

Lehrzentrum Sprachen und Kulturen (LSK)

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Engage in cross-border dialogue with AI

An exploration of novel pathways in language pedagogy

ACADEMIC COORDINATION CENTRE CONFERENCE 2025

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Beispiel-Prompts und Arbeit mit KI

- Wir haben deepL.ai für den im Video benutzten Text benutzt und Chat GPT hat den ganzen Weg für uns erfunden.



Erstellen Sie eine interessante Route in und um die Stadt Liberec, 3 Stationen in der Stadt und 2 Stationen in der Umgebung. Der Titel des Themas lautet „Liberec und Umgebung“ und kann als touristische Route oder als Reiseführer für Liberec und seine Umgebung verwendet werden. Erstellen Sie die Route so, als ob Sie selbst ein Besucher von Liberec und Umgebung wären, der noch nie in Liberec und Umgebung gewesen ist und alle interessanten und unbekannten Orte und Sehenswürdigkeiten kennen möchte. Alle öffentlichen Verkehrsmittel erreichbar sein.



Project background | AI and language learning



Potentials

- The use of AI technology in language education has the potential to personalise teaching, boost the effectiveness of learning and encourage independent study.
- Chatbots, in particular, have great potential for developing oral skills by reducing anxiety associated with speaking and encouraging interaction, thereby contributing to confidence and fluency (DU & Daniel, 2024).



Challenges

- The use of AI-supported technologies will shape the future working lives of students. Machine translators will largely take over the creation of purely functional texts.
- One particular challenge will be to rethink educational practices and integrate AI-supported chatbots into teaching and learning scenarios (Klímová et al., 2024).
- Lastly, these technologies must be incorporated into competence frameworks and curricula (Klar & Schleiss, 2024).

Project | Key points

🎯 Target groups:

- Learners of Czech and German at Czech and Saxon universities
- Their language teachers at universities and secondary schools

📅 **Timeline:** Sept 2024 – Aug 2026

🏢 **Partners:** TU Dresden, University of J. E. Purkyně (Ústí nad Labem), Technical University of Liberec

💰 **Funding:** Interreg Česko – Sasko



Project | Objectives



Students

Strategies

- learn how to use AI for their own language learning and writing processes

Competences

- learn how to interpret AI-generated content in terms of addressee and situation

Opportunities

- collaborate with their peers in real-world scenarios **to use and train language**



Teachers and institutions

- know how to enable their students to use AI-supported text generators competently
- have suitable materials and prompt collections for language teaching purposes
- find ways how to bridge formal curriculum requirements with real-world cooperation experiences

