



Artificial Intelligence in Language Education

Bar Camp

5th November 2024

General information

We are delighted that you are joining us at the first BarCamp focusing on Artificial Intelligence in Language Education. The purpose of this meeting is to share insights from your experience in using AI in your lesson planning, teaching, learning or assessment activities.

Date, time and mode

The BarCamp will take place virtually, using Zoom on the **5th November 2024**, starting at **17:00 CET**. Below you can find the link to the meeting:

<https://zoom.us/j/96568353776>

The meeting will be recorded, as we would like to refer to your insights for our work in the AI Lang project. The recordings will not be made available online or shared.

Structure of the meeting

We will begin the meeting with introductions in plenary mode. Then, we will divide into four breakout rooms according to the thematic focus of the presentations. There will be six presentations in each strand. We kindly ask you to be present in all presentations of the strand to which you have been assigned (i.e., to not switch breakout rooms), so as to encourage focused discussion and feedback. Finally, we will return to plenary mode for a broader discussion of what we learnt in the event.

Your presentation

Each presentation has been allocated 15 minutes, and we kindly ask you to adhere to this time limit. There will be a short Q&A session following each presentation.

Artificial Intelligence in Language Education BarCamp

Programme

Introductory comments Facilitated by: AI Lang Team 17:00–17:15			
Thematic Strands 17:20–18:50			
Using AI at the interface of language and content Facilitated by: Marilyn Meristo Breakout Room: 1	AI for Planning, Materials Development, and Assessment Facilitated by: Anne-Laure Dubrac Breakout Room: 2	Using AI to enhance primary and secondary L2 learning and teaching Facilitated by: Achilleas Kostoulas Breakout Room: 3	Developing communicative skills with AI support Facilitated by: Elisabeth Polzleitner Breakout Room: 4
<ul style="list-style-type: none"> • Emma Abbate: Integrating AI in CLIL: enhancing language learning and subject mastery • Theodora Tseligka: The AI conundrum in ESP/EAP teaching • Irina Mitarcheva: Designing medical English materials with AI • Mariam Kilanava: Using AI to enhance business correspondence writing in BA business english courses 	<ul style="list-style-type: none"> • Stella Martirosyan: Powerful AI tools in language teaching and learning • Svetlana Kandybovich: How to plan lessons with AI: Hype, hope, and quality • Mai-Lan Nguyen: Using AI in English Teaching: Mindset, skillset, and toolset • Hang Ho: How AI helps me in preparing lesson plans • Chiara Cappa: Critical thinking and debate with Chat GPT 	<ul style="list-style-type: none"> • Mathilde Rasmussen: AI in Chinese language education • Ioanna Lazarou: Reinforcing teenage students' communicational skills and critical thought through AI apps • Diana Dukanac: Text-to-image generation • Merike Saar: Supporting academic writing with AI • Elin Ericsson: Conversational AI • Danièle Eychenne: How can AI support students' engagement 	<ul style="list-style-type: none"> • Dragana Vasilijevic-Valent: Using Copilot to boost critical thinking on Serbian as a foreign language • Letizia Cigganotto: AI for Italian as a second/foreign language: The chatbot "AIDI" • Eleni Mavropoulou: Leveraging Artificial Intelligence to enhance oral communicative skills in French language education • Abderrazak Zaafour: Generative AI as a virtual

<ul style="list-style-type: none"> • Youssef Elsafoury: AI translating foreign history and culture • Luca Agostino: Action and authenticity: The challenges of artificial intelligence in modern language learning, the example of CLIL 	<ul style="list-style-type: none"> • Henrik Køhler Simonsen: Lexicographical functions and AI-assisted learning activities 	<p>in language learning and become a relevant resource in your language teaching?</p>	<p>conversation companion in language learning</p> <ul style="list-style-type: none"> • Silvana Neshkovska: ChatGPT in the role of writing assistant • Adriano Ferraresi & Cristiana Cervini: An empirical study of the application of chatbots for practicing English
<p>Concluding Remarks Facilitated by: AI Lang Team 18:50-19:00</p>			

Note: All the times are Central European Time (GMT+1)

Presentation outlines

Breakout Room 1: Using AI at the interface of language and content

Integrating AI in CLIL: enhancing language learning and subject mastery

Emma Abbate

*Liceo Scientifico Statale Armando Diaz
Caserta*

This presentation explores how AI tools can be integrated into Content and Language Integrated Learning (CLIL) to support both language development and subject understanding. Drawing on my experience as a CLIL teacher trainer, I will demonstrate how AI can assist educators in lesson planning, creating interactive materials, and fostering critical thinking. The focus will be on practical applications, showcasing specific tools that enhance student engagement and provide personalized feedback, especially in complex subject areas like History and Geography.

