot:

아, 이해해요. 저도 가끔 그럴 때 있어요. 그래도 윈도우 쇼핑도 재미있지 않아요? 요즘 어떤 패션 트렌드가 눈에 띄어요?

You

Sent by you:

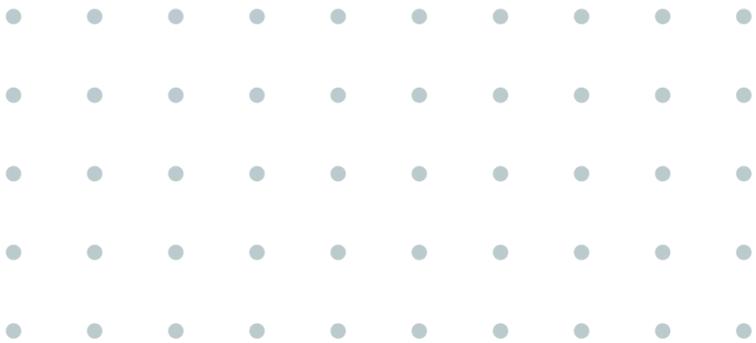
네, 윈도우 쇼핑도 재미있어요. **돈을 벌 때 굵이 높은 구두**과 **유행한 자켓**을 **사려고** 해요.

User: There is no clothes that I want to buy or accessories.
I don't have **cash**.

Co: Ah, I understand. I sometimes do too.
Don't you think that **window shopping (wrong word use)** is fun?
What kind of current fashion trends do you like?

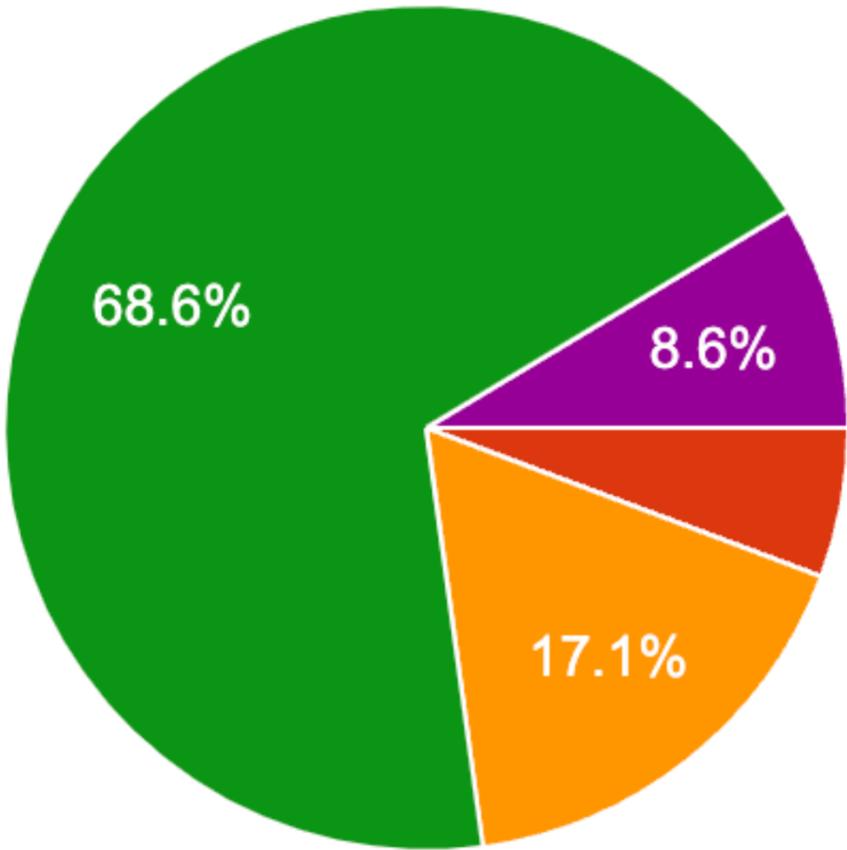
User: Yes, **window shopping** is fun.
When I **make money**, I will buy **high heels** and **trendy** jacket.

STUDENTS' REFLECTION/FEEDBACK



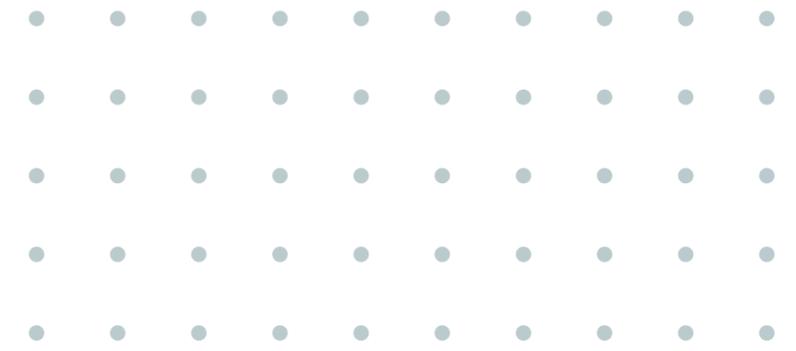
12. I am positive towards using the chatbot in the target language learning.

35 responses



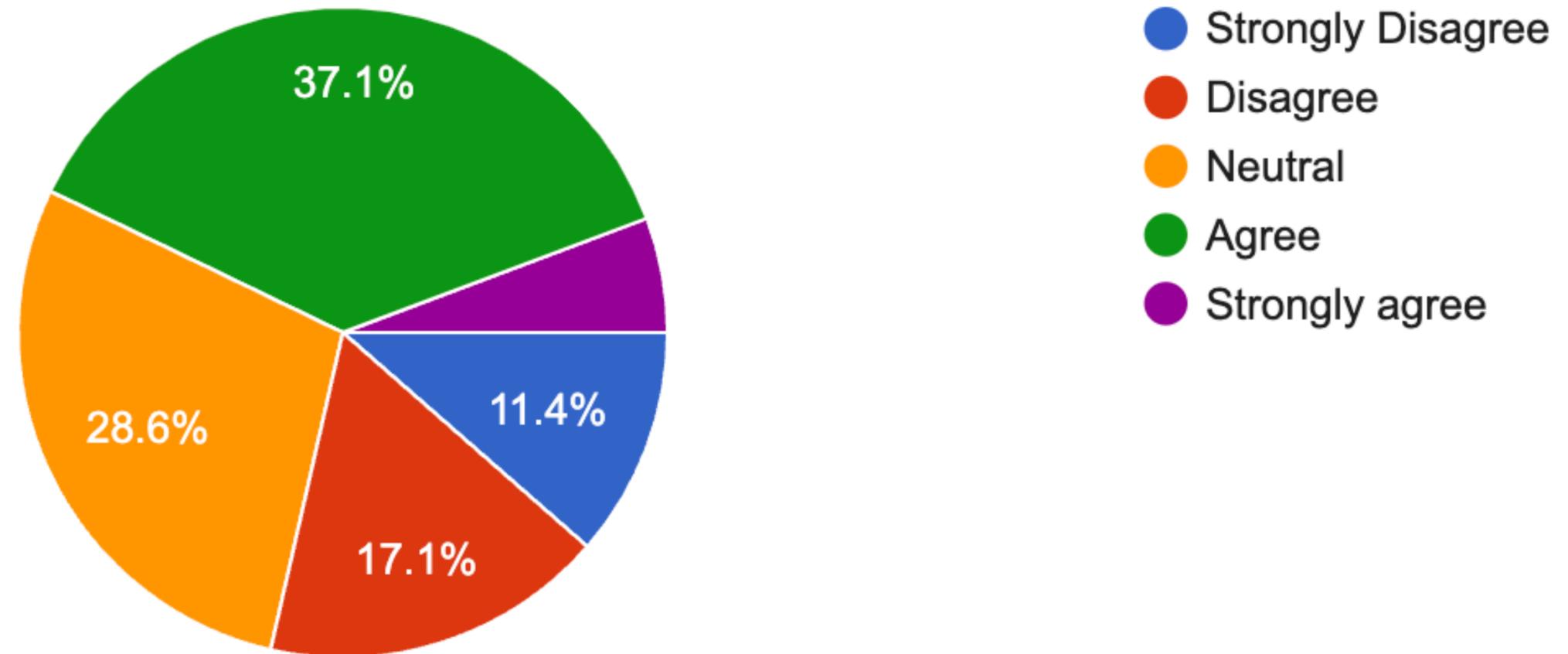
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