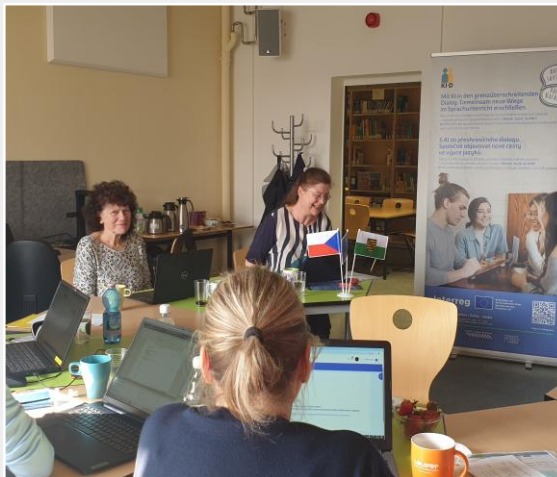
Project | Activities

For students



- **Formal training:** tandem courses
- **Informal training:** language cafés

For language teachers and research fellows

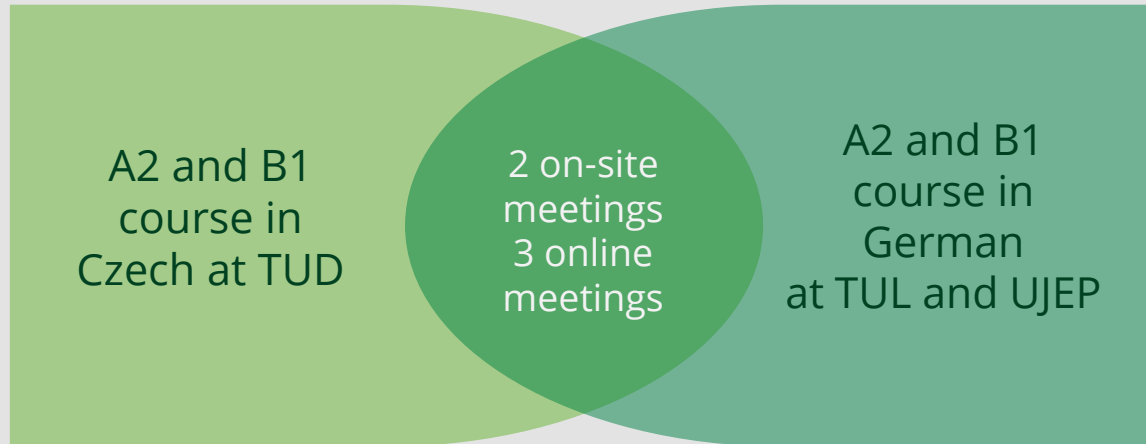


- **Workshops:** Using AI effectively
- **Developing** prompts and tasks



- **Research:** impact of AI use on teaching practises and learning outcomes
- Academic papers

Tandem Course | Set-up



Duration: Six weeks

Task:

- Create and present your own foreign language project.
- Check the progress and the product with your tandem partner.
- Use AI to prepare the cooperation, the meetings and the product.
- Reflect the usage in a language learning diary.



Tandem Course | Integration of assessment

In the course of the project

- ☒ ☐ Complete self-study tasks on Moodle
- ☒ ☐ Use AI-based chatbots to prepare for the meetings and the individual project
- ☒ ☐ Arrange meetings with tandem partners and take part in individual sessions

For formative assessment

- ☒ Complete a language learning profile
- ☒ Post an introductory video
- ☒ Document the prompts used
- ☒ Design the individual writing project
- ☒ Present the project



KID24-25 B1 / Allgemeines / Můj deník. Mein Tagebuch (deutsch)

Můj deník. Mein Tagebuch (deutsch)

Als erledigt kennzeichnen

Portfolio

- Start
- ☒ ČÁST I
Sprachlernportrait.
Portrét
- ČÁST II Prompts.
Prompty
- ČÁST III Tagebuch.
Deník
- 1. Treffen - persönlich
- 2. Treffen - online
- 3. Treffen - online
- 4. Treffen - persönlich
- Auswertung.
Vyhodnocení
- Bericht abgeben.
Odevzdat zprávu

ČÁST I Sprachlernportrait. Portrét

Jak dlouho se už učíte česky? Jak jste se k tomu dostal/dostala? Wie lange lernen Sie schon Tschechisch? Wie sind Sie dazu gekommen?

3 roky

Učil/učila jste se česky v Česku? Haben Sie schon einmal Tschechisch in Tschechien gelernt?

ještě ne

Používáte češtinu v každodenním životě? Verwenden Sie die tschechische Sprache im Alltag?

trochu, mám českého spolubydlicího

Proč se česky učíte? Warum lernen Sie Tschechisch?

chci se domluvit na cestách a se spolubydlicím

V čem byste chtěli být v češtině obzvlášť dobrý/dobrá? Was möchten Sie auf Tschechisch besonders gut können?

v konverzaci



Tandem Course | Challenges

For students ...

- **Scheduling & commitment:** fear of extra workloads
- **Unclear expectations** regarding the writing project
- Final presentation

For teachers ...

- **Scheduling:** different academic calendars
- fit project's workload into regular courses
- keeping students motivated to continue writing their diaries beyond the six-week project phase
- uncertainty regarding the implementation of the project

Not reported 😊

- Communication breakdowns due to differing CEFR levels within pairs
- Technology issues: all participants were able to use an AI tool or translator

Research study | Diaries

🔍 How do students perceive and make **use of AI-based technologies** in practice?

🔍 How does their **willingness to communicate** and their **communication anxiety** change over the course of the project?