The AI conundrum in ESP/EAP teaching

Theodora Tseligka

University of Ioannina

Drawing on my recent personal teaching experience using AI tools, I wish to exhibit how specific tools (ChatGPT and TWEE) can facilitate the production of language teaching material in the case of English for Medicine & Nursing in a time-saving, effective and innovative way. Both affordances and challenges are discussed while showing concrete examples and posing questions for future avenues.

Designing medical English materials with AI

Irina Mitarcheva

Medical University of Plovdiv

The presentation focuses on the design of medical English materials for upper-intermediate and advanced students of medicine, dentistry and pharmacy by means of AI tools. It also puts an emphasis on using the most effective prompts and authentic content to unlock the full potential of language models in various applications.

Using AI to enhance business correspondence writing in BA business English courses

Mariam Kilanova

*The Georgian State Teaching University of
Physical Education and Sport*

In this session, I will demonstrate how AI tools, such as ChatGPT, can be used to improve students' business correspondence writing skills in BA Business English courses. The AI helps students draft, refine, and analyze formal emails, memos, and reports. By providing real-time feedback and corrections, AI enhances students' learning autonomy and writing accuracy. I will share concrete examples from my classroom and discuss how AI fosters language learning and critical thinking.



AI Lang

AI translating foreign history and culture

Youssef Elsafoury

Al-Azhar University Cairo Egypt

This presentation explores using AI translation tools like Gemini to translate Greek history textbooks into Arabic to learners of Greek in Egypt. This allows Arabic-speaking students to access Greek historical narratives, fostering deeper understanding of Greek history and culture. Leveraging AI's advanced language processing ensures accurate, nuanced translations that preserve original meaning and context. This project bridges cultural gaps and promotes a more comprehensive and inclusive approach to history education.

Action and authenticity: The challenges of artificial intelligence in modern language learning, the example of CLIL

Luca Agostino

Rectorat de Versailles

The proliferation and effectiveness of AI technologies for language learning means that we need to think about their place both in learners' practice and in training engineering. This presentation will focus on the impact of these technologies in their possible application to the action-based approach to language learning and the notion of authenticity of the materials and situations proposed in the classroom. The example of Content and Language Integrated Learning (CLIL) will be analysed as a relevant working environment for the progressive and reflective integration of these tools.

Breakout Room 2: AI for Planning, Materials Development, and Assessment

Powerful AI tools in language teaching and learning

Stella Martirosyan

Brusov State University

Technology, different educational tools and apps have become an indispensable part of language teaching and learning. AI is completely reshaping the way we plan and conduct our lessons, compile lesson material and assess our students. Some teachers fear AI will replace us, my purpose is to show that AI is empowering us. In my presentation, I will share some tools teachers can use to make their lessons more interactive, tools that could facilitate personalized learning and will provide examples of application of Generative AI in language teaching and learning.

How to plan lessons with AI: Hype, hope, and quality

Svetlana Kandybovich

ELTCation

This presentation explores the use of AI in lesson preparation, highlighting the need for teachers to remain in control of the process. It discusses the importance of teacher expertise as a pre-requisite for the impactful use of AI, addresses the challenges of relying on generic algorithms ("Hype"), and outlines the potential benefits of customising AI workflows ("Hope") to fit the pedagogy and principles of individual teachers, based on specific examples. Ultimately, this approach will help maintain the quality of lessons while effectively integrating technology into the classroom ("Quality").

