

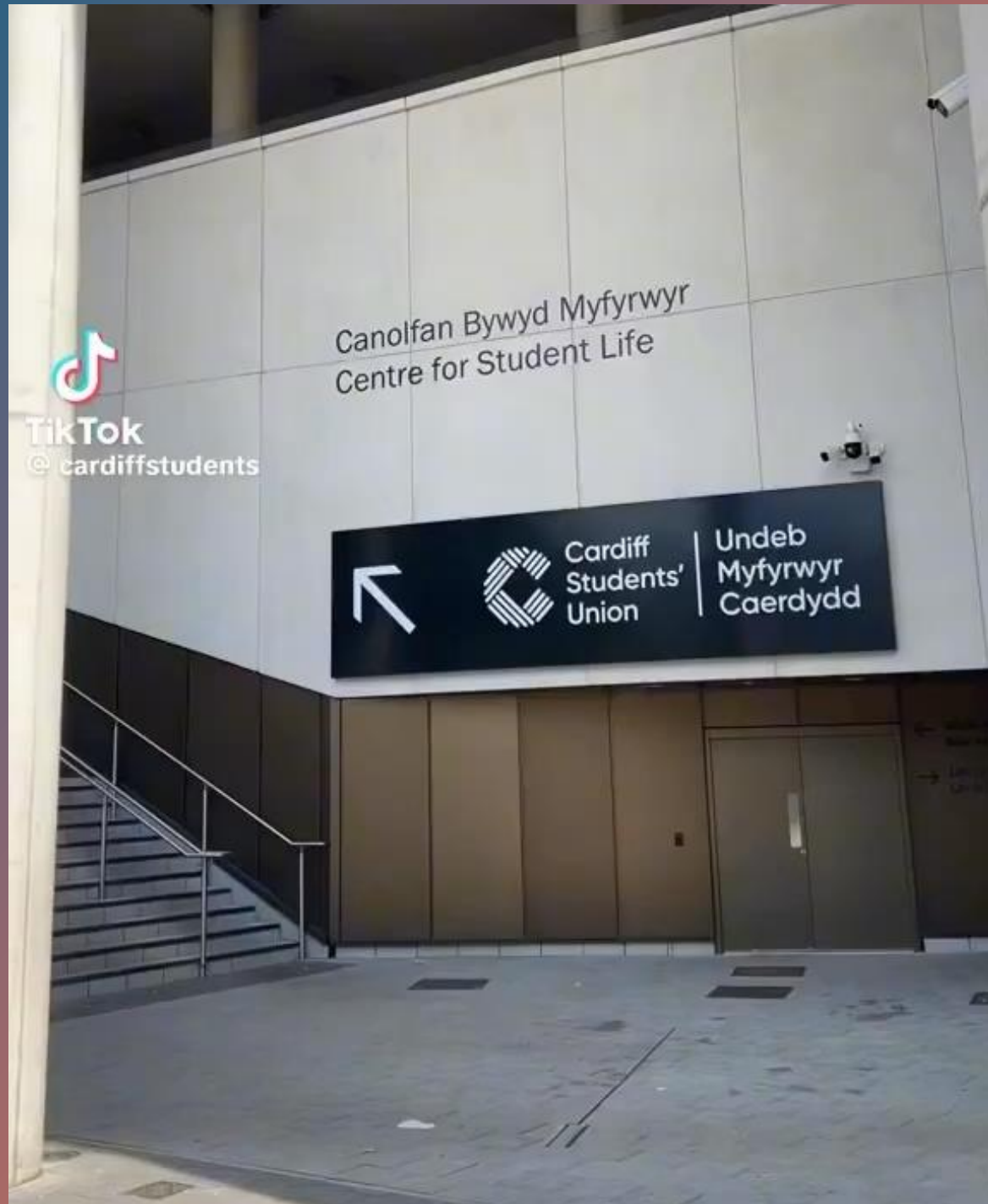
Navigating the Intersection of AI and Foreign Language Learning: Challenges, Opportunities, and Ethical Integration in Higher Education - A case study

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Academic Year 22-23 Expectation



Academic Year 22-23 Reality

ChatGPT: Cardiff students admit using AI on essays

9 April 2023



Cardiff University said it is aware of the potential impact of AI programmes on assessments and coursework

ChatGPT: Can students pass using AI tools at university?

9 May 2023



GETTY IMAGES

Students switch to AI to learn languages

23 June 2023 · 68 Comments



CHRISTINE RO

Christine Ro uses ChatGPT to practise her Spanish



TikTok
@chatyahb

Today's presentation

- ▶ Context and AI in HE
- ▶ Our project (overview, results)

And what about the future (for us, for you...)?

Context

- Russell Group Universities (July 2023)

‘HEIs have the responsibility to ensure students and staff are AI literate.’