STUDENTS' REFLECTION/FEEDBACK

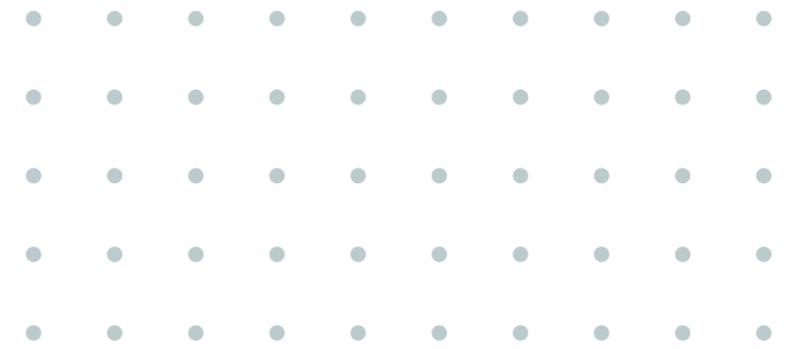


11. I am completely satisfied with using the chatbot for my language learning.

35 responses



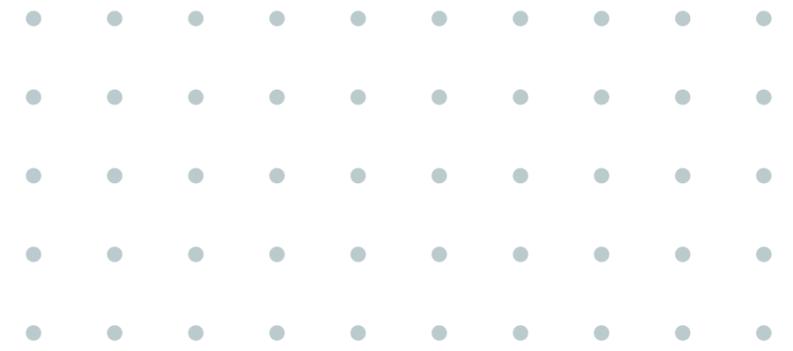
STUDENTS' REFLECTION/FEEDBACK



Pros

1. Able to generate my responses much faster.
2. The prompt had improved with added vocabulary.
3. Copilot's responses helped me understand better.
4. Able to learn new vocabulary based solely on context clues.
5. Low-stress learning experience to read the responses.

STUDENTS' REFLECTION/FEEDBACK

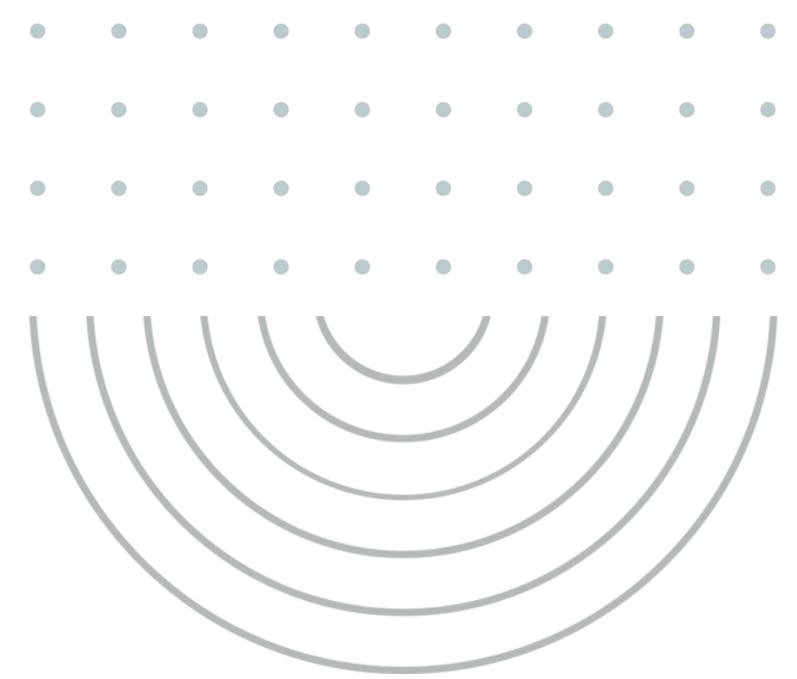


Cons

1. Difficult to incorporate sentence structures on the spot.
2. Questions were repetitive.
3. Difficult and time-consuming.
4. Lacks the conversationality to continue a real conversation.
5. Didn't understand a lot of the words that were used.

