

[https://bit.ly/AI\\_BC2024](https://bit.ly/AI_BC2024)

# AI Snippets for Language Learning: Practical Ideas for Language Educators

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AGENCIA  
ESTATAL DE  
INVESTIGACIÓN



# How often have you used an AI tool like ChatGPT or Grammarly in teaching or learning?



# At the end of this session, you'll be able to

01

O1: Understand how AI tools enhance oral and written language skills.

02

O2: Develop abilities to integrate AI into interactive and communicative tasks.

03

O3: Explore AI tools for designing teaching materials and supporting research.

04

O4: Reflect on ethical concerns related to AI, including data privacy and algorithmic bias.

05

O5: Equip participants with AI tools to support self-regulated learning in language education.

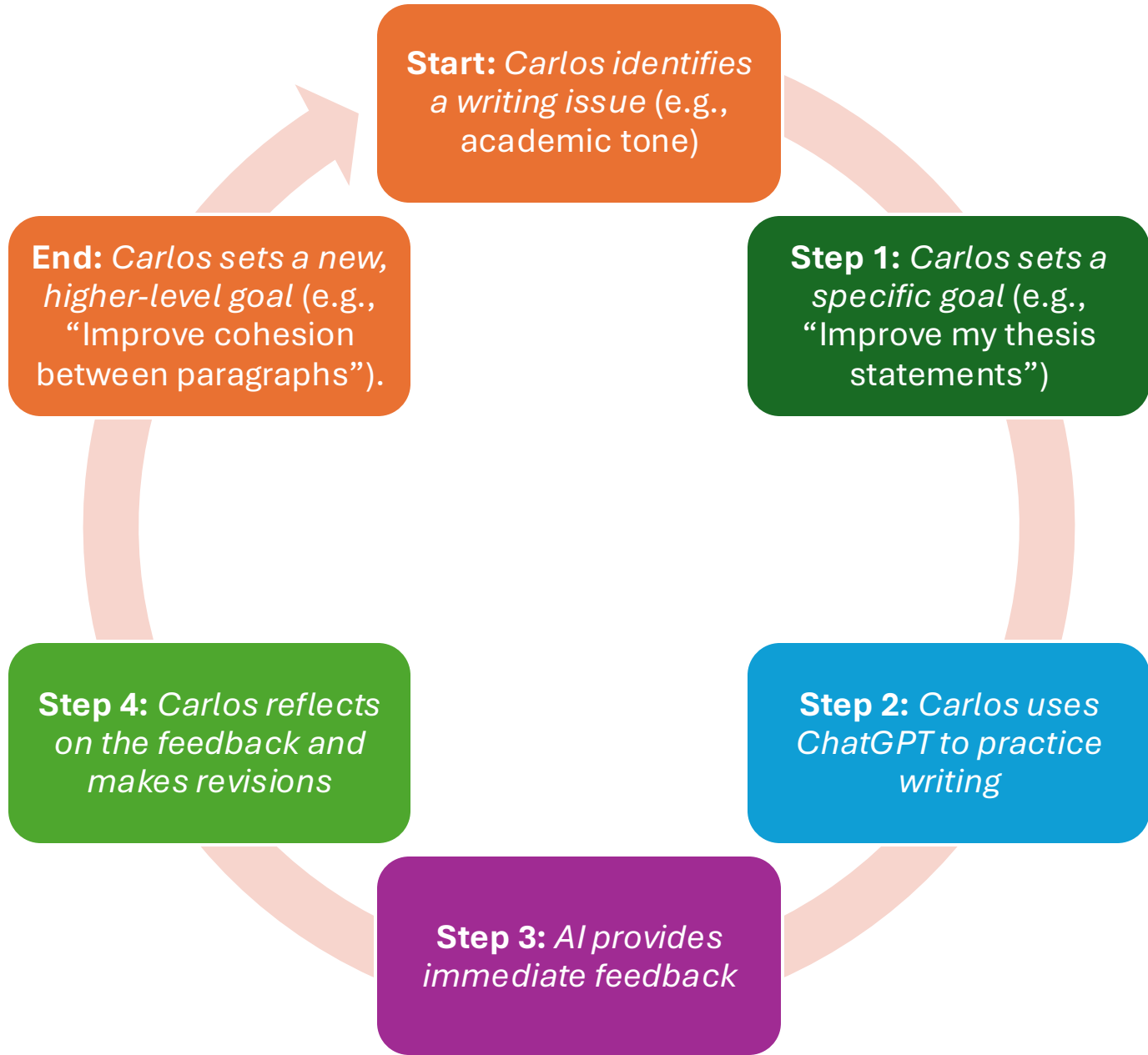
# How AI fosters self-regulated learning

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AI tools enable self-regulated learning by offering immediate feedback, personalized practice, and a structured approach to planning and reviewing, allowing students like Carlos to independently manage their learning journey.