- Student perceptions on AI (Jisc, August 2023 & May 2024)
 - The importance of continuing the conversation with students and learners as technology continues to evolve.
 - Safe, responsible, accessible and adaptive genAI experience, uniformly applied across their education, delivered by AI-literate educators.



The use of AI in language learning and assessment

Impact of the rise of AI

Students' reliance on AI to produce assessment

No definite guidance from the University

Grey area: what can we do? What can students do? What is acceptable?

1

2

Impact on assessment

Skewed results (especially in coursework coursework)

3

Weak detection tools

The AI project: working with students

- ▶ **Students' perception and use of AI-Survey**
- ▶ **Reflective workshops- discussion with students on the use and challenges of AI**
- ▶ **Practical workshops-Supporting students' use of AI (learning support and support and ethical use)**

Survey insights

Student Perceptions

The survey revealed students' varying confidence levels in using AI for language learning, as well as their preferred tools and concerns around data privacy.

Attitudes Towards Integration

The survey also explored students' openness to incorporating AI into the curriculum and their ideas for ethical AI-powered activities.

1

2

AI Usage Patterns

Students reported on how they currently integrate AI into their language learning, both for independent practice and collaborative work.

3

Survey insights

Student Perceptions

- 72% of students sometimes use chatbots (6 % never, 22% yes, regularly).
- 67% state their knowledge of chatbots is limited limited or nonexistent (28% adequate, 6% high). high).

Attitudes Towards Integration

- 56% would welcome a more integrated approach by the university on the use of AI chatbots in class exercises and assessments. 36% for in class exercises only.
- 56% believe AI may impact academic integrity and contribute to academic misconduct (17% positive, 28% neutral).

1

2

3

AI Usage Patterns

- Most students use AI for writing cultural essays (22%), Other 22% (grammar points, points, summaries, references, questions for questions for exams), translation work (19%), (19%), personal research (16%) language language essays (13%), speaking practice practice (9%).
- 55% of students have concerns or some concerns regarding privacy and use of their data. 45% are concerned or very concerned about data misuse (33% neutral, 23% not concerned).

3. Do you use AI (Artificial Intelligence) chatbots on a regular basis?

[More Details](#) 💡 Insights

Yes regularly	4
Sometimes	13
No never	1



5. How would you qualify your knowledge of Chatbots?

[More Details](#)

None	2
Limited	10
Adequate	5
High	1



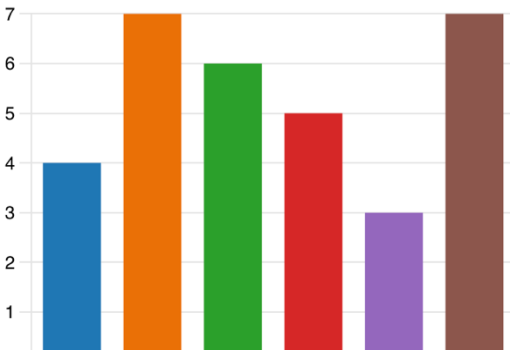
If you have used AI chatbots for language learning, which language(s) have you used to "talk" with your chatbot?



6. What do you currently use AI chatbots for?

[More Details](#)

Writing language essays	4
Writing cultural essays	7
For translations	6
Personal research	5
Practise speaking	3
Other	7



8. In your opinion, what are the most useful functions of AI Chatbot (e.g. summarise texts, paraphrase, give feedback on your work?)



10. How do you think AI chatbots improve your learning at university?

Massively reduce stress. Provides me essentially with a 24/7 free personal tutor (even if it's not perfect)

They help less with learning more with brainstorming / structuring things already learnt

Using an AI chatbot feels like the equivalent of having every dictionary available but with much faster access times. For language learning they may be able to tell you why something is wrong, where native speakers perhaps couldn't.

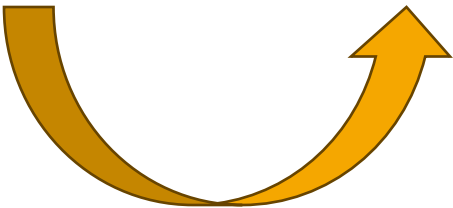
i can have conversations with them

allow me to better understand tricky concepts

12. Would you welcome a more integrated approach by the university on the use of AI chatbots in class exercises and assessments?