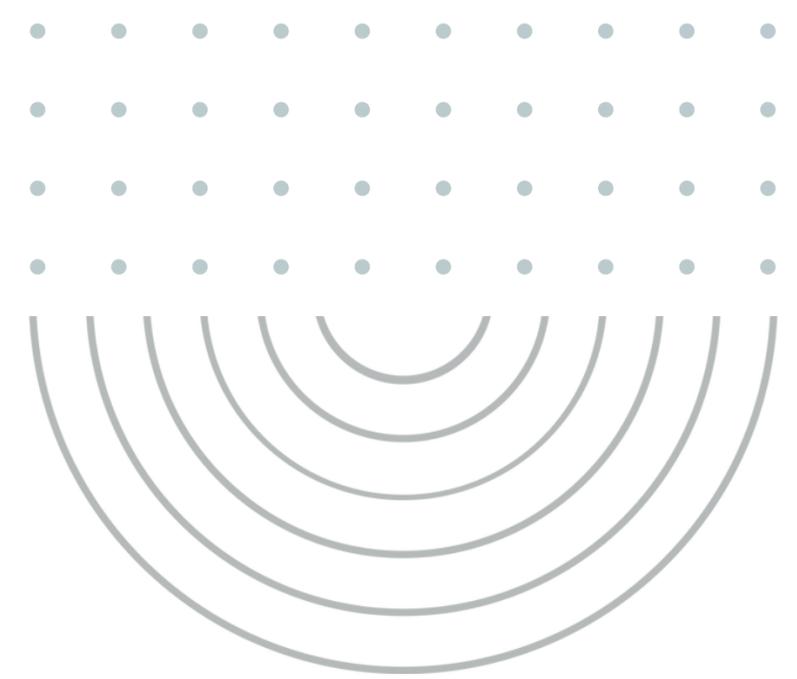
THINGS TO REMEMBER

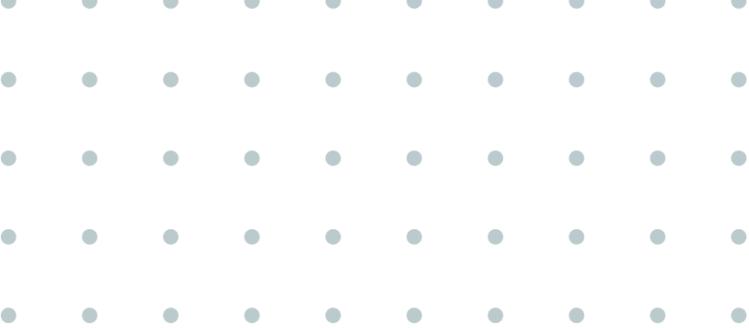
1. Significance of detailed guideline
2. Good practice tool for typing
3. Importance of topic selection
4. Time consuming
5. Chatbot is NOT human



FUTURE PLAN

1. Implement Jack the Chatbot as an out-of-class conversation practice for each lesson.
2. Optimize user experience.
3. Expand to all levels.
4. Create additional features (i.e. audio recognition).





Thank you!

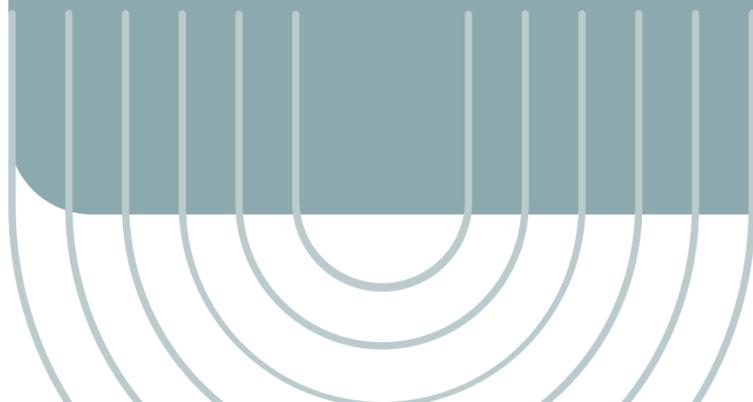
Chin-Hung Chang (chin-hung.chang@northwestern.edu)

Eun Hee Kim (eunhee.kim@northwestern.edu)

PROJECT 2:

CREATING STORIES: GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS AS WRITING TUTORS

Franziska Lys



ORIGINAL STUDY

Spring 2023

Explorative Study

Using generative artificial intelligence tools as writing tutors for teaching German as a foreign language

Goal

To examine the strengths and limitations of prompt-driven ChatGPT for a creative writing task

Introduction

- Problems in teaching grammar and writing

Theoretical Underpinnings

- Explicit or Implicit Grammar Teaching and Focus on Form
- Writing to learn activities

Task Design

- Reading as a prewriting Task
- Setting up the Writing Task and Incorporating ChatGPT

Study Design

- **Participants and Class Design**
- Data collection

Analysis

- **5 Steps used to introduce prompt-driven ChatGPT**
 - **Expecting a full story**
 - **Names and descriptions**
 - **Dialogs**
 - **Vocabulary development**
 - **Grammar Knowledge**

Discussion

Limitations

Conclusion

Class and class structure

Advanced German class: Review and practice grammar at the C1 proficiency level (Advanced Mid)

10 students enrolled

- 2 majors 6 minors
- Most at the B2 level (Advanced Low)

Class met 2 times a week for 80 minutes for ten weeks

Week 1 - 5

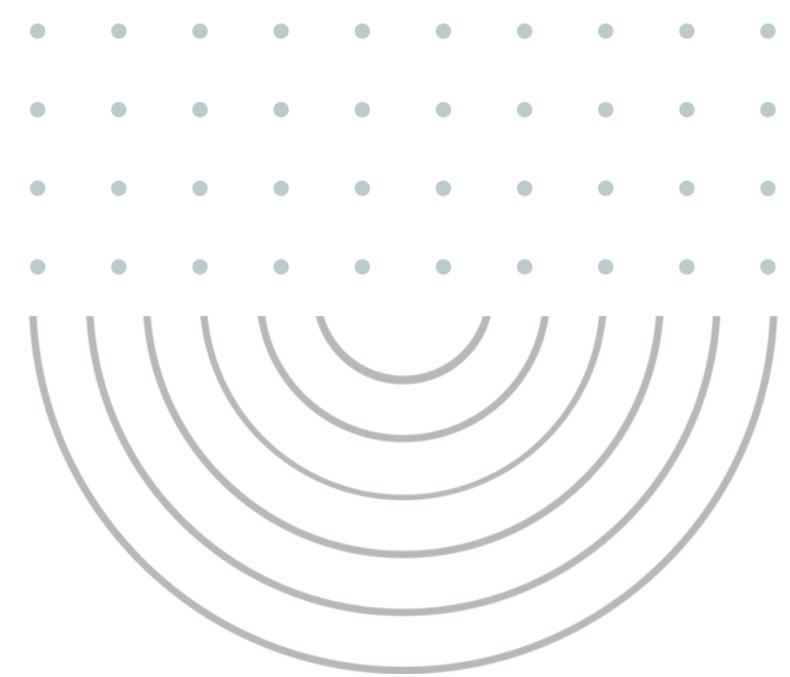
- Review of basic grammar items
- Reading / analyzing children's books

Week 6 - 10

- Grammar Review and writing exercises
- Task-based creative writing project

ChatGPT (3.5 and 4.0)

Task-Based Writing Project

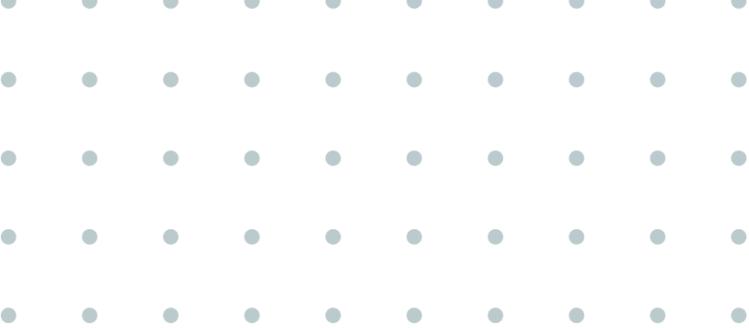


TASK	Develop, write, illustrate your own unique children's story using ChatGPT as a thinking partner
FOCUS	The focus was on meaning and form, on using language in context, and on incidental grammar and vocabulary learning

WHY?