# Carlos's SRL flowchart





**Think of a moment when you or your students had to rely on self-regulation in language learning. What strategies did you use? Share your experiences**





From teacher-centered to  
student-centered learning with  
teacher and AI assistance

# Real-time feedback on pronunciation through AI tools



# AI for interactive listening and transcription

1. Open this YouTube video and wait to play:

<https://www.youtube.com/watch?v=fbQ3LGoFaLc>

2. Open Otter.ai and click on Record, stop recording

3. Play the YouTube video for a couple of minutes

4. Besides the full transcript, mostly accurate, you'll be able to:

Summarize key points

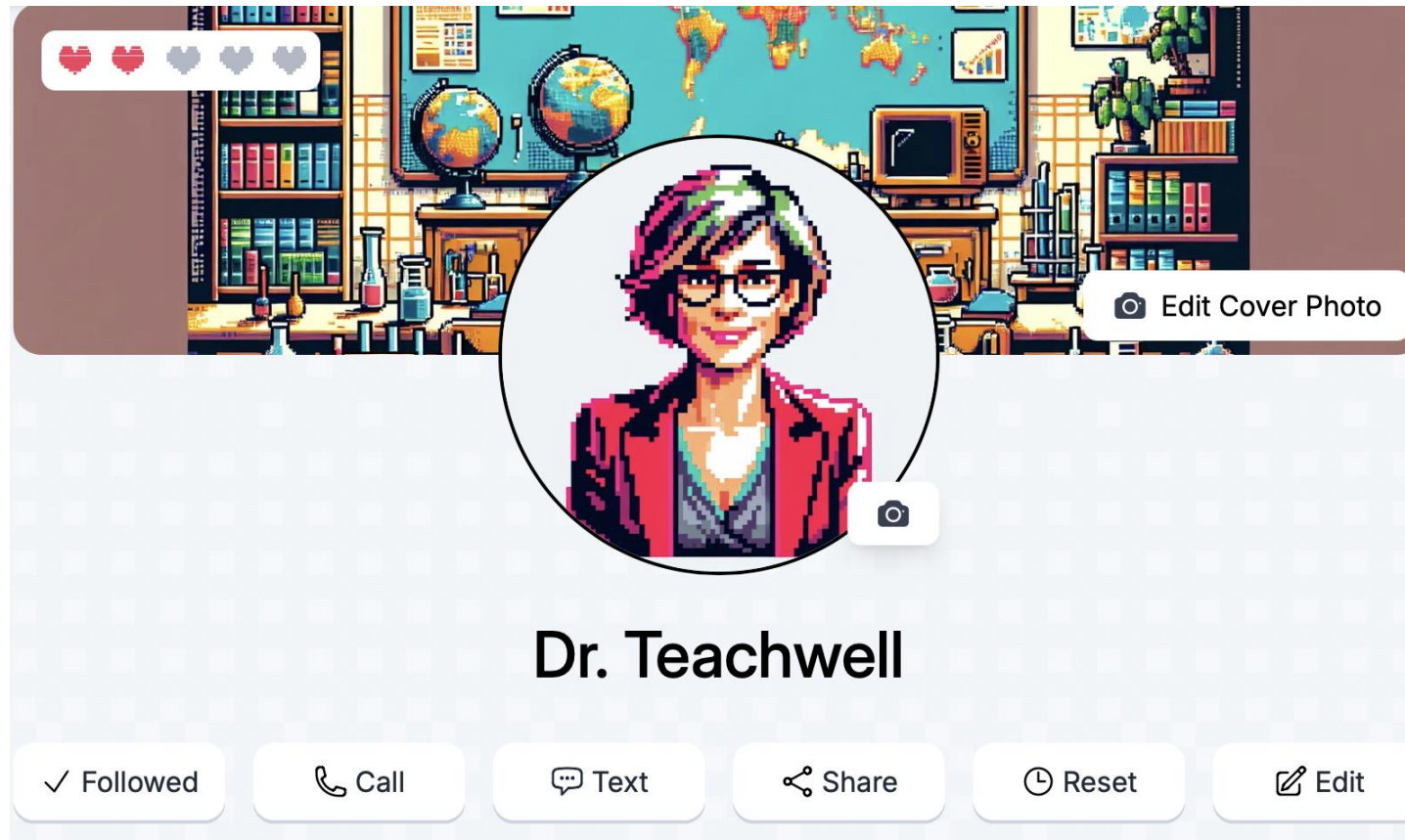
Ask questions about the content

Etc.



<https://otter.ai/>

If you don't care about feedback, and you want only to practice your oral interaction skills, why not call...?



<https://ai.town/characters/d7089f7f-2887-4ec8-a810-886759747ff8>



Moving onto the written language

Do you agree?

Is literature dead?

Do we need to reconsider  
what authorship is?

- +
- • AI as your assistant for writing refinement (language and content)



# How do you think AI can help with your writing? Use verbs or Be [adjective]

inspiration  
leader  
focus bold  
creative  
fast  
transpiration





# AI can help with



## Prewriting

1. Idea generation: AI suggests topics, themes, and outlines.
2. Research assistance: Provides background info and key references.
3. Structuring: Organizes thoughts and creates detailed outlines.