[More Details](#)

Yes, on both	10
Not at all	1
Yes, but only on assessment	0
Yes, but only in class exercises	7



11. Are you already paying or willing to pay for a better version of ChatGPT/other AI chatbot?

[More Details](#)

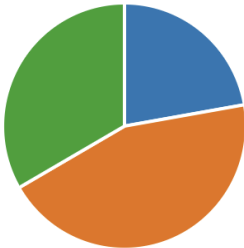
Yes	0
No	13
Depends on the cost	5



15. Do you have any concerns regarding privacy and use of your data whilst using chatbots?

[More Details](#)

Yes	4
No	8
Yes, some	6



I don't believe they should be encouraged for content of assessments however could be integrated into constructing research in class

I think it I important to keep up with current technology

Maybe explaining how we can best use AI for summarising, etc.

to explain how to use it more effectively

I think it needs to be addressed so students know more productive ways to use it and can be helpful in certain cases

it would be interesting to see the kind of tasks we would be able to do with the AI

I think they should become normalised and less of a taboo subject as so many people use them and I think they are the future

16. To what extent do you believe AI technologies may impact academic integrity and contribute to academic misconduct?

[More Details](#) 💡 Insights

Strongly positive impact	0
Positive impact	3
Neutral	5
Negative Impact	10
Strongly negative impact	0



Whether it's the perpetual outsourcing of our thinking abilities to this technology, or whether it's personalised AI teacher chatbots for every student, I think AI will spell the end of university as we know it. Yes, there will be students who use it in an unethical way, but this is not the biggest threat that universities should be thinking about. In the end plagiarism wont matter as the texts produced will one day be indistinguishable from human-generated text.

18. How concerned are you about the potential misuse of the data you provide when interacting with AI chatbots in educational contexts?

[More Details](#)

Very concerned	1
Concerned	7
Neither concerned nor unconce...	6
Not very concerned	3
Not concerned at all	1



I think that it makes work less genuine, with less heart and that AI will never be able to replicate the care and passion that goes into academia.

Reflective workshop

1

AI and Language Confidence

Students discussed how AI can help them gain confidence and become more independent in their language skills.

3

Group vs. Independent Work

Students explored the benefits of using AI in AI in both collaborative and individual language learning activities.

5

Assessment and AI

The workshop considered the need for training training on how to use AI ethically and effectively in language learning.

2

Best AI Tools for Languages

The group shared their knowledge and opinions on the most effective AI programs for language learning.

4

Activities in class using AI

Students described the type of activities they they would like to explore using AI in the classroom.

6

Ethical AI Integration

Students discussed how AI could be used for used for assessments.

Reflective workshop

1 AI and Language Confidence

Students discussed how AI can help them gain confidence and become more independent in their language skills., but also critical. Balance.

3 Group vs. Independent Work

Consensus to use AI mainly for independent work. They can also see the benefits for group work (prompts, questions, debate topics, brainstorming).

5 Assessment and AI

AI as facilitator of practice and preparation in preliminary stages. Not a replacement of their own work. Particularly useful for grammar or fill in the gap tests, spelling tests, planning structure of essays

2 Best AI Tools for Languages

The group shared their knowledge and opinions on the most effective AI programs for language learning (DeepL, ChatGPT, Quiz Plus, Quiz Plus, reverso and Snapchat AI)

4 Activities in class using AI

Generate games, identifying AI errors, errors, how to use prompting effectively, effectively, translation activities and speaking/conversation exercises.

6 Ethical AI Integration

Compulsory training, dos and don'ts, a specific person to check in doubt (instead of having information displayed on the intranet), help sheet in module handbook.

REFLECTIVE WORKSHOP OUTCOMES

Confidence

- Advantages of using AI but also critical and admit there are limitations in its use
- Can help with grammar and explanation of concepts but there is consensus towards a balanced approach, where AI supplements traditional learning and teaching

AI tools

- The majority seem to like and use DeepL. They think this a vital resource, highlighting its ability to not just translate but also offer contextually appropriate options and allow for customisation by changing specific words
- Other tools mentioned are ChatGPT, Quizlet plus, reverso and snapchat AI

Group Work

- The general consensus suggests that while AI is predominantly utilised for independent study, its potential in facilitating group work is also recognised and valued (prompts, questions, debate topics, brainstorming of ideas)

REFLECTIVE WORKSHOP OUTCOMES

Activities

- Generate games or activities
- Identifying AI errors and how to use it effectively with prompting
- Translation
- Conversation

AI & Assessment

- AI as a facilitator of practice and preparation in preliminary stages rather than as a complete replacement for human-led assessment efforts.
- Grammar or gap fill exercises
- Spelling tests
- Planning structure for essays

Training

- Overwhelmingly positive, some even want this to be compulsory
- They want to know what they can do and can't do
- A person they can consult or check instead of having information displayed on the Intranet
- Help sheet in module handbook

Practical Workshop

The Plan

The practical workshop focused on using AI tools like ChatGPT, Perplexity, Elicit, Elicit, Gencraft, Gamma, and Videogen to enhance language skills.