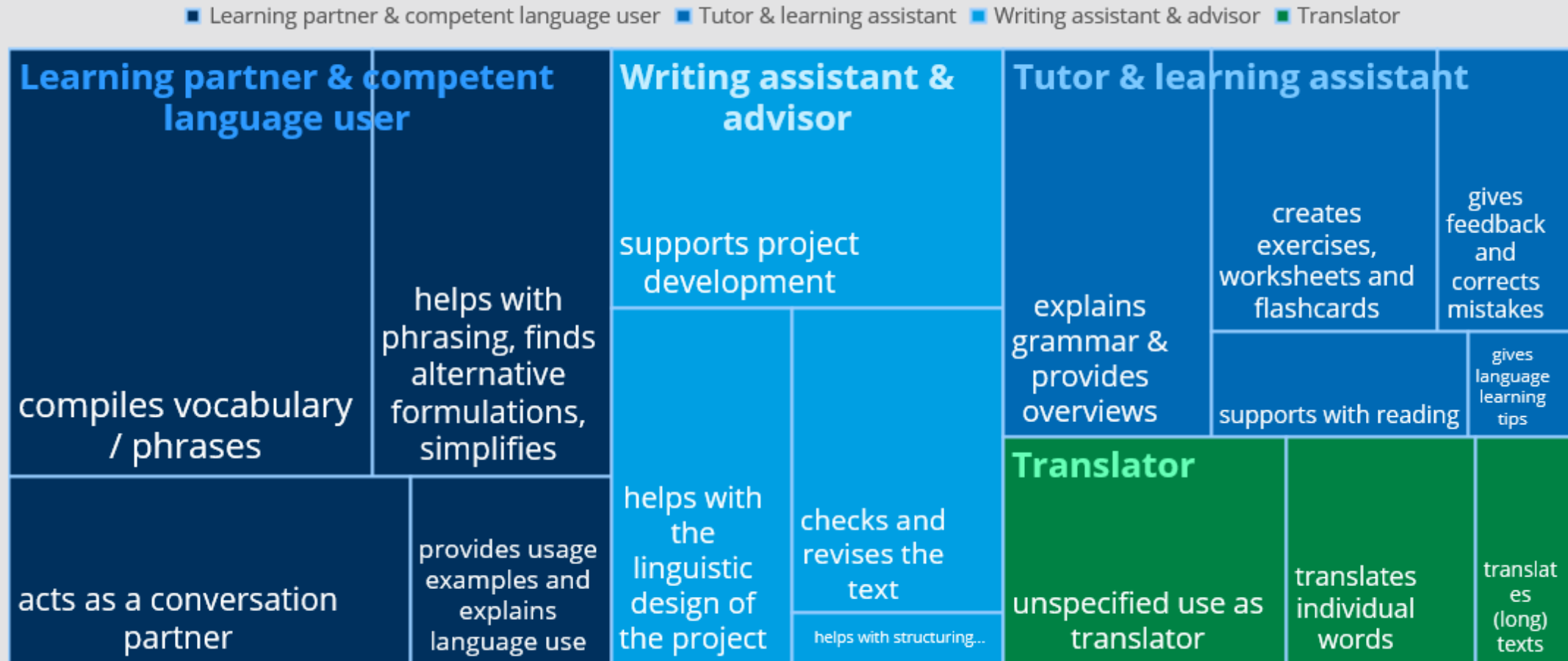
Do you think AI can help you learn foreign languages?

"Absolutely, I think if you use AI correctly, it can definitely be a help, for example in creating exercises for yourself or summarizing grammar. But you should also learn not to rely on it alone."

What did you talk about?
How did you feel after the meeting?
Did you feel like going to the meeting?

"We talked about what we have in common and corrected each other when we felt unsure. I felt good after the meeting because I was convinced that I could really be understood in Czech. I was really looking forward to the meeting."

Research study | How do students use AI-based technology



Roles of AI-based chatbots (information extracted from students' diaries, n = 46)

Benefits

- ▶ AI-supported and task-based cooperation provide a motivating framework
- ▶ Students are encouraged to overcome reluctance to engage in foreign-language communication
- ▶ Collaboration with real partners creates valuable language experiences
- ▶ Authentic tasks help link classroom learning with real-world communication

Project | Next steps and outlook

Further
development of
interactive self-
study modules

Pilot
implementation in
four courses in the
winter semester

Revision of
prompts /
provision of GPTs

Curricular
integration of
tandem courses

Project | Outcomes & sustainability

► Milestones

- ❖ Interactive learning modules on using AI for language learning
- ❖ Best practices and guidelines for language teachers
- ❖ Database of approved prompts
- ❖ Academic papers and final project conference

🌱 Further adaptation

Self-study module opened for collaborative further development (CC license)

Creation of GPTs for training specific skills

Tailor the portfolio / diary to different language course requirements

Thank you!
I'll be happy to discuss your ideas and questions.

Literature

DU, J., & Daniel, B. (2024). A systematic review of AI-powered chatbots in EFL speaking practice: Transforming language education. *Computers and Education: Artificial Intelligence*, 6, 100230. <https://doi.org/10.1016/j.caeai.2024.100230>

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Klar, M., & Schleiss, J. (2024). Künstliche Intelligenz im Kontext von Kompetenzen, Prüfungen und Lehr-Lern-Methoden: Alte und neue Gestaltungsfragen. *Medienpädagogik. JFMH23*. <https://doi.org/10.21240/mpaed/58/2024.03.24.X>

Klímová, B., Pikhart, M., & Al-Obaydi, L. (2024). Exploring the potential of ChatGPT for foreign language education at the university level. *Frontiers in Psychology*, 15, 1269319. <https://doi.org/10.3389/fpsyg.2024.1269319>