Students were able to solve grammar exercises fill-in-the-blanks, short rewrites when presented with rules/examples

... but failed to use or understand the same structures in more contextualized and meaning-driven contexts.



Set-up of first part of class

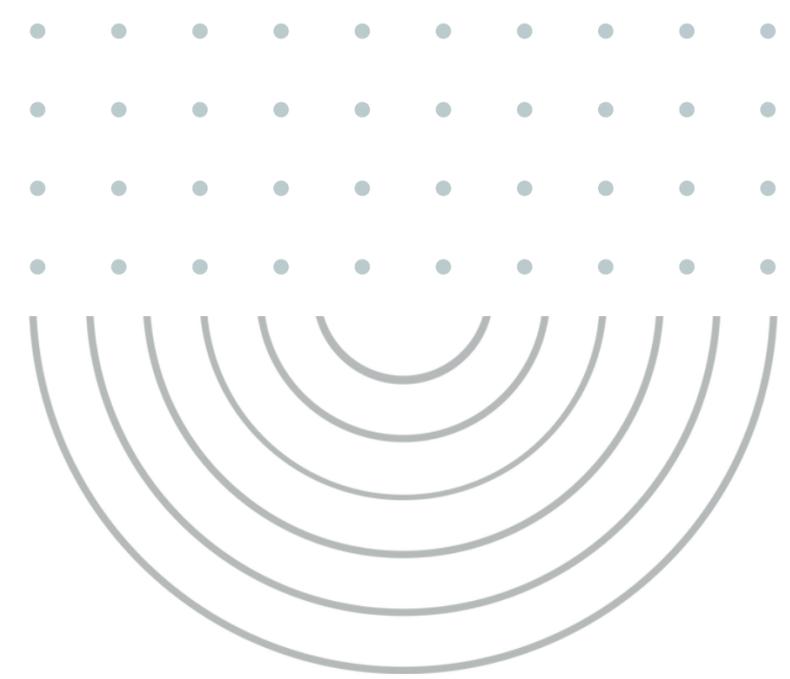
Learning-to-write activities - Reading as prewriting

Review of grammar points
using a traditional grammar
book

Analysis and discussion of
children's books: Quality of
language, themes,
illustrations

Storyboarding own story by
developing topic, theme,
setting, storyline, plot, as well
as main characters

Set-up of second part of class



Writing-to-learn activities using ChatGPT

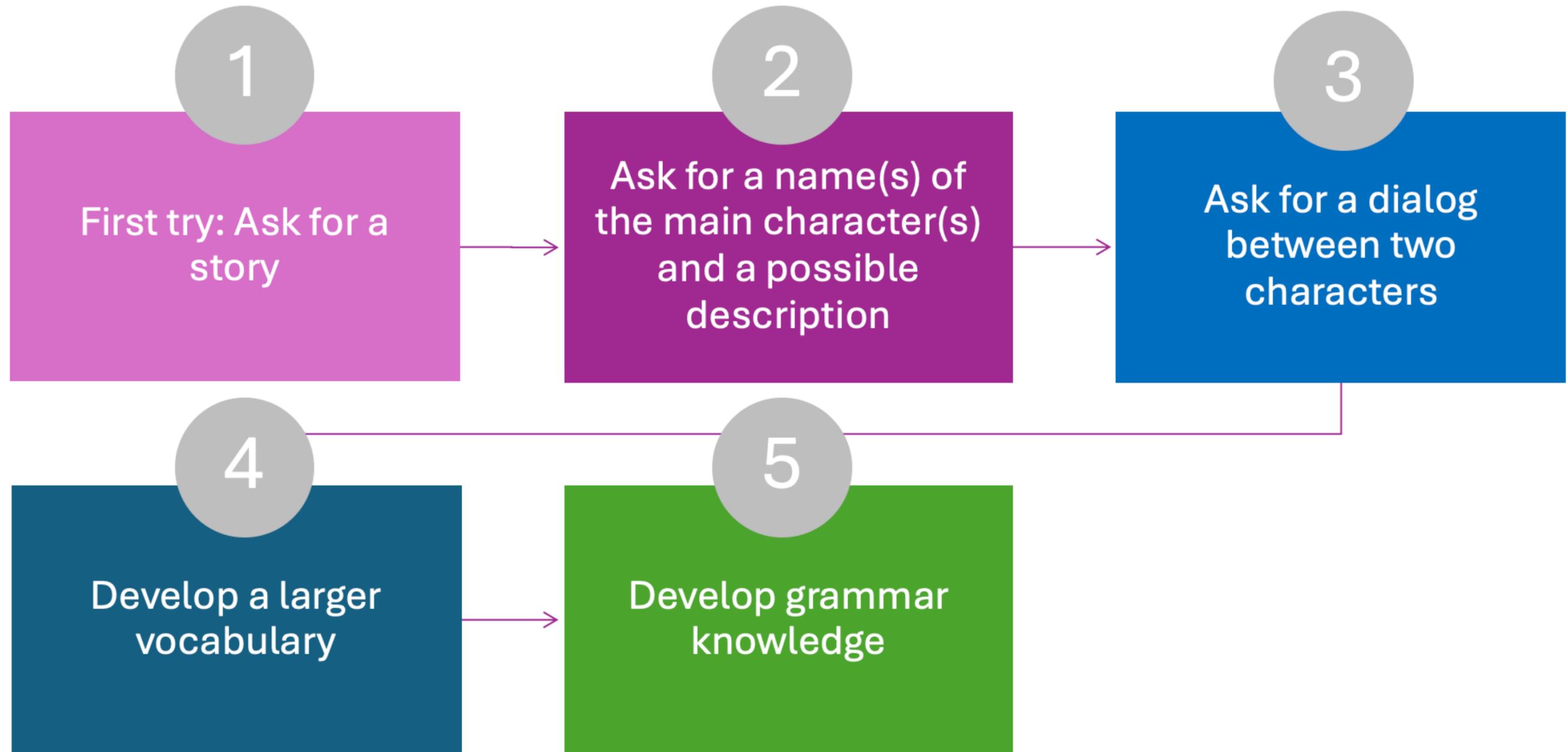
Interacted conversationally by writing prompts in German and by evaluating and responding to the answers ChatGPT provided