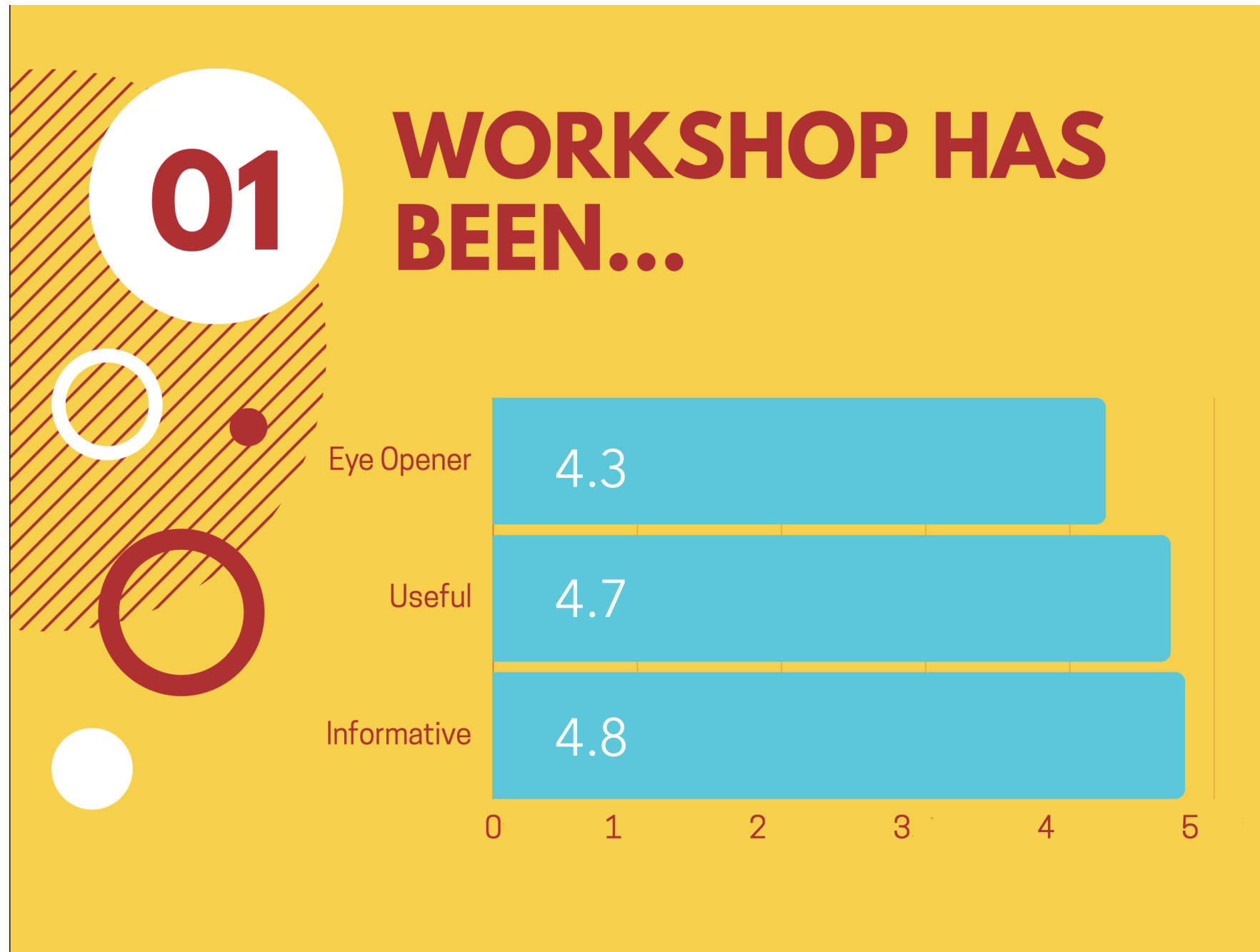
Skill Areas

Students explored how these AI tools can support speaking, writing/grammar revision, and visual/presentation skills.

AI Tools

The workshop provided hands-on experience with the key features and applications of each AI tool for language learning.

Feedback from the practical workshop



02

Do you think you are now more likely to use AI...



More Regularly

In a better way

As a help for revision

To practice on your own time

3.7

4.5

3.9

4.1

0

1

2

3

4

5

03

Would you be willing to co-create guidelines on AI for language learning and assessment?

Count me in!