## Drafting

4. Content creation: Generates initial drafts or expands on prompts.
5. Rephrasing: Simplifies complex sentences and adjusts tone.



## Revising

6. Grammar & style: Identifies errors and offers stylistic changes.
7. Summarization: Condenses lengthy sections for clarity.
8. Feedback: Provides critique on flow, coherence, and argument strength.



## Editing

9. Citations & references: Formats citations and ensures accuracy.
10. Translation: Translates drafts and ensures multilingual consistency.



## Publishing

11. Transcription: Converts voice recordings to text for written formats.
12. Final review: Ensures readability and consistency for publishing.

Readability ⓘ



Post-graduate

Poor. Aim for 9.

Words: 260

Show more stats ▾

10 of 10 sentences are very hard to read. ⓘ

0 of 10 sentences are hard to read. ⓘ

Find grammar and spelling issues with Editor Plus. Upgrade

2 weakeners. ⓘ

2 words with simpler alternatives. ⓘ

In recent years, the rapid advancement of artificial intelligence (AI) technologies has spurred a plethora of discussions surrounding its potential impact on various sectors, ranging from healthcare to education and even entertainment. Proponents of AI argue that these technologies possess the capacity to revolutionize industries by enhancing efficiency, reducing human error, and fostering innovation. For instance, in the field of medicine, AI algorithms can analyze complex datasets to predict patient outcomes with remarkable accuracy, thereby assisting clinicians in making more informed decisions. Similarly, in education, AI-driven platforms can offer personalized learning experiences, adapting to individual student needs and providing tailored feedback in real time.

However, despite the myriad of potential benefits, there are significant concerns that warrant careful consideration. Critics often highlight issues related to privacy, data security, and the ethical implications of deploying AI in sensitive domains. The use of AI in surveillance, for example, has raised alarms about the erosion of civil liberties, while the possibility of algorithmic biases perpetuating existing social inequalities is a topic of ongoing debate. Moreover, there is a growing apprehension that an overreliance on AI could lead to job displacement, as automation encroaches on roles traditionally performed by humans.

Therefore, as society grapples with the challenges and opportunities presented by these emerging technologies, it becomes imperative for policymakers, technologists, and the general public to engage in a transparent and inclusive dialogue. By prioritizing transparency, fairness, and inclusivity, it may be possible to harness the transformative power of AI in a manner that benefits all stakeholders without compromising fundamental human values.

Check readability with <https://hemingwayapp.com>

# The implementation of co-teaching

The implementation of co-teaching models in educational settings requires a nuanced understanding of the interplay between pedagogical strategies, interpersonal dynamics, and institutional frameworks. Successful co-teaching depends on the ability of educators to integrate their expertise, communicate effectively, and negotiate shared responsibilities. However, challenges such as conflicting teaching philosophies, varying levels of content knowledge, and differences in classroom management styles can create friction and hinder collaboration. Additionally, systemic constraints—such as inadequate administrative support, lack of planning time, and rigid curriculum structures—further complicate the adoption of co-teaching practices. While proponents argue that co-teaching fosters a more inclusive learning environment by leveraging diverse instructional approaches and catering to a broader range of student needs, critics highlight the potential for co-teaching to become superficial if not properly implemented. For instance, if roles are not clearly defined, one teacher may take on a passive role, resulting in an imbalance that diminishes the value of the co-teaching partnership. Consequently, it is crucial to establish a framework that facilitates continuous professional development, encourages reflective practice, and promotes a culture of mutual respect and shared leadership. Only through such intentional efforts can co-teaching fulfill its promise of enhancing student outcomes and enriching the professional growth of educators.

# Do you think the paragraph needs work with...

0

Language

0

Content

0

Both

0

None



# Let's work on the language for now

No prompts (embedded commands), specific for writing



Prompt based



## Prompt: Split the paragraph into four comprehensible academic paragraphs

The implementation of co-teaching models in educational settings requires a nuanced understanding of the interplay between pedagogical strategies, interpersonal dynamics, and institutional frameworks. Successful co-teaching depends on the ability of educators to integrate their expertise, communicate effectively, and negotiate shared responsibilities. However, challenges such as conflicting teaching philosophies, varying levels of content knowledge, and differences in classroom management styles can create friction and hinder collaboration. Additionally, systemic constraints—such as inadequate administrative support, lack of planning time, and rigid curriculum structures—further complicate the adoption of co-teaching practices. While proponents argue that co-teaching fosters a more inclusive learning environment by leveraging diverse instructional approaches and catering to a broader range of student needs, critics highlight the potential for co-teaching to become superficial if not properly implemented. For instance, if roles are not clearly defined, one teacher may take on a passive role, resulting in an imbalance that diminishes the value of the co-teaching partnership. Consequently, it is crucial to establish a framework that facilitates continuous professional development, encourages reflective practice, and promotes a culture of mutual respect and shared leadership. Only through such intentional efforts can co-teaching fulfill its promise of enhancing student outcomes and enriching the professional growth of educators.

myStylus

✦ Split the paragraph into 4 →

Edit or review

✦ Improve fluency

↻ Paraphrase

↗ Make it Longer

Generate from selection

☰ Summarize

☰ B I U := ¶ 🔗 “ 🗒

The logo consists of a dark gray circle with a white border, containing the text "myStylus Result" in white. The word "myStylus" is in a sans-serif font, and "Result" is in a larger, bold sans-serif font.