Using AI in English teaching: Mindset, skillset, and toolset

Mai-Lan Nguyen

Havina Vinh Phuc

In this sharing session, I will discuss my experience as a project manager in developing an AI tool to enhance IELTS teaching by suggesting lesson plans, estimating scores, and providing feedback for students' tests. I will also share insights on the mindset of using AI in education, basic knowledge about AI, key principles, tips for implementation, and important notes to ensure effective integration into the classroom. Additionally, I'll demonstrate how I use AI to create materials like discussion questions and reading passages, optimizing both teaching and learning outcomes.

How AI helps me in preparing lesson plans

Hang Ho

FPT Polytechnic Can Tho

Recently, I needed to prepare six lesson plans in the same format for a course, which was time-consuming. I shared my ideas and the format with ChatGPT, and it helped generate the plans, requiring only minor corrections. For speaking lessons, ChatGPT provided useful questions to build up students' ideas. In writing lessons, AI has also helped by identifying and listing students' mistakes. From my experience, AI is an efficient and creative tool that makes lesson planning easier and enhances language teaching by offering personalized support for learners' writing, speaking, listening, and reading skills.



**Critical thinking and debate
with Chat GPT**

Chiara Cappa

Liceo statale G.M. Colombini

A teaching unit that aims at making students reflect on the ethical implications of chatbots, in particular on the topics of privacy and education, implementing critical thinking and collaboration through the debate methodology.

**Lexicographical functions and AI-
assisted learning activities**

Henrik Køhler Simonsen

Kopenhagen Business School

This presentation describes a lexicographically-oriented framework for AI-assisted learning activities. The framework is based on a course-specific and RAG-based small language model. It is argued that the framework developed and the RAG-based approach to course-specific data seem to be a powerful combination in second-language teaching.

Breakout Room 3: Using AI to enhance primary and secondary L2 learning and teaching

AI in Chinese language education

Mathilde Rasmussen
Aarhus Universitet

I'm writing about how to best implement AI in the Chinese as a Foreign Language education. I'm going to some different High schools and make the students analyze some poems. I first make them look at the semantics, and afterwards symbols in the poems, all by using ChatGPT and help them use the correct prompts.

Reinforcing teenage students' communicational skills and critical thought through AI apps

Ioanna Lazarou
26th Experimental Low Secondary School of Athens

In a mixed Modern Greek classroom of 18 15 y.o. students, including two second-generation migrants, AI was used to support writing skills. After watching videos and reading articles on Malala, students used ChatGPT to practice forming questions directed at "Malala." The AI-generated responses were then reviewed for accuracy and reliability. This exercise allowed students to engage critically with AI outputs and reflect on the potential risks of AI personifications and reflect on the ethical use of technology. At the end, the students used AI to make alterations to their questions to comply with different communicational frames and assess the Chat's competences.

Text-to-image generation

Diana Dukanac
Freelancer

Using text-to-image generation (Perchance, Adobe Firefly, MidJourney) to engage students (mostly children and teenagers) and encourage them to practice writing and speaking. In case of teenagers, the propositioned activity is to give them the task of writing a prompt for AI Text to Image Generator, let them have fun with it for a bit and later have them give a short presentation on their results.

Supporting academic writing with AI

Merike Saar
Tallinn French School & Tallinn University

In academic writing classes, teachers can support students by suggesting different AI tools that help improve writing. For example, generative AI for brainstorming, QuillBot for text editing, and Brisk Teaching to provide feedback on writing tasks. I have used these with my students for two years, and the learners love it, as it helps to improve their language use.



AI Lang

Conversational AI

Elin Ericsson

*Municipality of Gothenburg &
University of Gothenburg*

In this presentation, I will share an overview of my research on how lower secondary school students engage with conversational AI to practice speaking in their target language. The students interacted with AI-driven conversational agents, simulating real-life scenarios such as ordering at a café or asking for directions. Immediately after each session, they reflected on their experiences in a digital logbook. I will highlight key insights, challenges, and the potential impact of this emerging technology on language education.

How can AI support students' engagement in language learning and become a relevant resource in your language teaching?