43%

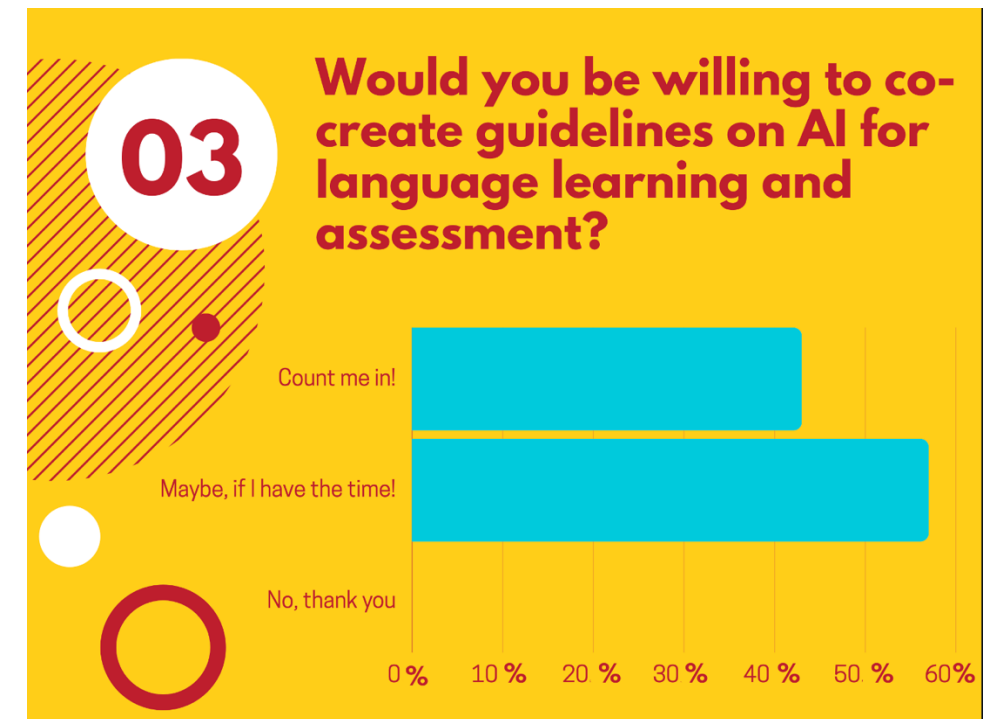
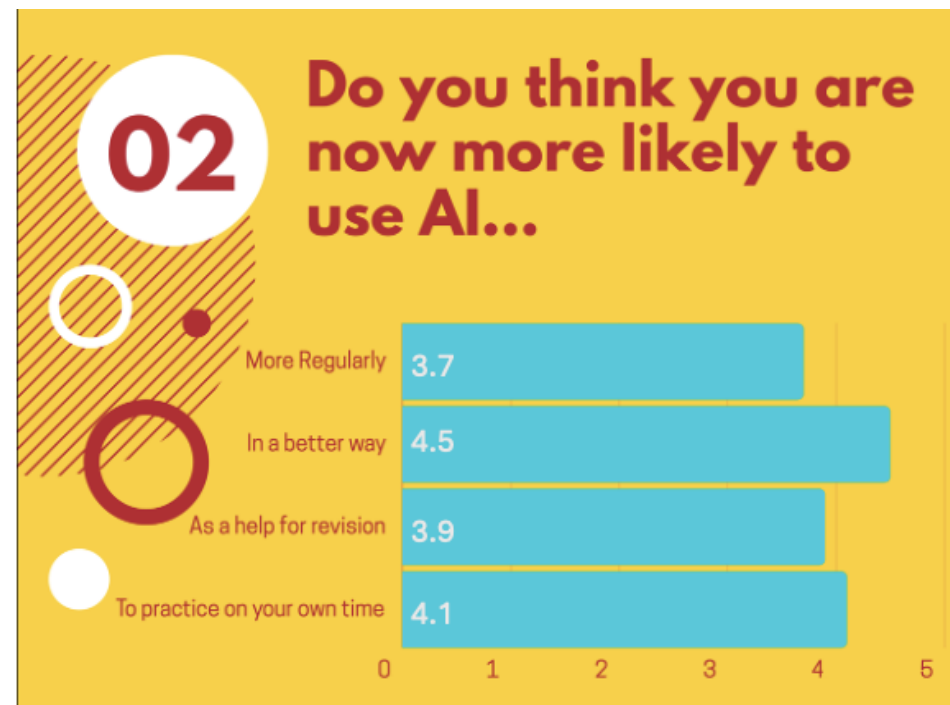
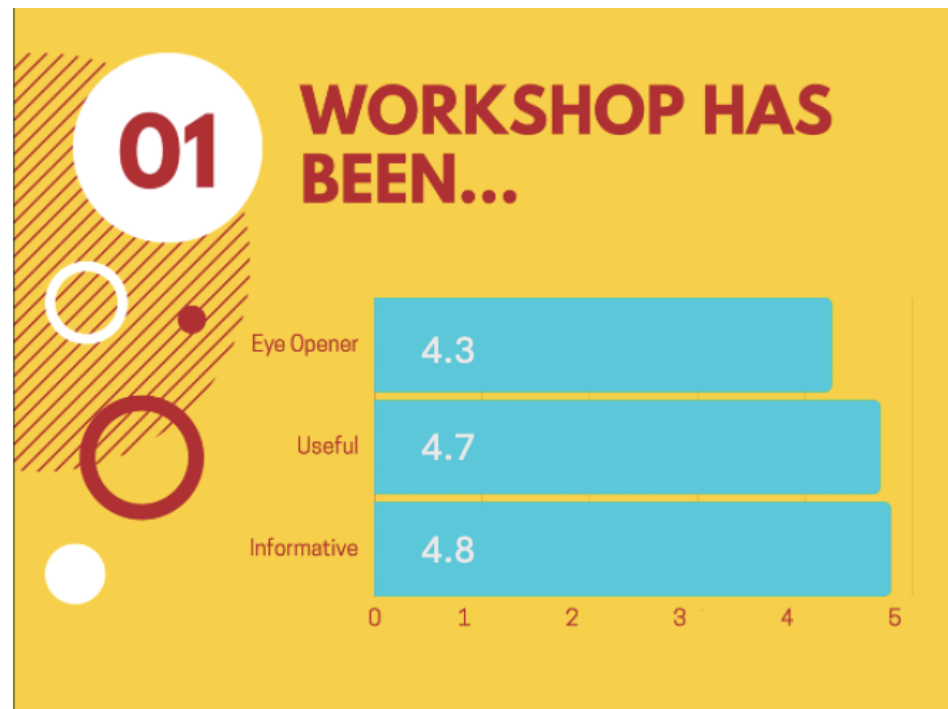
Maybe, if I have the time!