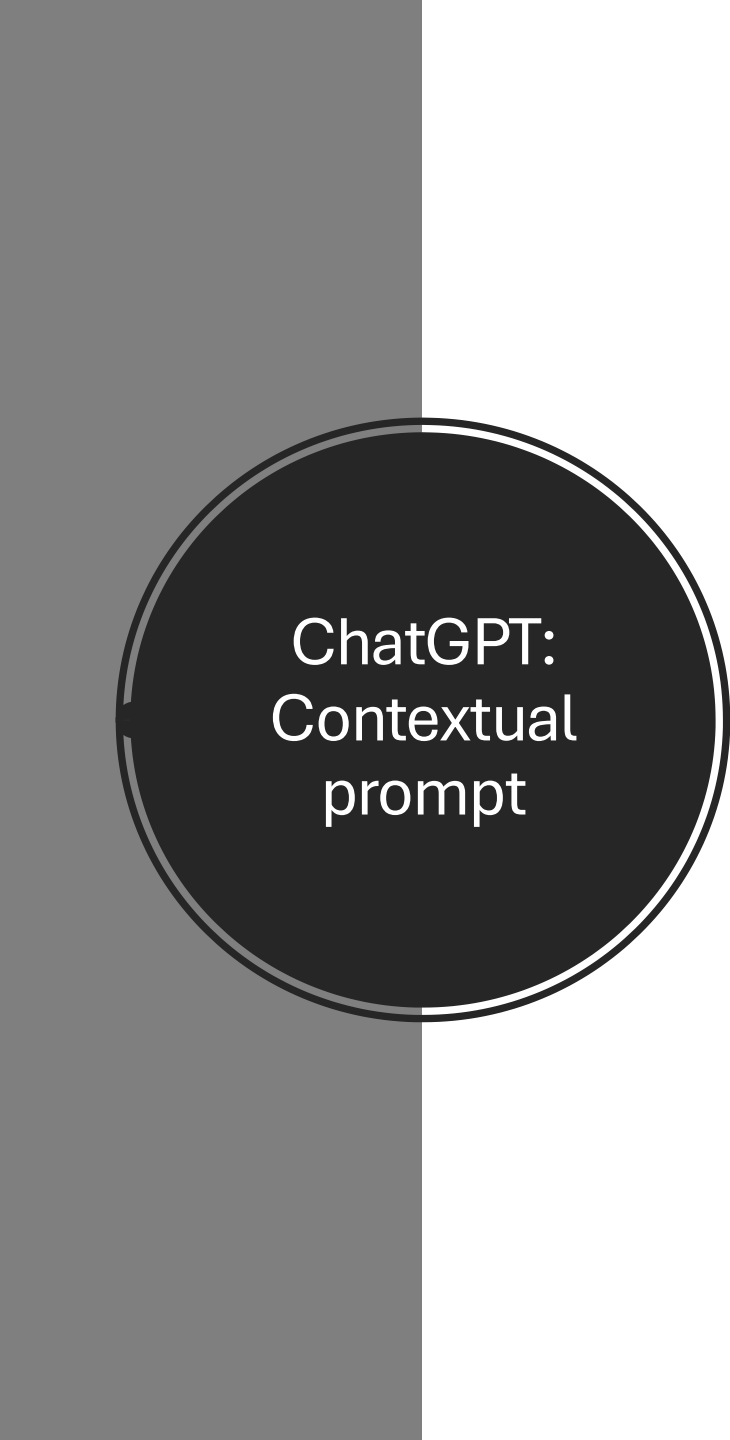
## myStylus Result

The implementation of co-teaching models in educational settings requires a nuanced understanding of the interplay between pedagogical strategies, interpersonal dynamics, and institutional frameworks. Successful co-teaching depends on the ability of educators to integrate their expertise, communicate effectively, and negotiate shared responsibilities. However, challenges such as conflicting teaching philosophies, varying levels of content knowledge, and differences in classroom management styles can create friction and hinder collaboration.

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Only through such intentional efforts can co-teaching fulfill its promise of enhancing student outcomes and enriching the professional growth of educators.