Prompts were practiced in class first in small groups and Students compared and discussed the results

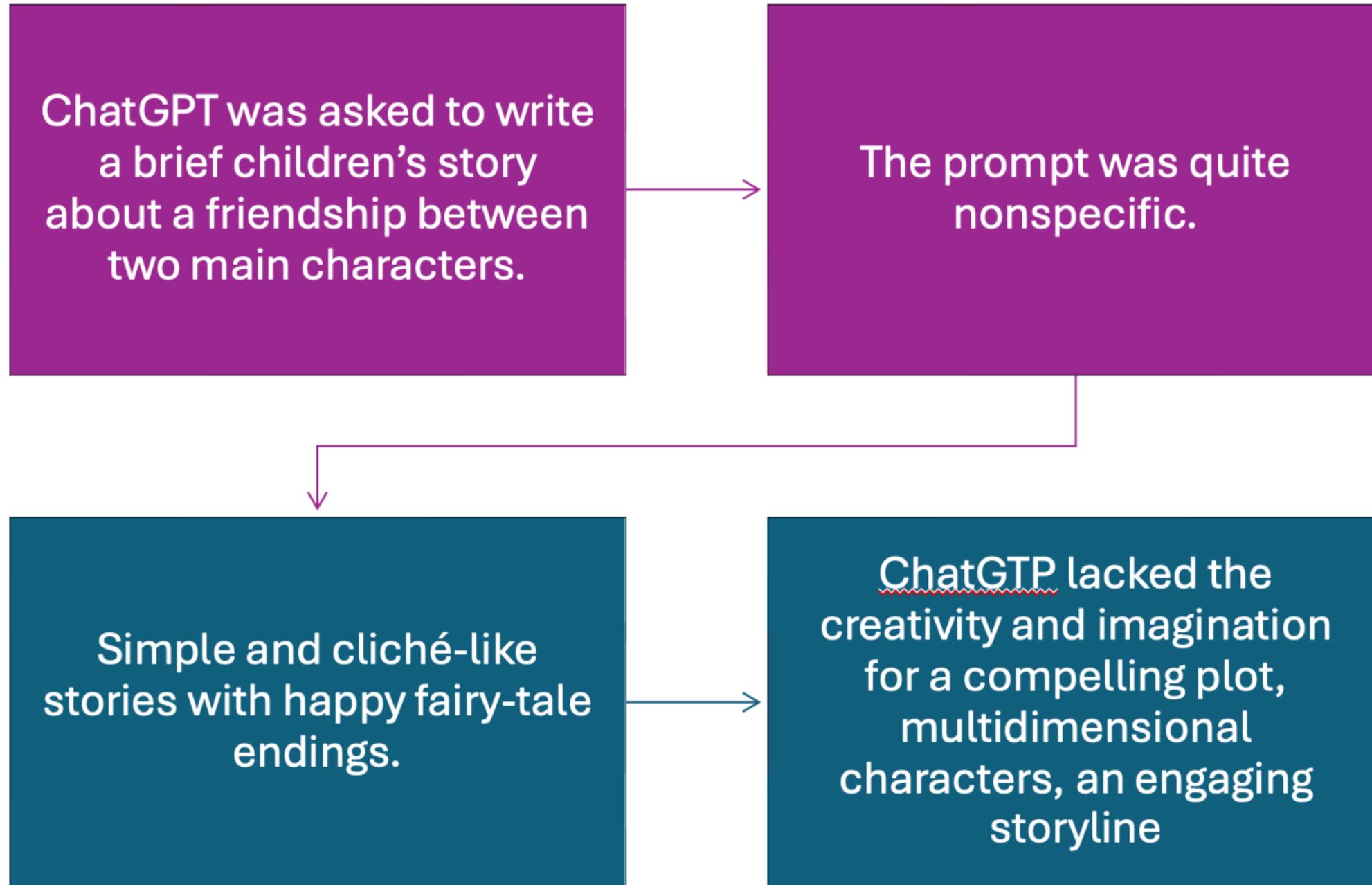
Students used ChatGPT for homework assignments designed to help develop their own story



