

Language Buddy

Supporting language learning of migrant children and young adults
through language buddies

T3.2. Training Curriculum

Module 4: Innovative Language Teaching Tools

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Training Module Authors' list

Organisation	
Editor and author:	UPV/EHU - Peñascal
Co-authors:	

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Introduction

The Training Course is an integral component of the Language Buddy Training Project. Developed collaboratively by project partners, the course comprises 40 hours of learning, structured across 8 modules. The primary objective of this module is to equip higher education institution (HEI) students with the knowledge, skills, and tools necessary to effectively mentor migrant and refugee secondary school students in language learning and social inclusion, utilizing the Language Buddy (LB) Model.

It is important to emphasize that the project partners recognize the diverse cultural needs and contexts of participants. As such, this document is designed to provide guidance and support to partners in implementing and adapting the proposed activities to align with their local environments.

Module 4

- This **module consists** of four (4) lessons.
- **Duration of the Module:** 5 hours.
- **Learning Objective:** The primary goal of Module 4 is to provide practical tools and pedagogical strategies to transform language teaching and ensure that migrant children and youth can learn in a way that is accessible, dynamic, and adapted to their realities.

A summary of the lessons and activities included in this module is provided in the table below.

Lesson	Total number of sessions and duration	Activity duration
Lesson 1: Self-expression Duration: 1 hour	1. Activity: Ice breaker activity	15 min
	2. Activity: Acting each other	30 min
	Reflection on the activity	15 min
Lesson 2: Positive Emotions During L2/L3 Languages Learning Duration: 1 hour	1. Activity: Ice breaker activity	5 min
	2. Activity: The treasure letter	25 min
	3. Activity: The treasure map	25 min
	Reflection on the activity	5 min

Lesson	Total number of sessions and duration	Activity duration
Lesson 3: Positive Emotions During Creativity Duration: 1 hour	1. Activity: Ice breaker activity	10 min
	2. Activity: Explain the storytelling	5 min
	3. Activity: Video storytelling	35 min
	Reflection on the activity	10 min
Lesson 4: Artificial Intelligence as a Teaching Tool Duration: 2 hours	Session 1	1 hr
	Introduction	5 min
	1. Activity: Ice-breaking activity	15 min
	2. Activity: Cultural Quiz Challenge	20 min
	3. Activity: Correct Common Errors	20 min
	Session 2	1 hr
	Introduction	5 min
	1. Activity: Role-Play with Voice Interaction	20 min
	2. Activity: Cultural Reflection through Dialogue Analysis	20 min
	Reflection on the activity	15 min

Lesson 1: Self-expression

Lesson	No. 1
Module (1-8):	Module 4: Innovative Language Teaching Tools
Lesson title:	Self-expression
Developed by (LB partner)	UPV/EHU-Peñascal
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Face to Face (synchronous)
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	This lesson can be conducted asynchronously through the use of pre-recorded explanatory videos, individual recordings of participants and reflection forums. Body language and phonics activities are transformed into autonomous tasks where participants act out emotions and sounds through short videos or visual resources (emojis, GIFs, illustrations). Responses are shared on a collaborative platform to encourage asynchronous interaction and peer-to-peer learning.
Type of activity:	Group activity
Resources needed (for asynchronous online & f2f delivery)	<i>If the vocabulary is reviewed online beforehand, a computer will be necessary. If conducted in person, printed materials will be required. The vocabulary list should be translated into all familiar languages spoken by the learners. A handbook is recommended.</i> <i>If the exercises are going to be online, a webcam for the computer or a mobile phone with a camera will be necessary.</i>
Duration	1 hour
Learning Objectives	Recognize the importance of self-confidence and motivation for the L2 or L3 learner. Facilitate articulation in the target language using techniques that help speakers express themselves fluently. Understand the relationship between verbal and non-verbal language. Understand the possibilities that TPR offers to create a relaxed atmosphere among L2 or L3 learners.
Description of lesson	Ice breaker activity (15 minutes): Use body and facial movement to represent different emotions: utilize bodily expressiveness to encourage learners to project their voices using sounds and words in the target language.