ChatGPT:  
Contextual  
prompt

Prompt: act as if you are a very experienced professor in academic writing, and wait for my instruction



highlight problematic instances in the original text in bold

## ChatGPT: Action prompt



Here is the original text with the problematic instances highlighted in **bold**:

---

The implementation of co-teaching models in educational settings requires a **nuanced understanding of the interplay between** pedagogical strategies, interpersonal dynamics, and institutional frameworks. Successful co-teaching depends on the ability of educators to integrate their expertise, communicate effectively, and negotiate shared responsibilities. However, challenges such as **conflicting teaching philosophies, varying levels of content knowledge, and differences in classroom management styles** can create friction and hinder collaboration. Additionally, systemic constraints—such as **inadequate administrative support, lack of planning time, and rigid curriculum structures**—further complicate the adoption of co-teaching practices. While proponents argue that co-teaching **fosters a more inclusive learning environment by leveraging diverse instructional approaches and catering to a broader range of student needs**, critics highlight the potential for co-teaching to become **superficial if not properly implemented**. For instance, **if roles are not clearly defined, one teacher may take on a passive role, resulting in an imbalance that diminishes the value of the co-teaching partnership**. Consequently, it is crucial to establish a framework that facilitates continuous professional development, encourages reflective practice, and promotes a culture (↓) of mutual respect and shared leadership. Only through such **intentional efforts can co-teaching fulfill its promise** of enhancing student outcomes and

### Highlighted Problematic Instances:

1. **"nuanced understanding of the interplay between"**: This phrase is somewhat verbose. It could be streamlined to improve readability.
2. **"conflicting teaching philosophies, varying levels of content knowledge, and differences in classroom management styles"**: These terms could benefit from further elaboration or examples to clarify what specific conflicts or differences are being referred to.
3. **"inadequate administrative support, lack of planning time, and rigid curriculum structures"**: Similarly, these challenges should be supported with examples or contextual details.
4. **"fosters a more inclusive learning environment by leveraging diverse instructional approaches and catering to a broader range of student needs"**: This phrase is wordy and can be simplified to convey the message more directly.
5. **"superficial if not properly implemented"**: The term "superficial" requires additional explanation to clarify its meaning in the context of co-teaching.
6. **"if roles are not clearly defined, one teacher may take on a passive role, resulting in an imbalance that diminishes the value of the co-teaching partnership"**: This sentence is long and contains multiple ideas. It could be restructured or divided for clarity.
7. **"intentional efforts can co-teaching fulfill its promise"**: The phrase "fulfill its promise" is somewhat vague. Consider specifying what the promise is more concretely.

By addressing these highlighted areas, the ↓ all clarity, precision, and effectiveness of the text will be enhanced.

---

Produce a clean text addressing all the problematic instances



Here's the revised version of the text, addressing all the highlighted issues:

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The implementation of co-teaching models in educational settings requires a comprehensive understanding of the relationships between pedagogical strategies, interpersonal dynamics, and institutional frameworks. Successful co-teaching relies on educators effectively integrating their expertise, communicating clearly, and negotiating shared responsibilities. However, challenges such as differing teaching philosophies, uneven content knowledge, and varying classroom management styles can create friction and hinder collaboration. Additionally, systemic barriers—including limited administrative support, insufficient planning time, and inflexible curriculum structures—complicate the adoption of co-teaching practices.

Proponents argue that co-teaching creates a more inclusive learning environment by drawing on diverse instructional approaches and meeting a broader range of student needs. However, critics caution that co-teaching can become fragmented or unbalanced if not properly implemented. For example, when roles are not clearly defined, one teacher may adopt a passive role, which can undermine the effectiveness of the co-teaching partnership. Therefore, it is essential to establish a framework that facilitates ongoing professional development, encourages reflective practice, and fosters a culture of mutual respect and shared leadership. Only through such intentional planning and collaboration can co-teaching enhance student outcomes and contribute meaningfully to the professional growth of educators.

# AI for materials creation and customization

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Step 1. Use ChatGPT (or Gemini) to compose simple lyrics for an English learning song. Watch out for the prompt!



Step 2. Copy the lyrics and use Suno.ai to generate a melody and audio file for the song. Watch out for the melody, style, tempo, etc.!



Step 3. Play the song and demonstrate how the audio can be used in class for listening and singing activities.

# A song sample w/ChatGPT

## **Title: "Count to Ten!"**

### **Verse 1:**

One, two, three, four, five,  
Counting numbers, come alive!  
Six, seven, eight, nine, ten,  
Let's count them all again!

### **Chorus:**

One and two, three and four,  
Let's count numbers, more and more!  
Five and six, seven, eight,  
Nine and ten — isn't this great?

### **Verse 2:**

One, two, three, four, five,  
Count with me, it's no jive!  
Six, seven, eight, nine, ten,  
Great job! You did it, friend!

### **Chorus:**

One and two, three and four,  
Let's count numbers, more and more!  
Five and six, seven, eight,  
Nine and ten — isn't this great?

PROMPT: I'm teaching 6-year-old Spanish-speaking children to count from 1 to 10 in English. I need a simple and catchy song that rhymes and uses repetition to help them learn. The lyrics should be fun and easy to sing, with a basic structure of verses and a chorus.



Move onto  
Suno.ai,  
Custom  
mode

The screenshot displays the Suno.ai Custom mode interface. At the top, there are controls for 'Custom' mode, 'Upload Audio', and 'v3.5'. Below this, the 'Lyrics' section is active, showing the following text:

Verse 1:  
One, two, three, four, five,  
Counting numbers, come alive!  
Six, seven, eight, nine, ten,  
Let's count them all again!