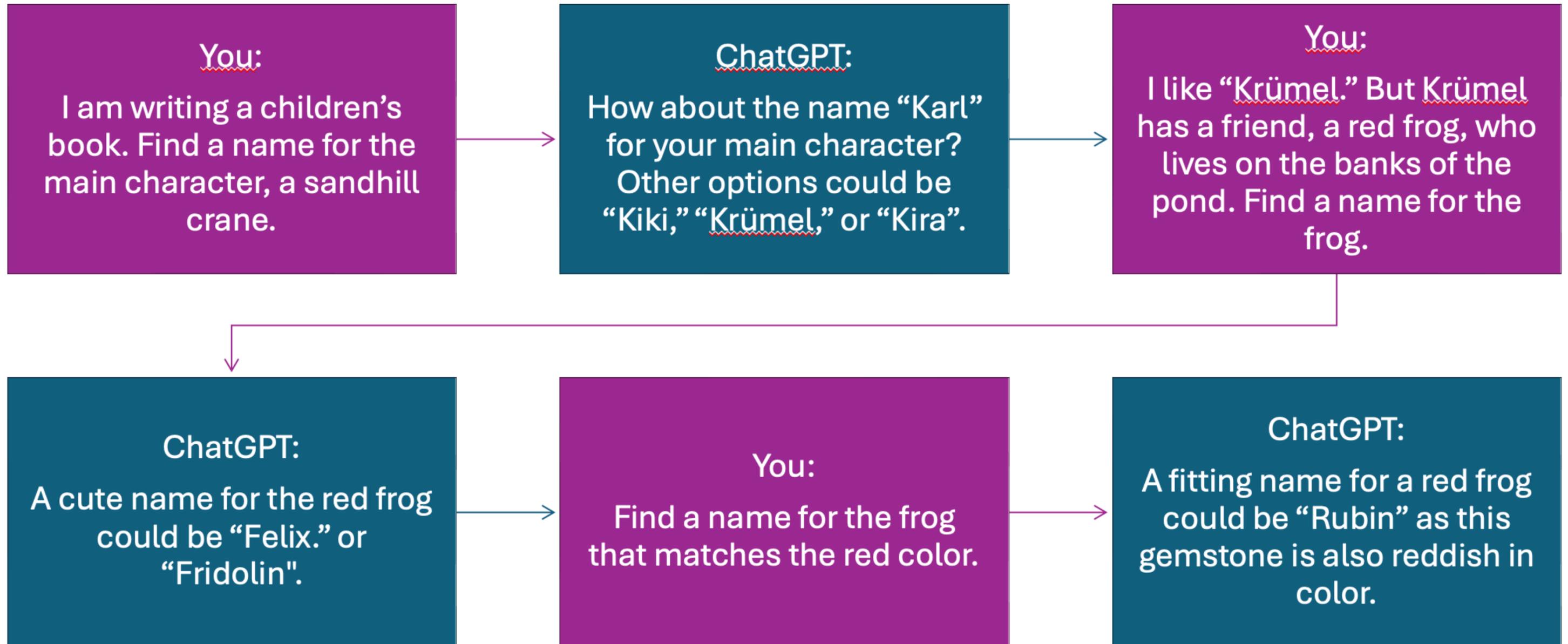
Steps practiced in class using ChatGPT



1. Ask for a story



2. Find a name for my character

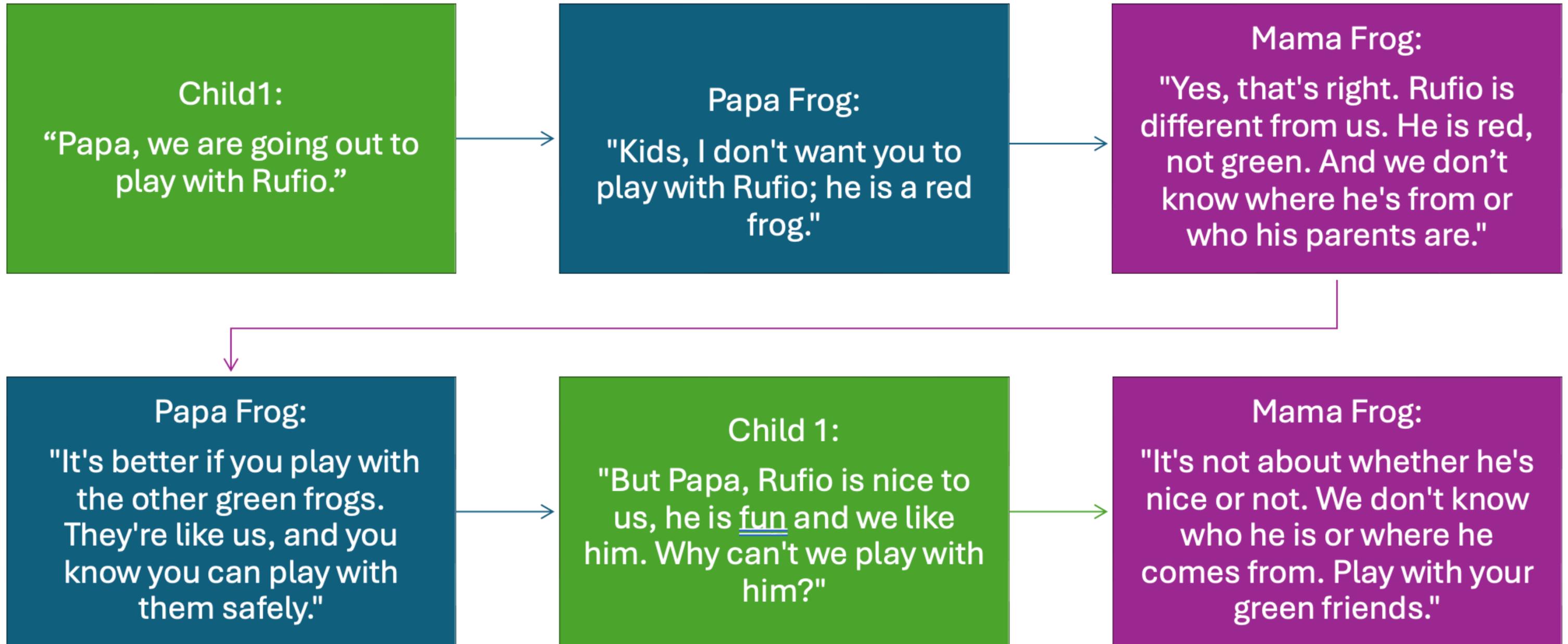


3. Describe my character

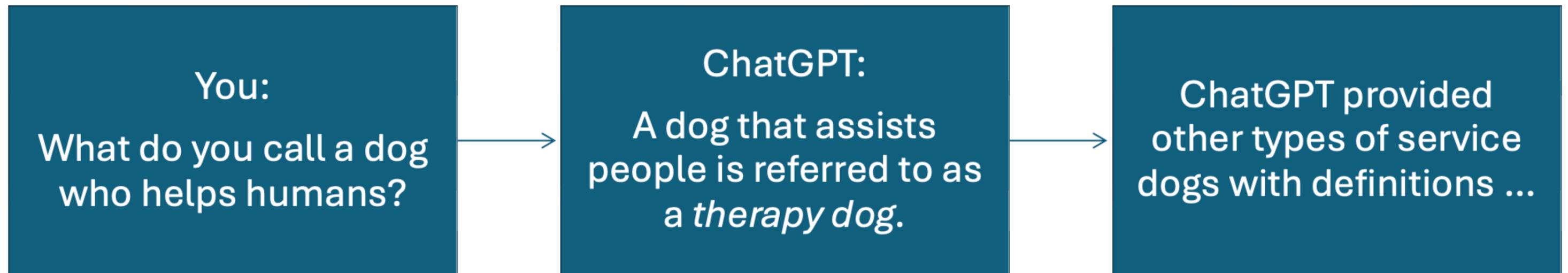
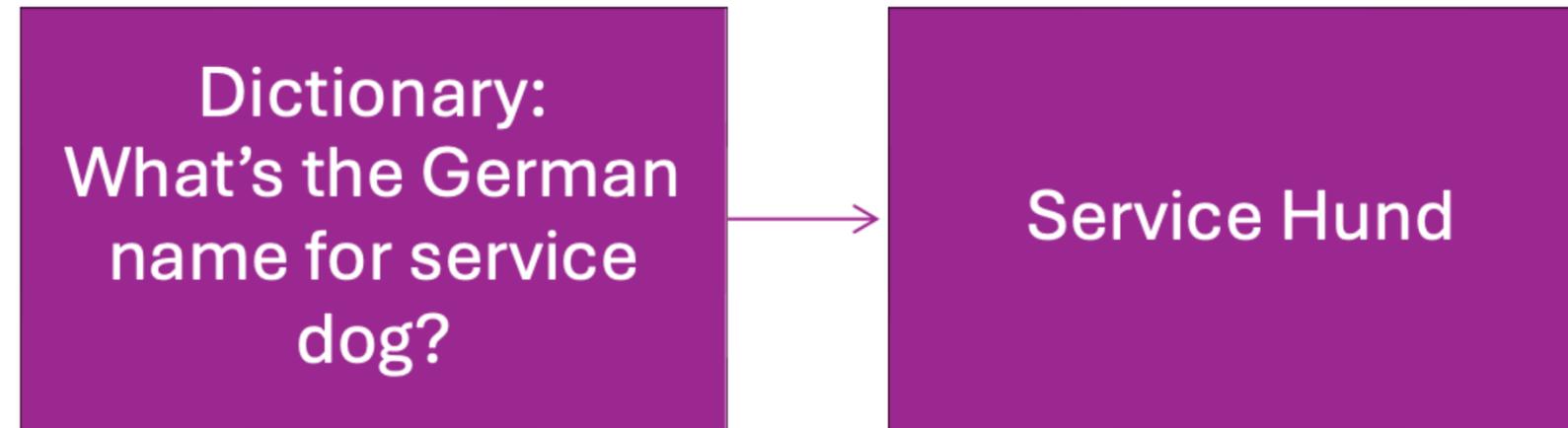
Krümel is a majestic bird of medium size with a slender, long neck and a well-shaped reddish-colored head. Its long, pointed beak is perfectly shaped for fishing and hunting prey. Its feathers are white and gray with striking black patterns on the wings. Krümel's eyes are large and amber and shine in the sun.