Lesson	No. 1
	<p>Emphasize that participants draw expressions such as happiness, related to the vowel [i], surprise, for the vowel [a], astonishment, for the vowel [o], silence for the consonant [s], laugh for /j/, [j], / or thoughts for [m]. These exercises are used to work on phonemes from different languages, with slight variations (see Appendix I for a list of emotions and related phoneme)</p> <p>Activity 1: Acting each other (30 minutes): In pairs, one participant is given two words from the unit and must create a short miming exercise incorporating them. Words must be related to phonemes and be useful for representing sentences, by means of objects that can act as subject and verb. They can be such as: silence, astonishment, fright, storm, snake... Thus, for example, the participant will have to represent snake and surprise, acting as if a snake appeared by surprise. <i>Alternatively miming can be replaced using emojis for online teaching. This exercise is to be based on improvisation.</i></p> <p>Conclusion/ Wrap-up/ Reflection (15 minutes): Reflect on what was most helpful in the expression (gestures, intonation, context). <i>Each participant shares a key element or gesture they helped during the pronunciation.</i></p>
Additional remarks	<i>Ensure accommodations for individuals with reduced mobility. Also, the phoneme list should be adapted to sounds in any language would be teaching.</i>
Useful references for the instructor:	<i>Vocabulary lists must be pre-taught to ensure smooth execution of the exercises. The exercises may be accompanied by music to help trainees relax.</i>
Useful references for adaptation of content by partners if needed in their country.	<i>Remember to adapt the exercises for people with reduced mobility, if any. If the exercise were conducted online, the activities should be adapted to focus on facial expressions using a webcam.</i>
Assessment	Refer to Appendix V – Lesson 1

Lesson 2: Positive emotions during L2/L3 languages learning

Lesson	No. 2
Module (1-8):	<i>Module 4: Innovative Language Teaching Tools</i>
Lesson title:	<i>Positive emotions during L2/L3 languages learning</i>
Developed by (LB partner)	<i>UPV/EHU-Peñascal</i>
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Face to Face (synchronous)
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	This lesson can be adapted to an asynchronous online format through gamified activities on digital platforms. Participants complete tasks such as sentence reconstruction and parsing of syntactic structures using interactive forms, coded messages and online word maps. Instructions are provided in video or recorded presentation, and activities are completed individually or in small virtual groups via forums or collaborative documents. Final reflection is carried out by means of a short quiz or written entry shared in the virtual classroom.
Type of activity:	<i>Group activity</i>
Resources needed (for asynchronous online & f2f delivery)	<i>If the vocabulary is reviewed online beforehand, a computer will be necessary. If conducted in person, printed materials will be required.</i>
Duration	1 hour
Learning Objectives	Equip mentors with strategies to incorporate game-based learning elements that foster confidence, motivation, and positive emotional engagement among mentees in language acquisition.
Description of lesson	<i>Ice breaker activity (5 minutes):</i> Recall simple syntactic structures. Remember to refer to sentences containing Subject Object and Verb as the simplest structures common to languages, as well as Object and Adjective. This can be done by asking participants for the simplest sentences they can think of in their languages. As in 'Juan come manzanas', 'John eats apples', etc. (see Appendix II for an example of the exercise containing the syntactic features applied to Basque, Spanish and English.).

Lesson	No. 2
	<p>Activity 1: the treasure letter (25 minutes): Reflect on the similarities between syntactic construction in languages and puzzles. Participants act as linguistic researchers deconstructing a syntactic sentence. This can be done by asking participants for the simplest sentences they can think of in all the languages they know and comparing the basic structures. <i>In order to identify the common elements, see Appendix II for questions that can be posed.</i> Then comparing the common structures and elements in different languages. To carry out the practice, a coded message with syntactic elements and a caption in several languages must be offered and the members must match the meaning of the message with what they have learned about syntax in the target language. Here we use English syntax:</p> <p>For example: "If you want to [w] the game, search [a] treasure in [θ] gap of the entrance door." Caption: auxiliar verb: [w], article: [a], preposition: [θ]. Clue: each symbol stands for the first letter of the element signalled.</p> <p>Activity 2: the treasure map (25 minutes): A clue is given (e.g., a letter with keywords needing translation). A message is provided with the words of the sentence in order and the learners will have to rebuild the sentence in a scrambled order. Then, teams are formed, and other teams' members will have to decode the sentences and decipher a hidden message in the target language. The idea is that participants consider the elements that make up the sentences of the languages they will be teaching.</p> <p>Conclusion/ Wrap-up/ Reflection (5 minutes): Each participant shares an idea about teamwork and/or syntax recognized during the lesson.</p>
Additional remarks	<i>The syntactic structures should be adapted to any language that would be teaching.</i>
Useful references for the instructor:	<i>There must be vocabulary already worked out with the participants to carry out the exercise. For the "Ice breaker activity" there's an example of the exercise containing the syntactic features applied to Basque, Spanish and English.</i>
Useful references for adaptation of content by partners if needed in their country.	<i>Remember to adapt the exercises for people with reduced mobility, if any and remember to adapt the information in Appendix II to each partner's language.</i>
Assessment	Refer to Appendix V – Lesson 2

