IMMERSION WEEK: GENERATIVE AI IN LANGUAGE INSTRUCTION

SESSION 4

FRIDAY, DECEMBER 6, 2024

Northwestern
WEINBERG COLLEGE OF ARTS & SCIENCES
Language Resource Center

Media and Design Studio

Northwestern
INFORMATION TECHNOLOGY

Northwestern
SEARLE CENTER FOR ADVANCING LEARNING AND TEACHING

ANNOUNCEMENTS

- Today's student panel will not be recorded. Recording will resume in **Part 2** of the session.
- All materials will be posted in **LRC Programming/Events** webpage.

- During the presentation, 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. Please email your request to <languageresourcecenter@northwestern.edu>.

- At the end of today's session, you will receive a link to a brief survey.

STUDENT PERSPECTIVES, PEDAGOGICAL POSSIBILITIES

Student Panel
Anna Luce, *Lead Learning Engineer*
Teaching and Learning Technologies
Northwestern University

Denise Drane, *PhD., Sr. Associate Director for Research and Innovation*
Eun Y. Sandoval-Lee, *EdS., Project Administrator of Strategic Initiatives*
Searle Center for Advancing Learning and Teaching
Northwestern University

SESSION 4 AGENDA

Part 1: Student panel on the use of AI

Part 2: Instructor perspectives on the use of AI

SESSION 4 GOALS

- Explore student and instructor perspectives about AI
- Reflect on your intentions around AI in your teaching

01. STUDENT PERSPECTIVES ON THE USE OF AI

FACILITATOR / MODERATOR

Anna Luce
Lead Learning Engineer
Northwestern IT Teaching and
Learning Technologies

PART 1 GOALS

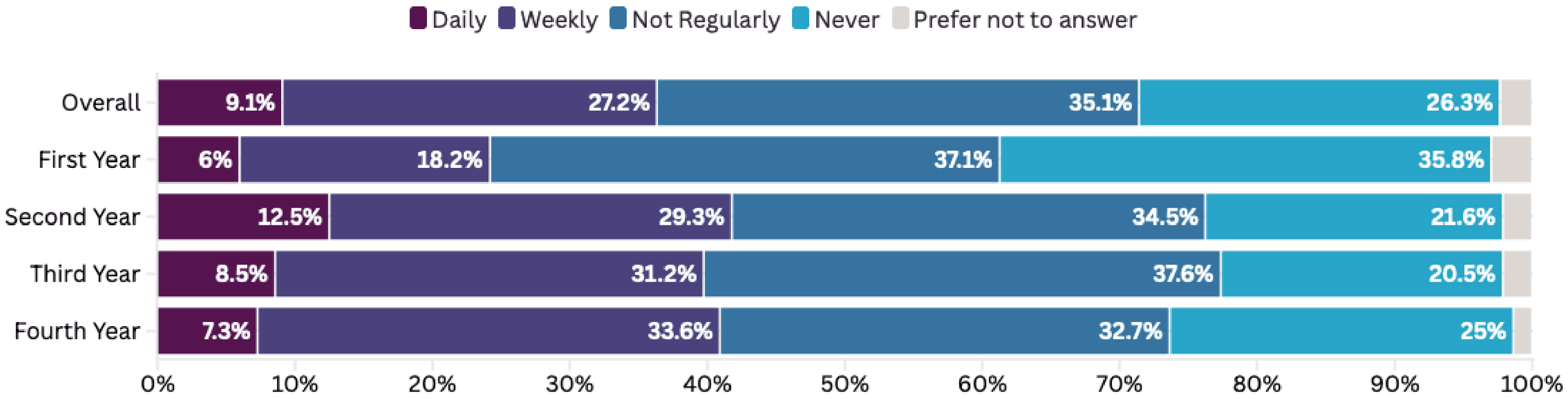
- Listen to student perspectives on the use of AI
- Provide a chance to ask students questions about AI in a safe environment

(This portion of the session will NOT be recorded.)

NORTHWESTERN STUDENT SURVEY

Generative AI Use Among Undergrads

"How often do you use ChatGPT or other generative AI for academics?"