57%

No, thank you

0% 10% 20% 30% 40% 50% 60%

Feedback from the practical workshop





Working with students

AI-powered learning

Implementing accessible and inclusive language learning activities and resources at the school level

Collaborative approach

Working in partnership with students and tutors to create clear and ethical guidelines

Ongoing research

Collaborating with with other HE stakeholders for continuous improvement

Student centred collaboration

Student form: Use of Ai for module xxx

- It may be tempting to use Chat GPT and other tools to do your work for you; but your tutor is interested in your work!
- Look at AI as a partner who supports you in your work, not someone who does the work for you...
- Statement/signature (moral contract)

You can (and maybe should!)	You can't (ethical us, cheating)
spellcheck	Ask Chat GPT to write it for you
Check your grammar ethically (eg: clarify doubts and get explanations on language rules)	Don't blindly accept AI generated content or corrections
Create images	Write in [foreign language] for you
brainstorm	Share personal or sensitive information with AI tools that do not guarantee data privacy
Organise your ideas	Don't use AI to inflate your performance in assessment
To get feedback on writing assessment	
To discover new learning	

Student centred collaboration and co-creation with academic input

- **Student form: Use of Ai for module xxx**

Advise: It may be tempting to use Chat GPT and other tools to do your work for you; but your tutor is interested in your work!

Guide: Look at AI as a partner who supports you in your work, not someone who does the work for you...

Enforce: Statement/signature (moral contract)

Guidance submitted to staff and students: examples when AI can be used and what it should not be used:



Summative assessments


Online language tests	No use	No use
Translation with commentary	<p>Translation: vocabulary help, in context (cultural, situation) suggestions</p> <p>Commentary: organise your ideas, brainstorming.</p> <p>You may be asked to use AI for specific translation assignments for comparison and reflective purposes. This will be indicated specifically in the translation brief.</p>	<p>Do the whole translation for you or extensive parts of the translation. You cannot submit AI work as your own.</p>
Year Abroad reflective task (in target language)	<p>Organise your ideas; brainstorming; vocabulary help, in context (cultural, situation) suggestions, spell checking.</p>	<p>Write the reflective task for you or translate a reflection that you have written in English/L1. You cannot submit AI work as your own.</p>
In class presentation/end of year presentation	<p>Brainstorming; organise your ideas; vocabulary help, check register level, creating images and visuals (always acknowledge AI authorship).</p>	<p>Write and create the presentation for you. You cannot submit AI work as your own.</p>
Written language task (e.g. short essay in target language, review, summary)	<p>Brainstorming; organise your ideas; get feedback on your draft; get feedback on the language in order to improve; vocabulary and syntax help; spellcheck.</p>	<p>Write the work for you. You cannot submit AI work as your own.</p>
Cultural essay	<p>Brainstorming; organise your ideas; help with format of referencing; spellcheck; suggestions on expression, use of synonyms.</p>	<p>Write the whole essay for you. You cannot submit AI work as your own.</p>

Guidance submitted to staff and students: examples when AI can be used and what it should not be used:



Formative assessments

Online language tests	Check your answers after submission and get feedback.	Do the test for you.
Translation with commentary	Translation: vocabulary help, in context suggestions Commentary: organise your ideas, brainstorming.	Do the translation for you. You cannot pass AI work as your own.
In class presentation	Brainstorming; organise your ideas; creating images and visuals; get feedback on the language in order to improve. Always make sure you add “AI generated” to your images/visuals.	Do the presentation for you. You cannot pass AI work as your own.
Written language task (e.g. short essay in target language, review, summary)	Brainstorming; organise your ideas; get feedback on your draft; get feedback on the language in order to improve; vocabulary and syntax help; spellcheck.	Write the work for you. You cannot pass AI work as your own.
Cultural essay	Brainstorming; organise your ideas; help with format of referencing; spellcheck; suggestions on expression, use of synonyms.	Write the essay for you. You cannot pass AI work as your own.