Lesson 3: Positive emotions during creativity

Lesson	No. 3
Module (1-8):	Module 4: Innovative Language Teaching Tools
Lesson title:	Positive emotions during creativity
Developed by (LB partner)	UPV/EHU-Peñascal
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Online (asynchronous)
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	This lesson can easily be implemented in a face-to-face format by encouraging creative collaboration among participants. Visualisation, oral storytelling and story creation activities are developed in groups using printed materials, illustrations and audiovisual resources projected in the classroom. The storytelling activity is carried out through dramatisations, drawings or writing on paper, allowing participants to share their creations aloud. The final reflection is carried out as a group, promoting discussion on the narrative, cultural and emotional elements used during the session.
Type of activity:	Group activity
Resources needed (for asynchronous online & f2f delivery)	If the vocabulary is reviewed online beforehand, a computer will be necessary. If conducted in person, printed materials will be required.
Duration	1 hour
Learning Objectives	Understand the importance of storytelling in linguistic communication.
Description of lesson	<p>Ice breaker activity (10 minutes): Visualization of various narrated stories across different media, such as television commercials that tell stories, short fictional narratives, etc.</p> <p>Activity 1: Explain the storytelling (5 minutes) Explanation of the storytelling technique for linguistic communication, characteristics and aims:</p> <ul style="list-style-type: none"> • Narrative structure: the evolution of syntactic oration. • Emotional connection with the listener: enhance engagement.

Lesson	No. 3
	<ul style="list-style-type: none"> Cultural elements: some cultural elements of the target language, such as customs, social organization, gastronomy, etc., can already be emphasized and introduced. <p><i>It serves to convey a lot of contextual information about the target language and culture to novice speakers who would not otherwise be able to access it.</i></p> <p>Activity 2: Video storytelling (35 minutes) Explore how to present the message through writing, audio recording, or a reel. In groups do a brainstorming session or search for tools to facilitate the speaker's expression across different media: e.g. video or audio. One of the messages created in the previous lesson can be used to create the same message in different media by the participant. Finally, teams create a message in the target language for a future explorer. (See Appendix III for some examples of narrative techniques and questions to figure out the lesson).</p> <p>Conclusion/ Wrap-up/ Reflection (10 minutes): Summarize the various tools learned for each format and also highlight the advantages and disadvantages regarding the storytelling technique as a teaching tool.</p>
Additional remarks	
Useful references for the instructor:	<i>For the activity 2 "Video storytelling", in Appendix III there are some examples of narrative techniques and questions to figure out the lesson.</i>
Useful references for adaptation of content by partners if needed in their country.	
Assessment	Refer to Appendix V – Lesson 3

Lesson 4: Artificial Intelligence as a Teaching Tool

Lesson	No. 4
Module (1-8):	<i>Module 4: Innovative Language Teaching Tools</i>
Lesson title:	<i>Artificial Intelligence as a teaching tool</i>
Developed by (LB partner)	<i>UPV/EHU-Peñascal</i>