Data from The Daily Northwestern's fall 2024 undergraduate poll. New transfer students and students in their fifth year were omitted due to small sample sizes. n =1112 (Graphic by Danny O'Grady)

STUDENT PANELISTS

Yuka Sumi
sophomore
COMPUTER SCIENCE

Asha Navaratnasingam
sophomore
POLITICAL SCIENCE / THEATER

Marilene van den Berg
senior
BIOMEDICAL ENGINEERING

Amelia Stone
sophomore
JOURNALISM / IMC
POLITICAL SCIENCE
BUSINESS INSTITUTIONS

02. CRITICAL REFLECTION ON PEDAGOGICAL POSSIBILITIES

FACILITATORS

Denise Drane
Senior Associate Director of
Research and Innovation

Eun Y. Sandoval-Lee
Project Administrator of
Strategic Initiatives

The Searle Center is committed to upholding these values in all facets of our work:

- Critical Reflection
- Multi-vocal Evidence
- Meaningful Learning
- Diverse Collaborations

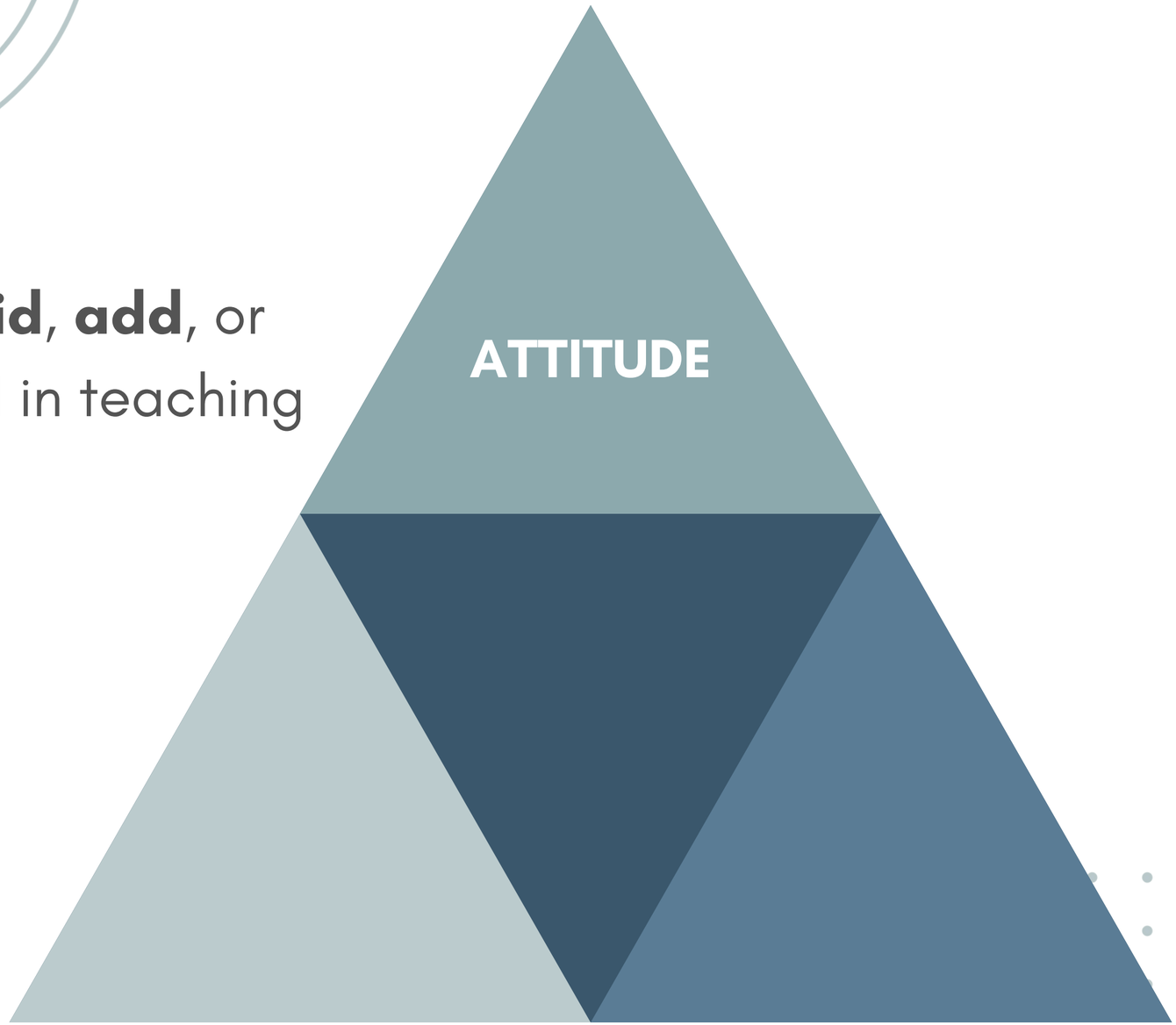
PART 2 GOALS

- Explore **instructor feelings** about AI
- Engage in a **SWOT analysis**
- Review a **scoping literature review** about AI and language teaching
- Reflect on **one action** to (not) integrate AI

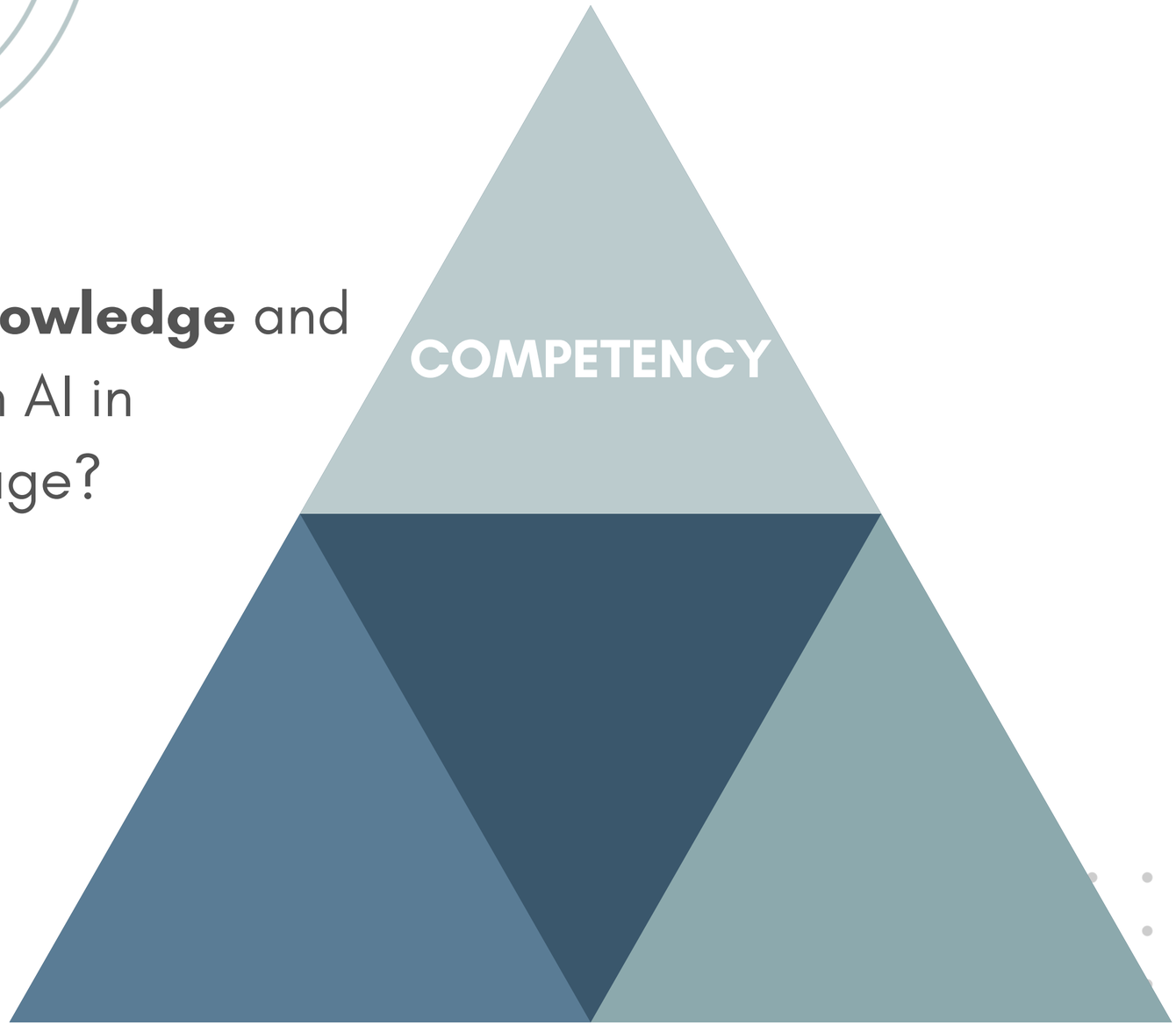
ZOOM POLL

How are you feeling about using AI for teaching language?