Danièle Eychenne

CFU Centre for Teaching Materials

For the past year, I've been working on a project exploring the integration of AI into the teaching of French and German together with 50 secondary school pupils and their teachers. The project is now published in our National Center for Language Teaching: *AI i tysk- og franskundervisningen i grundskolen – hvordan?* (ncff.dk). In my brief presentation, I'll present the project's background and show some examples of activities we've experimented with in the classes. I'm looking forward to sharing our experiences, discussing the potential of AI in French and German education, and hear your thoughts.

Breakout Room 4: Developing communicative skills with AI support

Using Copilot to boost critical thinking on Serbian as a foreign language

Dragana Vasiljevic-Valent

Studio za edukaciju Gjanada

This short demonstration will guide teachers from creating a prompt to participating in two different activities designed to enhance the critical thinking of students learning Serbian as a foreign language using the Copilot AI tool. By engaging in these activities, students will develop intercultural competencies (activity 1) and improve their reading, listening, and speaking skills (activity 2), alongside critical thinking and IT competencies. With a slight change to the prompt, similar activities can be designed for any other language. It is not necessary to speak any Serbian to follow the demonstration.

AI for Italian as a second/foreign language: The chatbot "AIDI"

Letizia Cigganotto

University for Foreigners of Perugia

The presentation will illustrate the research project named "AIDI" (AI for Dialogue in Italian) carried out at the University for Foreigners of Perugia: AIDI is a chatbot developed by a group of researchers and professors, which is aimed at fostering the learning of Italian as a second/foreign language, addressing international students. They can practice the language within certain learning scenarios, such as the restaurant, the job interview, a conversation among friends. AIDI will interact with the learners, give automatic feedback and automatically translate the chat into English. The presentation will highlight the potential of AI for self-learning and self-practice a second/foreign language.

Leveraging Artificial Intelligence to enhance oral communicative skills in French language education

Eleni Mavropoulou

Aristotle University of Thessaloniki

As part of the current study, artificial intelligence (AI), specifically the "spoken conversation" function, will be examined in relation to teaching French as a foreign language, emphasizing oral reception, production, interaction and mediation. The authors examine the use of artificial intelligence (AI) to improve oral communicative language skills by creating individualized and interactive learning environments based on the Common Framework of Reference for Languages (CEFR). Through real-time speaking, learners can improve their pronunciation, rhythm, and accuracy as well as gain knowledge of various language structures and phonetic patterns. When artificial intelligence and spoken conversation are integrated into language learning in a manner that meets the needs and proficiency levels of students, their oral skills are enhanced.



Generative AI as a virtual conversation companion in language learning

Abderrazak Zaafour

Abdelmalek Essaâdi University

Voice interfaces can greatly assist students' English language learning and teachers in organising and preparing lessons. They streamline tasks like scheduling and provide a hands-free way to practise oral exams, conversation, and learning new ideas. Furthermore, this technology offers instant feedback which is incredibly helpful for honing various language skills while learning English. Furthermore, using voice AI can boost confidence during practise, making it easier to engage students effectively. Overall, integrating voice technology into teaching enhances efficiency, fosters better preparation, and supports language development in a fun and interactive way.

ChatGPT in the role of writing assistant

Silvana Neshkovska

In a relatively short period of time, ChatGPT has gained primacy over most of the other AI-driven tools, especially when it comes to writing. ChatGPT has the ability, within seconds, to generate different kinds of texts ranging from emails and letters, essays, reports, to poetry and other kinds of literary

works. In the context of education, particularly in language learning, ChatGPT has proven to be an invaluable tool for boosting students' language skills, writing included. The purpose of my contribution will be to share insights and valuable findings gained from a number of quite recent studies regarding the use of ChatGPT in the context of writing.

An empirical study of the application of chatbots for practicing English

Adriano Ferraresi & Cristiana Cervini

University of Bologna

In this talk, we will share our experience using LLM-based chatbots to develop interactive writing skills in university students of English as a foreign language. The experience was acquired within UNITE (Universally Inclusive Technologies to practice English), a two-year Italian inter-university project which explores AI as a tool for autonomous learning by students, including those with disability and specific learning disorders. We will present the first insights gleaned from analyzing the production of over 80 students engaged in role-play and small talk with ChatGPT or Pi.AI. We will also triangulate results with data about students' perception on usefulness and motivation.