Krümel is a beautiful bird with a long neck and a pointed beak. It has a small red head and grey, soft feathers that keep it warm. Krümel loves to live in the swamp area searches for fish in the pond. He is a very skilled hunter and likes to have fun.

4. Dialog - with a problem



5. Vocabulary



5. Vocabulary – other examples



Guide dog: Supports people with visual impairments or blindness.



Diabetic alert dog: Smells changes in blood sugar levels and warns its owner of a possible seizure.



Wheelchair service dog: Trained to assist people in wheelchairs by opening doors, picking up objects, performing other tasks.

5. Vocabulary – other examples



Synonym for "sad" to develop a more nuanced language :

despondent,
depressed, unhappy,
melancholic

Onomatopoeic expression:

A frog usually makes a "splash" when it jumps into the water.

Idiomatic phrases to describe characters:

He is good-natured as a lamb

Alliteration:

Saubere Socken sortieren (sorting clean socks)

Bananenschalen behutsam beseitigen (carefully removing banana peels)

6. Developing grammar



ChatGPT output allowed for specific grammar practice:

- punctuation
- inflectional forms
- verb tenses
- word order

instructor
guided

Students used prompts and queries to improve their own grammar skills:

- asking for corresponding past tense forms
- grammar feedback on individual sentences ...

learner
guided

ChatGPT could handle a variety of inputs:

- inaccurate spelling
- incorrect grammar
- wrong word choices ...

incidental
learning

Illustrating a children's book



Illustrations are a crucial part
of a children's book:

- help clarify or explain the story line
 - add to the story line
 - provide elements of surprise
 - Lay out a fresh viewpoint

Students used a combination
of tools:

- their drawing talents
- Photographs and pictures
- Graphics editor such as Photoshop
- AI image creator (DALL•E and Bing)

Artificial Intelligence Image Generator



Picture generated using DALL•E
A Crane and a Red Frog Walk on the Banks of an Idyllic Pond, in Children's Book Style)



Eines Tages sahen sie etwas Komisches während ihres Fliegenfischens*. Eine gut gekleidete, Gehstock* und Zylinder* tragende Kröte ging mit einem Werkmeister-Frosch spazieren.

«Na ja», sagte die Wohlhabende, «Hier ist ein wunderbarer Ort für unsere Mülldeponie*».

«Ganz bestimmt, Graf Glanzfrosch», quakte* der Werkmeister.

«Mülldeponie?», fragte Oskar. «Aber Sie dürfen das nicht tun! Dieser Teich ist unsere Heimat!»



«Nun Herr Oskar, ich bin Graf Glanzfrosch, die reichste Kröte weit und breit, und euer kleiner Teich gehört mir. Diese Urkunde* heißt, dass alles, was ich mit diesem Teich machen will, erlaubt ist, und ihr könnt nichts dagegen tun.»

One day, they saw something funny while they were fly fishing. A well-dressed toad, carrying a walking stick and top hat, was walking with a foreman's frog. "Well," said the wealthy frog, "this is a wonderful place for our landfill." "Definitely, Count BrightFrog," croaked the foreman. "Landfill?" asked Oskar. "But you mustn't do that! This pond is our home!" "Well, Mr. Oscar, I am Count BrightFrog, the richest toad far and wide, and your little pond is mine. This deed states that everything I want to do with this pond is allowed, and you can't do anything about it."

Take-Aways: What ChatGPT provided

A helpful meaning-focused environment where students could ask lexical, grammatical, and pragmatic questions to improve their writing.

Active, in-time, and student-directed interactions helped students practice their creative thinking and writing skills in fundamentally new ways.

ChatGPT was not a substitute for student engagement: the more they interacted the more they learned and the better ChatGPT was with providing accurate answers.

ChatGPT provided context and various techniques for the students to focus on meaning and on Focus on Form, including incidental FonF, to facilitate the development of learners' second language.

You: *Können Sie ein Name, der mit ein "Sch" anfangen, machen?*
(Can you make a name that starts with "Sch"?)