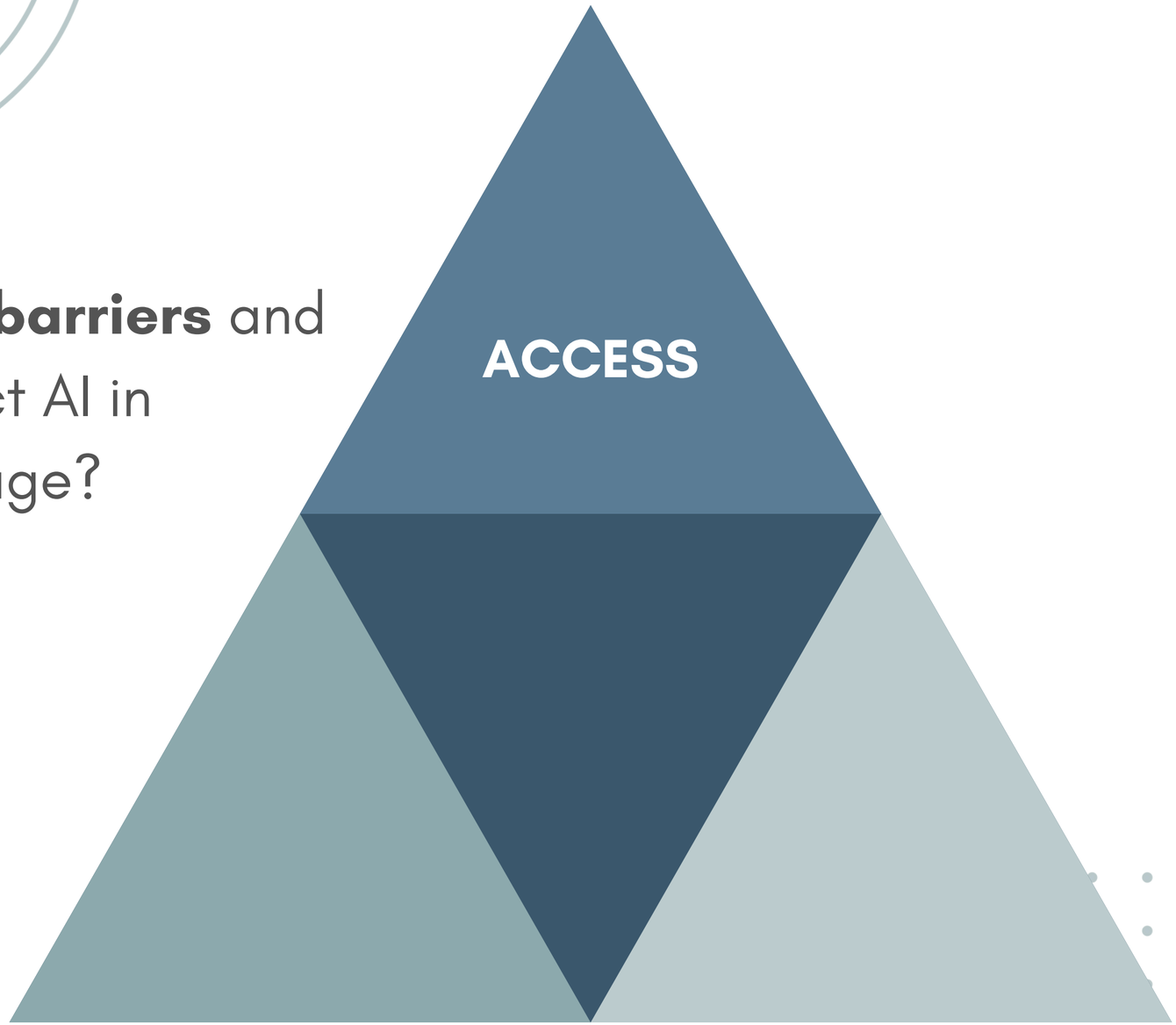
How do we **avoid**, **add**, or **advocate** for AI in teaching language?