Chorus:  
One and two, three and four,  
Let's count numbers, more and more!  
Five and six seven eight

At the bottom of the lyrics section, there is a 'Write About' field with the text 'Verse 1: One...' and a character count of '524 / 3000'. Below the lyrics, the 'Style of Music' section is active, showing the prompt: 'Create a cheerful and catchy melody for a children's song - upbeat and playful easy to sing along.' with a character count of '98 / 120'. Below the prompt, there are buttons for 'samba', 'folk', 'metal', 'disco polo', and 'drain'. At the bottom of the interface, there is a playback bar showing 'Verse 1: DarkPrelude628 | 00:27 / 01:16' and various playback controls.

# "Count to Ten!"

<https://suno.com/song/ba7caf97-2afe-468f-9169-1cf3f1cc9d3c>



Create a cheerful and catchy m...

## Verse 1:

One, two, three, four, five,  
Counting numbers, come alive!  
Six, seven, eight, nine, ten,  
Let's count them all again!

Chorus:

**SUNO**



# Besides sing along, what else can you do with the Count to Ten song or any other AI-generated song

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites







Now, the final touch...  
create an accompanying  
image for your song  
using DeepAI or any  
other you like

Prompt: Create an image to  
accompany a song for kids on  
learning how to count to 10, make it  
anime-like



---

All this seems like fun and games, but... can you guess what's real and what's not?



Imagen 1



Imagen 2



Imagen 3



Imagen 4







Imagen 3



Imagen 4





# Ethical considerations

# Balancing the benefits of AI with responsible and fair usage

Data privacy and security

Transparency and consent

Algorithmic bias

Dependence and over-reliance

Fairness and inclusivity

Ethical feedback

Misuse and misrepresentation

Long-term impact

# Bonus track for research: Consensus+ChatPDF



**Consensus**

**Find the best science, faster.**

## **Chat with any PDF**

Join millions of students, researchers and professionals to instantly answer questions and understand research with AI



Do songs enhance language learning?



Synthesize  Copilot

Filter Share

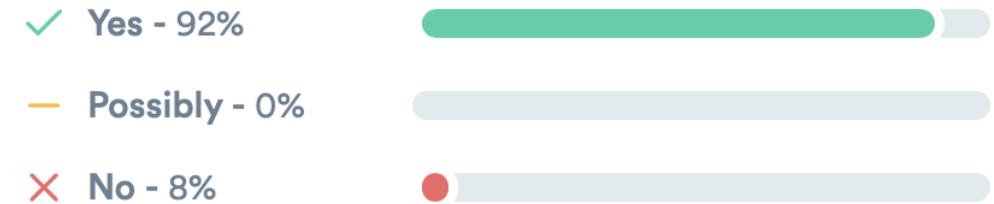
### Summary Beta

10 papers analyzed

These studies suggest that songs enhance language learning by improving vocabulary, pronunciation, memory, and overall language acquisition.

### Consensus Meter Beta

13 papers analyzed



### Copilot Beta

10 papers analyzed

Do songs enhance language learning?



← Do songs enhance language learning?

### Answer

Songs were least effective in enhancing EFL vocabulary acquisition for preschool children aged two and three years old.



## Songs, stories, and vocabulary acquisition in preschool learners of English as a foreign language

Sara Albaladejo Albaladejo, Yvette Coyle, J. Larios · Aug 1, 2018

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Share

58

4

Citations Influential Citations ⓘ

### System

Q1 SJR score

Full text

Semantic Scholar

### Key takeaway

Listening to stories is the most effective method for preschool children learning English as a foreign language, while songs are less effective.



### Abstract

Abstract Songs and stories are regarded as popular and effective resources in the preschool classroom, but questions remain as to what effect each has on incidental vocabulary acquisition when Spanish preschool children learn English as a foreign language (EFL). This study investigates the effects that listening to stories, songs and the combination of both have on EFL vocabulary growth. One group of children (N=17) aged two and three years old were exposed to 15 target words embedded in one story, one song, and the combination of a story and a song. Descriptive measures were employed, as well as a one-way repeated measures ANOVA test with Time and



## Songs, stories, and vocabulary acquisition in preschool learners of English as a foreign language

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### ABSTRACT

Songs and stories are regarded as popular and effective resources in the preschool classroom, but questions remain as to what effect each has on incidental vocabulary acquisition when Spanish preschool children learn English as a foreign language (EFL). This study investigates the effects that listening to stories, songs and the combination of both have on EFL vocabulary growth. One group of children (N = 17) aged two and three years old were exposed to 15 target words embedded in one story, one song, and the combination of a story and a song. Descriptive measures were employed, as well as a one-way repeated measures ANOVA test with Time and Condition as intra-subject factors; video recordings were also conducted in order to check for behavioural learning patterns. Results indicate that the Story condition yielded the highest scores, while the Song condition was the least effective. Implications are taken into consideration for content planning and incidental vocabulary learning in preschool EFL contexts.

