



Using AI Tools for Language Learning: what do our learners think?

Marion Sadoux
University of Oxford
Language Centre

marion.sadoux@lang.ox.ac.uk

How can we support our learners in navigating the "wild waters" and "white waters" of AI for language learning?

Wild waters

Wildness and unpredictability

Hallucinations
Made up facts
Political bias

Neither intelligent nor knowledgeable(Beetham)

White waters

Potential danger, challenge and difficulty

Institutional responses
Academic integrity
Intellectual Property

Assessment (avoid, outrun, embrace JISC)

Threat to a certain knowledge/creative economy

Dialogue: with learners

In one of the languages I'm learning there is a pattern subject, object verb and I've personally found it quite difficult sometimes to identify the object in long sentences, quite complex sentences and it did do a fairly good job at showing me this is the object, of demarking it in the sentence which I found useful.

Please provide some guidance on what students can do and can't do.

Learner focus group on the use of generative AI for language learning

In the Language Centre, we are keen to ensure that the way in which we develop our courses and policies around the impact of generative AI for language learning incorporates the views and experiences of our learners. We are therefore inviting learners on our Fast Track courses to share their experiences and perceptions on the usefulness of AI for language learning and invite you to a focus group discussion which will be held online on Monday 22 April between 17:30 and 18:30.

If you are interested in contributing to this exercise, kindly provide your email address so that we may invite you to the session.

I have been playing with chatbots quite a lot. In particular, in generating examples.

I like to use it to create text that is specific to my interests. I'm learning a language that doesn't have a lot of resources, essentially, so I'm only restricted to fairy tales, which I'm absolutely sick of, so I like it to create content for me that's like a text.

I wrote a persona for it to have, like a conversation at a B2 level in German.

Monday 22 April
It's especially useful in example generation, it can give you very different ways of using certain words.

Developing critical learner (and tutor) engagement with AI

- From text based learner guidance (adapted from CTL guide) to open collaborative and flexible strategy inventory (on our Virtual language Centre – open VLE platform to the university);
- Partnerst We encourage our learners to make use of generative AI tools (e.g. ChatGPT, Claude, Bing Chat and Google Bard) in developing their language learning skills and competence.
- Continue and ideas based on
tutor pra We believe that with ongoing **critical appraisal** of outputs by reviewing them for accuracy and comparing them to your own drafts, checking with other resources, with your tutor and with your peers can enable you to maximise the potential for AI outputs to be a useful additional tool in your language learning. It will help you develop important reflective, metalinguistic and analytical skills useful for learning languages.

Making mistakes, taking risks, developing one's tolerance of ambiguity, acquiring robust plurilingual and cross-cultural skills are essential to the development of successful language learners. AI generative tools cannot do this for you!