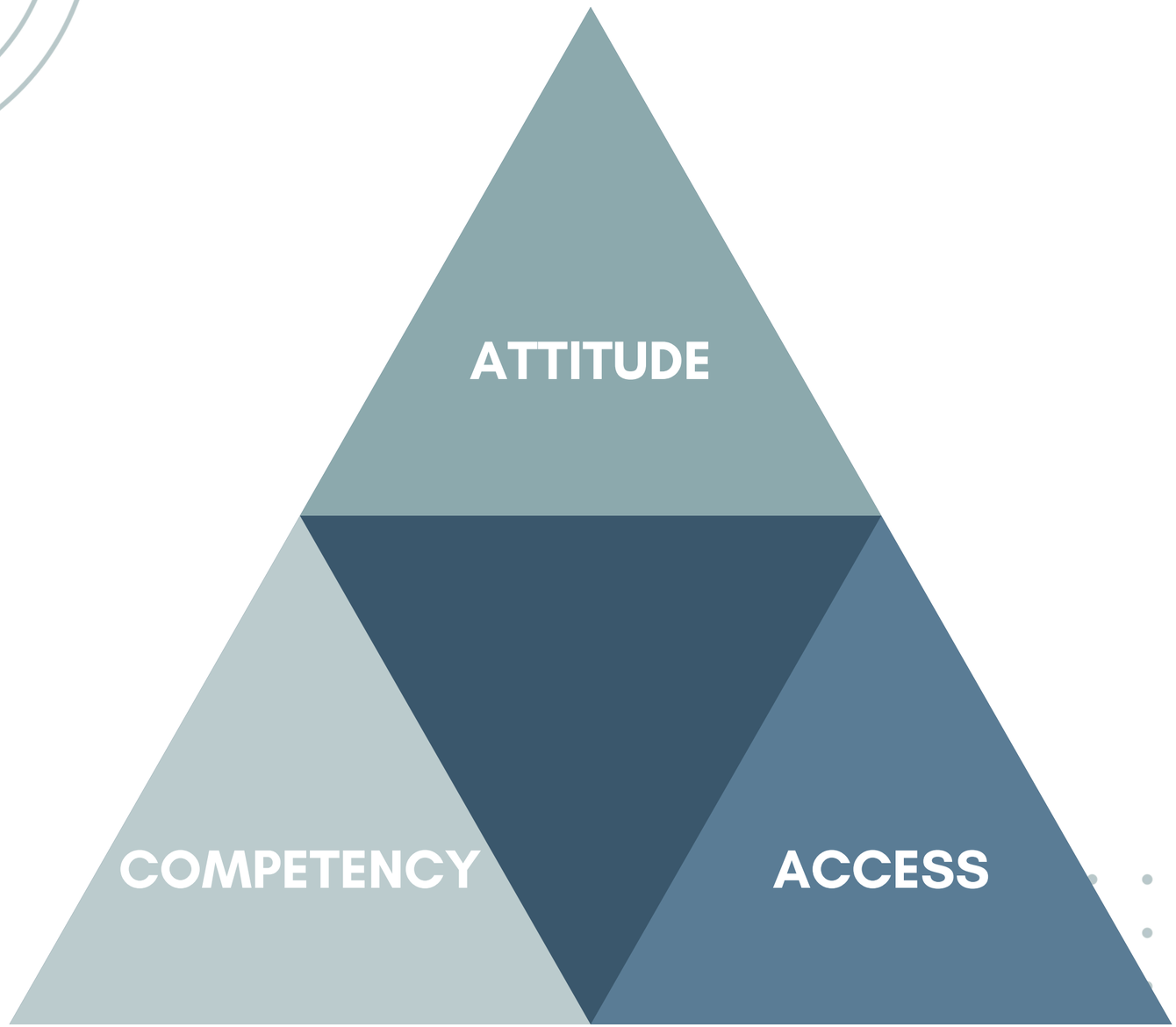


What are our **knowledge** and **skills** levels with AI in teaching language?