Lesson	No. 4
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	The training will take place face-to-face/online and will be synchronous/ asynchronous or a combination of the above, depending on each HEI's needs.
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	This lesson is highly flexible and can be delivered in both face-to-face and online formats. In the face-to-face format, participants use computers with Internet access to explore artificial intelligence tools such as ChatGPT, working individually or in pairs. The activities (cultural questions, error correction, conversation simulations) take place in the classroom, with guided discussion and group reflection on the educational and cultural use of AI. In the online format, these same activities can be carried out synchronously, through live sessions with direct interaction, or asynchronously, through recorded instructions, guided tasks and collaborative spaces such as forums or forms.
Type of activity:	<i>Workshop</i>
Resources needed (for asynchronous online & f2f delivery)	<i>Computers with Internet connection</i>
Duration	2 hours (2 sessions)
Learning Objectives	Reflect on the role of AI in language teaching through exploration. Discover and analyze the benefits of AI tools for language teaching. Understand how to design an AI-based activity that allows children and young migrants to discover knowledge on their own.
Description of lesson	<p>Session 1 Introduction (5 min): Explain the purpose of the lessons (explain the learning objectives)</p> <p>Ice-breaking activity (15 min): Conduct an online search for artificial intelligence tools for language teaching. Do we know them? Try to predict the uses of AI for language teaching. Some examples:</p> <ul style="list-style-type: none"> • Duolingo AI: adapted exercises based on learner's progress • TalkPal AI: conversational chatbot to improve speaking fluency. • Quillbot: paraphrasing and text generation tool • Speechling: pronunciation correction and voice recording. • Edmodo: learning platform for personalized education. <p>Activity 1: Cultural Quiz Challenge (20 min): Choose a category: The user can choose from topics such as history, gastronomy, literature, cinema, festivities, music, etc. Answering questions: ChatGPT (https://chatgpt.com/) asks multiple-choice or open-ended questions related to the country's culture.</p>

Lesson	No. 4
	<p>Prompt example: "Create multiple-choice questions about Basque culture for foreigners"</p> <p>ChatGPT answer example:</p> <ol style="list-style-type: none"> 1. What makes the Basque language (Euskara) unique? <p>A) It is closely related to Latin and Greek. B) It is the oldest known language in Europe and unrelated to any other. C) It is a dialect of Spanish spoken in northern Spain. D) It originated in France and spread to Spain in the 18th century. (Correct answer: B)</p> <p>Hints and explanations: If the user does not know the answer, ChatGPT can give a hint or explain the correct answer. Points can be recorded to make it more dynamic and motivating.</p> <p>Activity 2: Correct Common Errors (20 min): Identify the most frequent mistakes made by L2 learners. Ask ChatGPT to write a text containing those errors. Correct it.</p> <p>Prompt example: "My students have difficulty writing in Spanish because they don't put the tilde. Write a 150-word text with this error for them to correct."</p> <p>ChatGPT answer example: El sabado pasado fui a la ciudad con mi amigo Andres. Nosotros queriamos comprar algunos libros en la libreria, pero cuando llegamos, estaba cerrada. Entonces decidimos ir a un cafe para tomar algo y descansar un poco. Yo pedi un te caliente y Andres pidio un cafe con leche. Despues de un rato, el empezo a hablar sobre su viaje a Mexico el ano pasado. Dijo que visito muchas ciudades bonitas y que comio mucha comida deliciosa. Me conto que lo que mas le gusto fue la gente amable y los paisajes increibles. Mas tarde, fuimos al cine a ver una pelicula de accion. La historia era interesante, pero para mi, las escenas eran demasiado largas. Cuando la pelicula termino, tomamos el autobus para volver a casa. Fue un dia divertido y esperamos repetirlo pronto.</p> <p>Session 2 Introduction (5 minutes): Explain the purpose of the lesson (explain the learning objectives).</p> <p>Activity 3 Role-Play with Voice Interaction (20 min): Use speech recognition features of ChatGPT. Assign a role to ChatGPT (e.g. hotel receptionist, waiter/waitress, doctor, job interview) and practice conversations in that context.</p> <p>Prompt example: "Let's simulate a conversation between a doctor and his patient. I am the patient and I am a foreigner."</p> <p>Ask for feedback on your pronunciation and fluency.</p> <p>Activity 4 Cultural Reflection through Dialogue Analysis (20 min):</p>

Lesson	No. 4
	<p>Ask ChatGPT to write the conversation from the previous activity. Read it and identify cultural aspects that should be considered. How would the conversation change?</p> <p>Conclusion/ Wrap-up/ Reflection (15 minutes): Identify the communication needs of the migrant community and reflect on how ChatGPT could be used. <i>Make students aware of the benefits and difficulties that this activity may entail in the learning context in which they will be involved.</i> (In Appendix IV there are some questions to guide this activity and encourage reflection)</p>
Additional remarks	
Useful references for the instructor:	For “Conclusion / Wrap-up / Reflection” activity, in Appendix IV there are some questions to the session and encourage reflection.
Useful references for adaptation of content by partners if needed in their country.	<p>No adaptation needed</p> <p>A section on how to use AI safely and guidelines for safe use has been provided in Appendix VI.</p>
Assessment	Refer to Appendix V – Lesson 4