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### 1. Introduction

Vocabulary has been recognized as one of the most important components of language proficiency (Carter & Mc Carthy, 2014). In fostering lexical knowledge, two teaching strategies have been found to assist language development: direct and incidental instruction. Direct instruction focuses attention on the target item through instructional techniques while incidental vocabulary learning involves exposure to words embedded in a meaningful context (Penno, Wilkinson, & Moore, 2002).

At preschool level, a second language (L2) is experienced through activities that are engaging and fun, and learning is enhanced by kinesthesia and the association of words with actions. Two widely acknowledged resources that meet these prerequisites and which are believed to facilitate vocabulary gains in preschool children are songs and storytelling (Cameron, 2001; Murphey, 1992). The present study focuses on foreign language (FL) vocabulary acquisition through songs, stories, and the combination thereof, as well as individual observable behaviour in monolingual Spanish children aged 2–3 years old with minimal English experience.

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are songs beneficial for language learning?

The study indicates that while songs are often regarded as beneficial for language learning, their effectiveness can vary based on several factors, including the age of the learners and the context in which they are used. Specifically, the research found that:

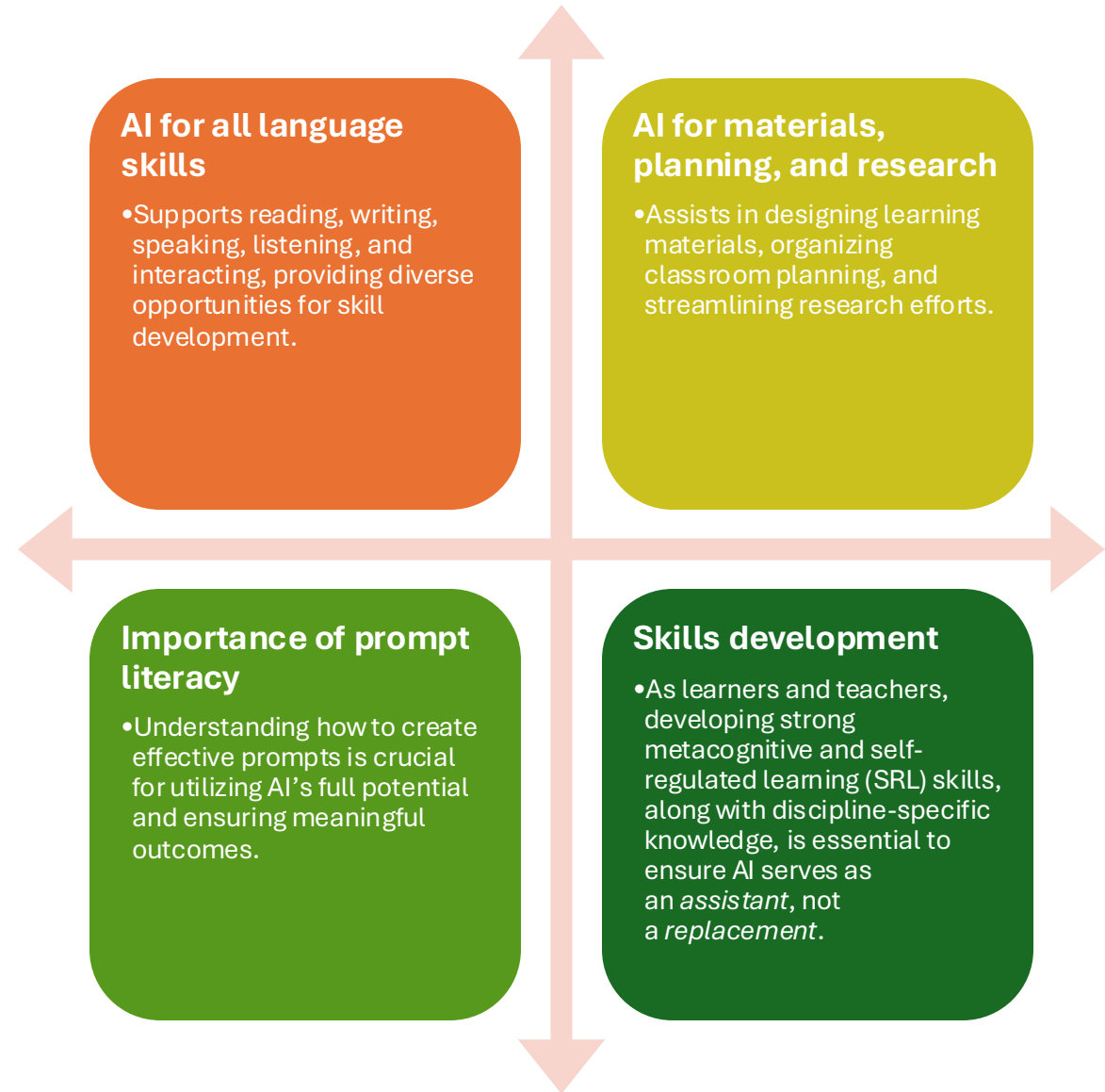
- Mixed Results:** Although songs are believed to facilitate vocabulary retention due to their melodic and rhythmic qualities, the study showed that the song condition did not yield significant word recall among preschool learners. This contrasts with some previous literature that suggests songs can enhance memory retention through affective engagement <sup>9</sup>.
- Distraction Factors:** It was noted that actions, gestures, and the pace of the songs might distract children from focusing on the meanings of the words, potentially hindering vocabulary acquisition <sup>9</sup>.
- Comparison with Stories:** The study found that stories were more effective than songs for vocabulary acquisition in preschool EFL learners. This suggests that while songs have potential, they may not be as effective as storytelling in promoting language learning in young children <sup>1</sup>, <sup>9</sup>.