What structural **barriers** and **supports** impact AI in teaching language?

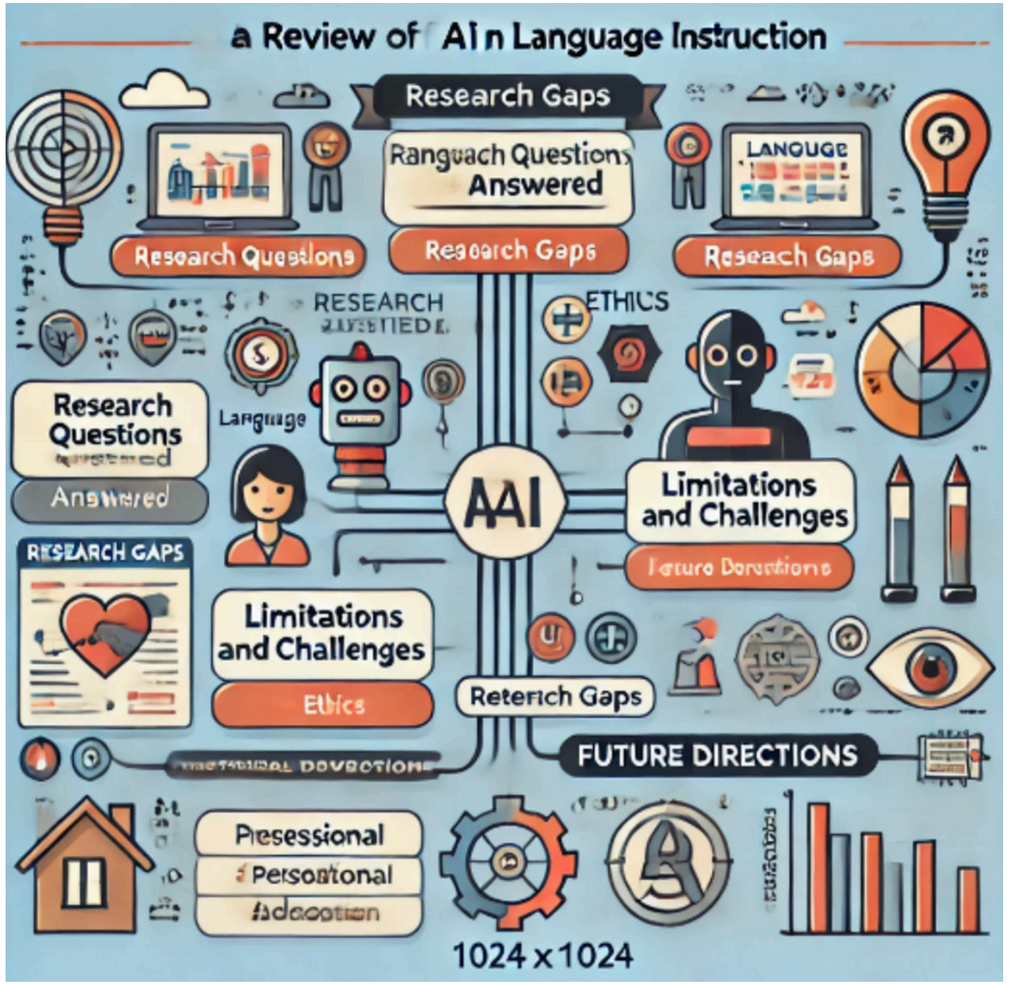



ATTITUDE
COMPETENCY
ACCESS

"Make no mistake, our students are using generative AI. A LOT.
But, like us, they're a heterogenous group of people.
There are students who, like some of us, are excited about AI as a tool that will help human beings do more, better.
But there are also students who are worried. Worries I've heard include: navigating classes with vastly different approaches to and policies on AI and Academic Integrity; decreasing skills and content knowledge due to an over-reliance on AI; AI literacy as a requirement of employability; ethics, equity, privacy, environmental costs, and the unknown. Trust me, whatever you're feeling on this, **you are not alone.** Your students are feeling it, too."