Annex — Assessments, Visuals, etc

Appendix I

Phonemes and expressions list: Basque, Spanish and English

- /i/ → Happiness / Smile 😊 → Neighing horse 🐎
- /e/ → Calmness / Neutrality 😐 → Gentle breeze 🌬️
- /a/ → Surprise 😲 → Scream 😱, Crying child 😭
- /o/ → Wonder / Thoughtful 🤔 → Problem ⚠️
- /u/ → Kissing 😘 → Train 🚂
- /ə/ → Indifference 😐 → Murmuring crowd 🗣️
- /ʊ/ → Curiosity / Doubt 🤔 → Owl expression 🦉
- /ø/ → Surprise 😲 → Echo 🗣️
- /p/ → Anger 😡 → Popping balloon 🎈💥
- /b/ → Booing 🗣️ → Sheep 🐑
- /t/ → Negation 🙅 → Clock ⌚
- /d/ → Sigh 😔 → Knocking on a door 🚪
- /k/ → Startled reaction 😱 → Cock 🐓
- /g/ → Grumble / Frustration 😠 → Growling dog 🐕
- /f/ → Sigh / Whisper 😔🗣️ → Blow out candles 🕯️🕯️
- /s/ → Whistle / Whisper 🗣️ → Snake 🐍
- /x/ → Exhale / Disgust 🤢 → Heavy breathing 🤧
- /tʃ/ → Negation 🙅 → Dancing tcha-tcha-tcha 💃
- /m/ → Thoughtful 🤔 → Cow 🐮
- /n/ → Negation 🙅 → Siren 🚒
- /ɲ/ → Childishness / Cute sound 😊 → Baby cooing 🍼
- /l/ → Chewing gum 🦷 → Opera singing 🎭🎭
- /r/ → Slight surprise 😲 → Purring cat 🐱



/r/ → Anger 😠 → Roaring lion 🦁

/θ/ → Thoughtful 🤔 → Air leaking from a balloon 🎈

/ð/ → Reflection 😊 → Soft breeze 🌬️

/ʃ/ → Secrecy / Whispering 🤫 → Snake 🐍

/z/ → Softness / Whisper 😊 → Snake 🐍

/w/ → Excitement / Surprise 😲 → Gargarize 🗣️ 😲

/ŋ/ → Contemplation / Relaxation 🧘 → Humming bee 🐝

/x/ → Laughing 😂 → Stormy wind 🌪️



Appendix II

Syntax in Basque, Spanish and English

Subject, Object and Verb

Makarroiak jan ditut: S-O-V

He comido los macarrones: S-V-O

I ate the macaroons: S-V-O

Subject: English is not a pronoun dropping language. Means: pronouns, such as subject, as 'I ate the macaroons', can not be omitted.

Object, Adjective

Etxe handia: O-A

La casa grande: O-A

The big house: A-O

Object-Article

La casa: O-A

The big: A-O

Questions to carry out the lesson:

- In Spanish we say 'Voy al mercado', but in English we should say 'I go to the market'. What is missing in English and why?
- What is different between 'Juan come manzanas' and 'John eats apples'?
- Can you mark with an o the object and with an the adjective in these two sentences? What do you see in between them?: 'Etxe handia' and 'The big house'.
- In English we say 'in the house', while in Japanese it would be 'ie no naka' (house inside). If in Japanese, 'ie' means house and 'no' means possession, which element is 'naka'?
- In English: 'The red house'; in French: 'La maison rouge'. What element stands for each word in each language?

Appendix III

Examples:

Video: [Ejemplo de storytelling: IKEA](#)

Audio: [Storynory - Audio Stories For Kids | Podcast on Spotify](#)//[Storynory - Audio Stories For Kids Podcast — Apple Podcasts](#)

Image: [Narración Fantasía Imaginación - Imagen gratis en Pixabay](#)

Questions:

Audio: How is intonation used to convey emotion? What feeling produces pauses?

Video: What visual elements reinforce what is said in the narrative? Is there any

symbol? Image: Do used colours have any meaning?

The three of them: What cultural or linguistic elements can you identify? Imagine a short story in each format to tell the identified cultural element.