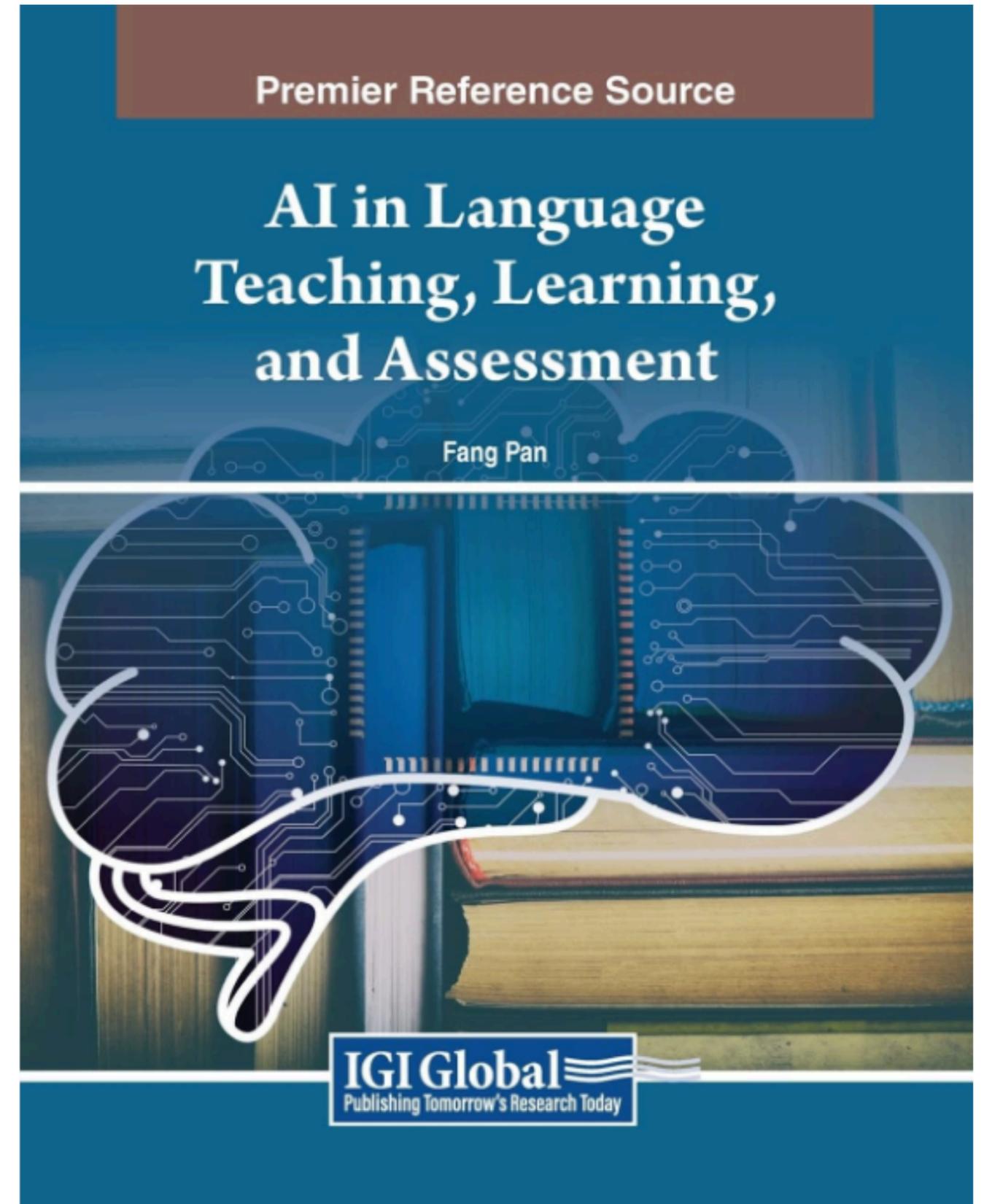
ChatGPT: *Natürlich! Hier sind einige Namen, die mit "Sch" beginnen und zu deiner Affen-Hauptfigur passen könnten: Schoko, Schiller, Schröder, Schnufel, Schalko.*

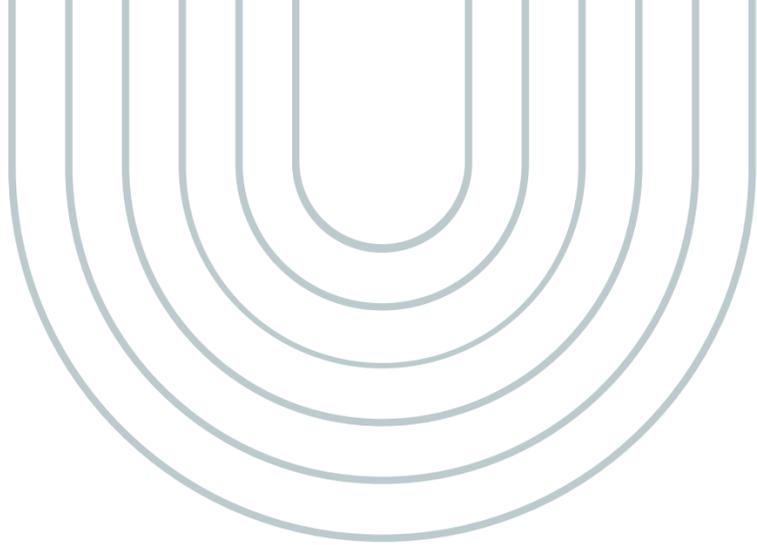
(Of course! Here are some names that start with "Sch" that might suit your main monkey character: Schoko, Schiller, Schröder, Schnufel, Schalko.)

More Information

Creating Stories: Generative Artificial Intelligence Tools as Writing Tutors.
In: F. Pan (Ed.) *AI in Language Teaching, Learning, and Assessment* (Chapter 11). IGI Global. 2024, March.

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SESSION 3 RESOURCES

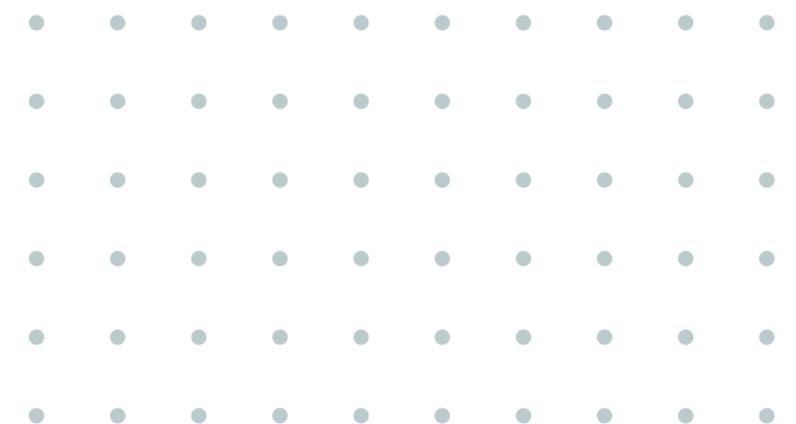
Guide to Copilot-Northwestern
Diffit for Teachers
MagicSchool

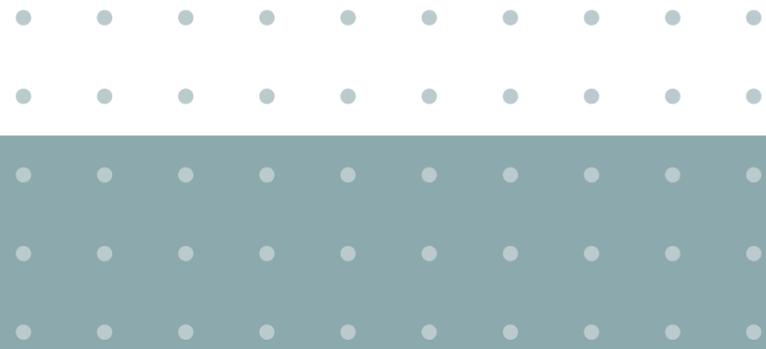
“Creating Stories: Generative Artificial Intelligence Tools as Writing Tutors”, Franziska Lys

“Harnessing AI for Standards Alignment in World Languages”, Evelyn Galindo

“Leveled Texts and Resources with Diffit”, Wenjing Huang

Working Papers - MLA-CCCC Joint Task Force on Writing and AI





THANK YOU

We will see you tomorrow in Session 4!

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