LUCY LITTLER (**Why I'm Not Freaking Out (Anymore): A Generative AI Story**, 2024)

SCOPING REVIEWS



Locky Law
University of Hong Kong

Applications of generative artificial intelligence (GenAI) in language teaching and learning: A scoping literature review (Law, 2024)

LINK TO ARTICLE

STUDIES HAVE FOCUSED ON...

SKILLS	mainly writing
STUDENT POPULATIONS	secondary, higher education
LANGUAGES	EFL
TOOLS	ChatGPT, grammar checkers

41 studies

RESEARCH STUDIES ON WRITING

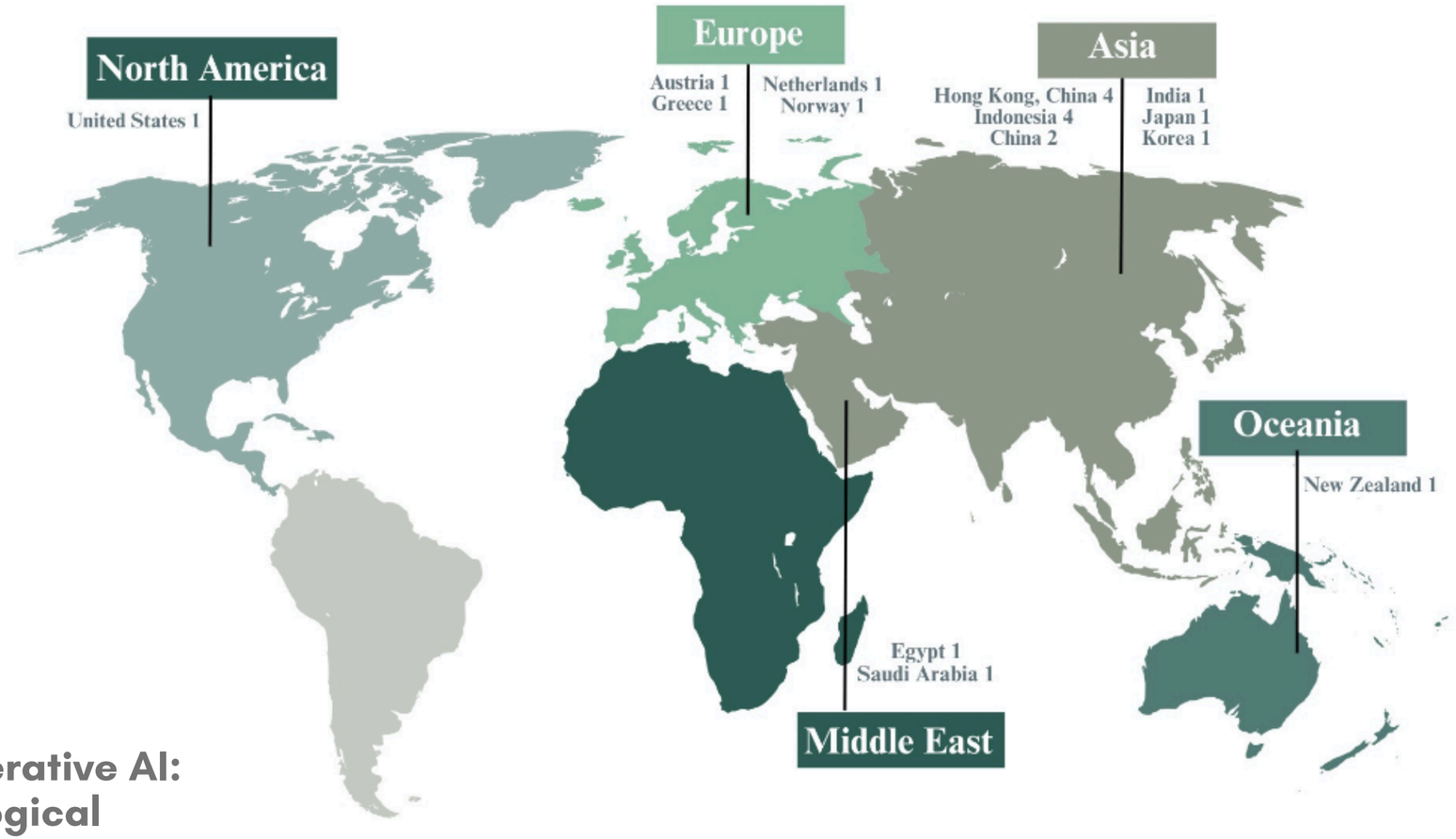


Figure 1: Countries and the number of studies.