Tools:

What is storytelling, strategies: <https://doi.org/10.56778/jdlde.v2i9.227> // <https://doi.org/10.69890/hallazgos21.v5i2.461>

What is visual storytelling: [Visual storytelling for a better UX design - Justinmind](#)

Video edition: www.canva.com, Video composition: [Inicio | PixVerse](#)

Image edition: [Snapseed para pc - SnapSeed para pc %](#), Image composition: [Craiyon - Your FREE AI image generator tool: Create AI art!](#)

Audio edition: [Editor de audio en línea gratis - Para editar audio con IA](#), Audio composition: [Texto a Voz con IA Online Gratis - Vidnoz](#)

Appendix IV

Questions to guide “Conclusion / Wrap-up / Reflection” activity (Lesson 4):

Reflecting on use:

- How do you envision integrating AI tools like ChatGPT and Duolingo AI into your own teaching practices? What specific activities could you design around these tools?

Cultural considerations:

- What cultural aspects did you notice while interacting with the AI-generated texts? How can these be incorporated into your lessons to make language learning more relevant to your students?

Identifying challenges:

- What challenges do you foresee when using AI tools in your teaching? How might you address these challenges to optimize student learning?

Personal experience:

- Reflect on your interaction with AI during this lesson. What elements did you find most beneficial, and why?

Future applications:

- How can you use the insights gained from this lesson to better support the language learning needs of migrant communities?

Appendix V - Assessment

Lesson 1: Self-expression (TPR and Non-verbal Communication)

1. Multiple Choice

What is the main purpose of Total Physical Response (TPR) in language learning?

- A) To teach grammar rules through reading
- B) To memorize vocabulary lists
- C) To support oral language production through movement and interaction
- D) To translate texts into the native language

✓ **Correct answer: C**

2. Fill in the Blank

The phoneme /i/ is associated with the emotion of _____.

✓ **Correct answer: happiness or smiling**

3. True or False

Facial expressions can replace body movement in TPR activities when delivered online.

✓ **Correct answer: True**

Lesson 2: Positive Emotions in L2/L3 Learning (Gamification)

4. Multiple Choice

In the "Treasure Map" activity, what do learners do?

- A) Translate a paragraph into different languages
- B) Correct grammar mistakes in a story
- C) Rebuild scrambled sentences to decode a message
- D) Watch a video and answer comprehension questions

✓ **Correct answer: C**

5. Fill in the Blank

A basic sentence structure in English is Subject - _____ - Object.

✓ **Correct answer: Verb**

6. True or False

The objective of these activities is mainly to improve written translation skills.

✓ **Correct answer: False**

Lesson 3: Creativity and Storytelling

7. Multiple Choice

Which of the following is NOT part of an effective storytelling technique?

- A) Cultural elements
- B) Emotional connection
- C) Verb conjugation drills
- D) Narrative structure

✓ Correct answer: C

8. Fill in the Blank

One tool recommended for video storytelling is _____.

✓ Correct answer: Canva

9. Short Answer

Name one benefit of using storytelling in language learning.

✓ Possible answers: Emotional engagement, cultural exposure, improving communication, enhancing creativity, etc.

10. Multiple Choice

What question could be used to analyze an audio story?

- A) What language is this recorded in?
- B) How is intonation used to convey emotion?
- C) How many verbs are in the story?
- D) Is the vocabulary advanced?

✓ Correct answer: B

Lesson 4: Artificial Intelligence in Language Teaching

11. Multiple Choice

Which of these tools provides AI-powered pronunciation correction?


- A) Canva
- B) TalkPal
- C) Edmodo
- D) Speechling

✓ Correct answer: D




12. Fill in the Blank

An AI tool that can generate culturally relevant multiple-choice questions is _____.

 ***Correct answer: ChatGPT***

13. True or False

AI activities allow students to discover information on their own.

 ***Correct answer: True***



Appendix VI

How to use AI safely:

GUIDELINES

1. Age-appropriate tools

- Choose IA tools designed for any age group, making sure they contain age-appropriate content and functions.

2. Data privacy and security

- Teach the importance of not sharing personal information online, discuss what constitutes personal information and emphasize the need to keep it private.
- Encourage the use of usernames or avatars instead of real names when interacting with AI tools to maintain anonymity.

3. Supervised use

- Track interactions and provide guidance to help them overcome any challenges they may encounter.

4. Critical thinking

- Encourage them to question the information they receive from AI tools. Discuss the importance of fact-checking and understanding that AI-generated content is not always accurate.
- Instill a sense of responsibility in the use of AI. Discuss ethical considerations, including respect for the work of others and the importance of not plagiarizing.

5. Comments

- Create a safe environment to report or mention any uncomfortable interactions they experience when using AI tools.