NO AI Assessment Type 1	AI-ASSISTED IDEAS Assessment Type 2	AI-ASSISTED EDITING Assessment Type 3	AI TASK COMPLETION, HUMAN EVALUATION Assessment Type 4	FULL AI Assessment Type 5
<p><u>The assessment is done entirely without AI assistance. Students can rely on their knowledge only, and/or skills or understanding.</u></p> 	<p><u>AI can be used during the assessment for brainstorming, creating structures and generating ideas for improving work. No AI content is allowed in the final submission.</u></p>	<p><u>AI can be used to improve the the clarity or quality of student-created work to improve the final output; AI can be used and submitted, but the original work with no AI content must be submitted in an appendix.</u></p>	<p><u>AI is used to complete specific elements of the task, with students providing commentary on the AI-generated content. Any AI-created content must be cited.</u></p>	<p><u>AI should be used as a “co-pilot”, allowing for a collaborative approach with AI, exploring and stimulating creativity. Students may use AI throughout the assessment to support their work and do not have to specify which content is AI-generated.</u></p>
In class grammar Test, in class grammar exercise and/or translation; in class vocabulary exercises;	Developing ideas, scenarios, situations, for specific/thematic writing composition, i.e topics for the French Revolution, dialogues for writing or talking exercises;	In class presentation, single presentation or group presentation;	Essay in a target Language, writing composition, and/or grammar or writing compositions and exercises for homework or revision;	Research Project using specific AI tools, i.e Elicit for research, Virtual Lab/ Augmented Reality for specific tasks;
	Brainstorming/ generate ideas, provide suggestions and/or complete explanations;	Generating images, generating videos, second voices, music, background filling to improve the final presentation;	AI to be used to support exercises, essays, writing compositions or homework;	AI to be used to do the specific task in research or create background for the assessment, i.e Virtual Lab;*

★ The AI assessment scale (AIAS), recently published in the [Journal of University Teaching and Learning Practice](#), is a five-point scale that provides a structured approach to incorporating AI into assessments, ranging from “no AI” to “full AI

Using AI and quotations:

Cite AI assistance:

Texts produced by AI can be very bland and generic and make up sources that do not exist. You can use AI tools to help you formatting rather than generating your bibliography.

If you use AI tools to help with your assignments/homework/class preparation, make sure to cite them appropriately.

Don't use AI during online tests, in class tests or coursework:

Unless explicitly allowed or specified in the assessment brief, do not use AI tools as this is usually against academic integrity policies.

Guidance on how to cite and reference a Generative AI tool using the Cardiff University Harvard style:

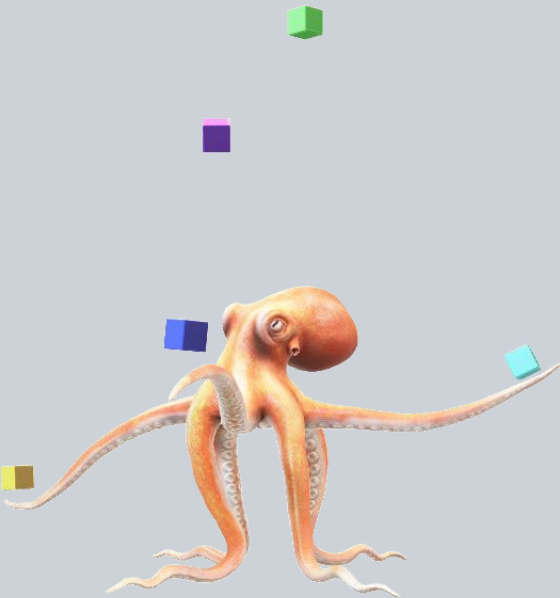
Citations:

When asked ‘what are the benefits of using ChatGPT for study?’, OpenAI ChatGPT (2023) suggested...
A well-known generative AI authoring tool (OpenAI ChatGPT 2023) was asked...

Reference

In your references list include:
Name of generative AI authoring tool e.g. OpenAI ChatGPT
Year
Type of communication and person involved,
Day month.

OpenAI ChatGPT. 2023. *ChatGPT response to Joanne Smith*, 23 March.