In summary, while songs can be a fun and engaging tool for language learning, their effectiveness may depend on how they are implemented and the specific learning context. Further research is needed to fully understand their role in vocabulary acquisition for different age groups and settings.

Ask any question...



# AI: Empowering Learning, Amplifying Teaching



Join at [menti.com](https://menti.com) | use code **8872 3152**

 Mentimeter



Account



Content



Design



Settings

# Share one step you'll take tomorrow to make AI a meaningful part of your educational journey.

All responses to your question will be shown here

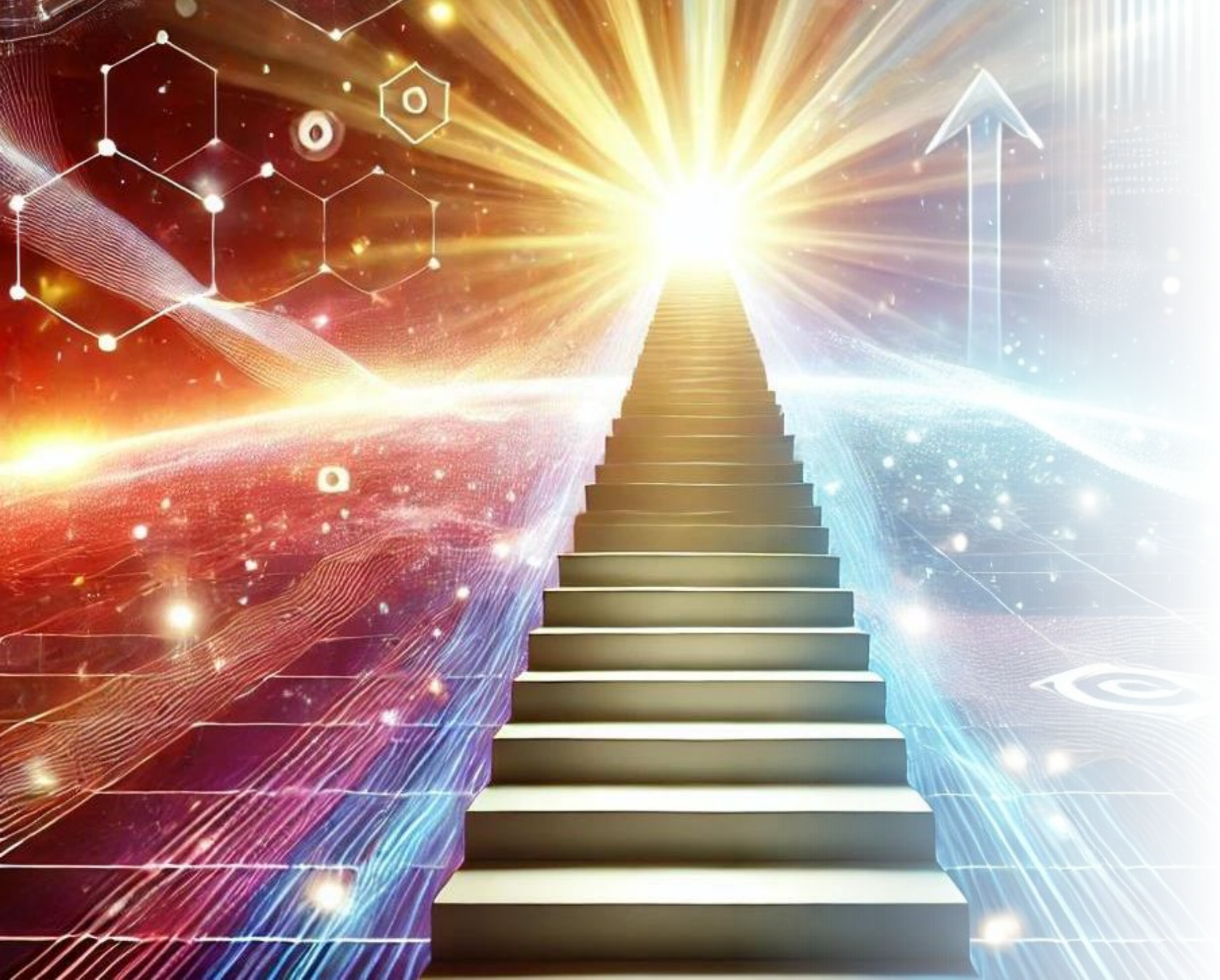
Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites



Help & Feedback





AI is our tool, but  
our creativity and  
passion are what  
make the  
difference.