Enhancing L2 Writing with Generative AI: A Systematic Review of Pedagogical Integration and Outcomes
(Wang & Dang, 2024)

TEACHING CONTEXTS

Table 6: Teaching contexts.

Theme	Code	Count	Percentage
Institution	Elementary school	0	0
	Middle school	2	10
	High school	4	19
	Undergraduate	12	57
	Graduate and post-graduate	2	10
	Language learning center	1	5
Language specialty	Foreign language	19	90
	Second language	2	10
Target language	English	18	86
	Chinese	1	5
	German	2	10
Duration	Less than 1 week	2	10
	2-4 weeks	7	33
	5-8 weeks	3	14
	More than 8 weeks	2	10
	Not reported	7	33
GenAI tools	ChatGPT	21	100
	Mixed	4	19

Enhancing L2 Writing with Generative AI: A Systematic Review of Pedagogical Integration and Outcomes
(Wang & Dang, 2024)

PSYCHOLOGICAL OUTCOMES FOR STUDENTS

Motivation

Creativity

Interest

Autonomy

PSYCHOLOGICAL OUTCOMES FOR STUDENTS

Shortcut for writing

Lack of contextual understanding

Inability to assess critical thinking

PRODUCTIVITY OUTCOMES FOR TEACHERS

Idea generation

Examples

Grading assistance

Student feedback

RESEARCH GAPS

NO RESEARCH ON ETHICAL CONCERNS

Only **6/41** papers briefly mention ethical considerations

EMPIRICAL STUDIES ARE NEEDED!

S

STRENGTHS

W

WEAKNESSES

SWOT ANALYSIS

OPPORTUNITIES

O

THREATS

T

S

STRENGTHS

W

WEAKNESSES

Choose a **language course**
that you do/will teach.

OPPORTUNITIES

O

THREATS

T

S

STRENGTHS

W

WEAKNESSES

Choose a specific **activity, assignment, or assessment** that you do/will use for the course.

OPPORTUNITIES

O

THREATS

T

S

STRENGTHS

W

WEAKNESSES

Choose an **AI tool** to reflect on for the course activity, assignment, or assessment.

OPPORTUNITIES

O

THREATS

T

AI CHATBOTS

Copilot

NU APPROVED

IMAGE GENERATORS

Adobe Firefly • Canva

AI TUTORS

Formative • Mizou • Quizlet Q-chat

MULTI-TOOL PLATFORMS

Brisk Teaching AI • MagicSchool AI • School.AI

AUDIO MATERIALS

ElevenLabs

MUSIC GENERATORS

Suno

COMPREHENSION ACTIVITES

Conker • Diffit

VIDEO GENERATORS

AI video tools

S

STRENGTHS

W

WEAKNESSES

Type, write, or think of 1 **STRENGTH**.

OPPORTUNITIES

O

THREATS

T

S

STRENGTHS

W

WEAKNESSES

Type, write, or think of 1 **WEAKNESS**.

OPPORTUNITIES

O

THREATS

T

S

STRENGTHS

W

WEAKNESSES

Type, write, or think of 1 **OPPORTUNITY**.

OPPORTUNITIES

O

THREATS

T

S

STRENGTHS

W

WEAKNESSES

Type, write, or think of 1 **THREAT**.

OPPORTUNITIES

O

THREATS

T

SHARE OUT

What is **one action** you will take to integrate OR not integrate AI in your language teaching?

SESSION 4 RESOURCES

Exploring the Pedagogical Possibilities of Generative AI

Northwestern Principles of Inclusive Teaching

REVISED

Searle Center for Advancing Learning & Teaching

classroom observations, consultations

Northwestern IT Teaching & Learning Technologies

workshops, consultations

SURVEY

Please complete the survey shared via chat.

Thank you in advance for your feedback.

THANK YOU

languageresourcecenter@northwestern.edu
www.lrc.northwestern.edu