Independent learning and practice, class preparation

The Do's and Don'ts

Do	Don't
<p>Use AI for practice:</p> <p>Use AI tools like language learning apps, grammar checkers, or conversation simulators to practice your language skills outside of assessments.</p> <p>Improve your understanding of the language you are studying.</p> <p>Use AI to clarify concepts, learn new vocabulary, and get feedback on your writing. This will help deepen your understanding of the target language.</p> <p>You can also use AI more broadly to understand complex concepts, theories, texts and content in English or other language(s) you use that may differ from the one you are studying.</p>	<p>Don't underestimate plagiarism:</p> <p>Avoid copying or using AI-generated content directly into your assessments without proper citation. This is considered plagiarism.</p> <p>Don't over-rely on AI:</p> <p>Don't let AI do all the work for you. Over-reliance can prevent you from genuinely improving your language and critical skills.</p>
<p>Cite AI assistance:</p> <p>Texts produced by AI can be very bland and generic and make up sources that do not exist. You can use AI tools to help you formatting rather than generating your bibliography.</p> <p>If you use AI tools to help with your assignments/homework/class preparation, make sure to cite them appropriately.</p>	<p>Don't use AI during online tests, in class tests or coursework:</p> <p>Unless explicitly allowed or specified in the assessment brief, do not use AI tools as this is usually against academic integrity policies.</p>

Below is guidance on how to cite and reference a Generative AI tool using the Cardiff University Harvard style:

Citation

1. When asked 'what are the benefits of using ChatGPT for study?', OpenAI ChatGPT (2023) suggested...
2. A well-known generative AI authoring tool (OpenAI ChatGPT 2023) was asked...

Reference

In your references list include:

- Name of generative AI authoring tool e.g. OpenAI ChatGPT
- Year
- *Type of communication and person involved,*
- Day month.

OpenAI ChatGPT. 2023. *ChatGPT response to Joanne Smith*, 23 March.

Crosscheck information:

Always verify AI-generated content with other trusted resources to ensure accuracy, especially when dealing with nuanced or complex cultural and language tasks.

Use AI for feedback:

After completing your homework, class preparation, or any task involving cultural, business, or translation work, consider using AI tools to get feedback on grammar, syntax, style, and content relevance. This can help you identify areas for improvement. Take note of the AI's suggestions and the reasons behind

Don't ignore instructions:

Don't use AI in ways that violate the specific guidelines of your assignment or assessment. Always adhere to your instructor's rules.

Don't assume AI is always right:

AI can make mistakes, especially in understanding context, tone, or cultural nuances in language and cultural references, as well as citations. Don't blindly trust AI without reviewing its suggestions.

Advise and guide: “Some AI tools you may want to use include”:

<ul style="list-style-type: none">• AI-powered Databases and Search Engines: Use tools like Google Scholar, JSTOR, and Semantic Scholar to find academic papers and articles. These platforms often utilize AI to recommend relevant research based on your interests.• Smart Citation Tools: Applications like Zotero, Mendeley, and EndNote use AI to help you manage references and automatically generate citations in various formats.
<ul style="list-style-type: none">• Personalised Learning Platforms: Tools like Coursera, Khan Academy, and edX use AI to provide personalised learning paths, adapting to your pace and understanding.• AI Tutors and Chatbots: Platforms such as Grammarly, Chegg, and Quizlet use AI to offer real-time tutoring, answer questions, and provide explanations on various topics.
<ul style="list-style-type: none">• Grammar and Style Checkers: Grammarly and Hemingway app are excellent for improving your writing. They use AI to detect grammar mistakes, suggest style improvements, and enhance clarity.• Content Generation: Tools like ChatGPT can help brainstorm ideas, generate outlines, and even draft initial ideas for new essays. Always ensure to review and revise generated content to maintain academic integrity.
<ul style="list-style-type: none">• AI Language Apps: Duolingo, Rosetta Stone, and Babbel use AI to personalize language learning experiences, helping you practice and improve at your own pace.

<ul style="list-style-type: none">• Translation Services: Google Translate, Snapchat AI and <u>DeepL</u> offer AI-powered translation services that can assist in understanding foreign texts and improving language skills.
<ul style="list-style-type: none">• Smart Scheduling Tools: Apps like Google Calendar and Microsoft Outlook use AI to suggest optimal meeting times, set reminders, and organize tasks efficiently.• Focus and Productivity Apps: Tools like Forest, <u>Todoist</u>, and Trello use AI to help you stay organised, set goals, and track your progress.
<ul style="list-style-type: none">• Avoiding Plagiarism: Use plagiarism checkers like Grammarly's plagiarism detection to ensure your work is original.
<ul style="list-style-type: none">• Visuals and image generation: Tools like Gamma, Canva, <u>InVideo</u>, and Gen Video can be useful for creating engaging visuals, designing graphics, and producing videos. Alternatively, using your copilot on Edge can help streamline these creative tasks.

For more information on the University's position on AI, please visit the link below:

<https://intranet.cardiff.ac.uk/students/study/exams-and-assessment/academic-integrity/artificial-intelligence-ai-in-education>

Conclusion and Questions

Questions

This presentation has explored the exciting potential of AI-powered tools to enhance language learning. We've also emphasized the importance of ethical and responsible implementation.

We welcome any questions or feedback from the audience.

