

FLL the Future: Personalizing Language Learning with AI

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by

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*Access this
presentation:*



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FILL offers solutions to a variety of challenges language programs face.

Can't find a Mandarin teacher?
No problem!



FILL
Facilitated Interdependent
Language Learning

Your district is collapsing upper-
level language courses?
Don't hate, Facilitate.



FILL
Facilitated Interdependent
Language Learning

Heritage speakers trying to
improve their proficiency?

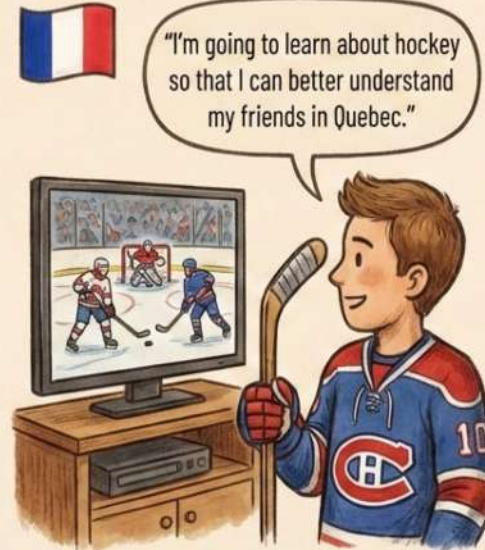


Set the goals and
watch them grow!

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presentation:*



FILL offers learner agency and real-world use of language!



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FILL offers flexibility!

The comic strip is divided into three panels, each representing a different stage of a student's language learning journey.

- Panel 1 (Left):** A student is sitting at a desk in a "FILL Language Classroom", looking frustrated. She is studying Portuguese, with a notebook showing "Portuguese" and the characters "ão", "lh", and "nh". A speech bubble contains "ão... lh... nh... ão?". A thought bubble shows a tangled scribble. A sign on the desk says "Maybe I should drop FILL...".
- Panel 2 (Middle):** The student is now smiling and learning American Sign Language (ASL). She is surrounded by other students. A sign on the wall says "FILL Language Classroom" and another says "CONFIDENCE COMMUNITY GROWTH". A notebook shows "ASL" with hand gestures. A water bottle says "I LOVE ASL". A potted plant says "GROWING & THRIVING!".
- Panel 3 (Right):** The student is now learning Turkish and French. Panel 3 is split into two sub-sections:
 - Section 1:** "SECOND SEMESTER OF TURKISH". The student is sitting at a desk with a Turkish flag, a notebook titled "Turkish", and books labeled "DERS KİTABI", "ÇALIŞMA DEFTERİ", and "SÖZLÜK". A speech bubble says "Ready for something different!". Another says "Merhaba! Nasılsın? Teşekkür ederim. Güle güle!". A checkmark icon is next to the text "FOCUSED, WORKED HARD, AND FINISHED TURKISH!".
 - Section 2:** "EARLY APRIL". A calendar shows "APRIL" with "EARLY APRIL" circled. The student is taking a "TURKISH STAMP TEST" and holding a certificate that says "PROFICIENCY CREDITS EARNED!". A star icon is next to the text "TOOK THE TURKISH STAMP TEST IN EARLY APRIL AND EARNED HER PROFICIENCY CREDITS!".
 - Section 3:** "THE REST OF THE SEMESTER: LEARNING FRENCH!". The student is sitting at a desk with a French flag, a notebook titled "French", and books labeled "GRAMMAIRE", "VOCABULAIRE", and "CULTURE". A speech bubble says "Bonjour!". Another says "Bonjour! Comment ça va? Merci! Au revoir!". A heart icon is next to the text "EXCITED, ENERGIZED, AND LEARNING FRENCH!".

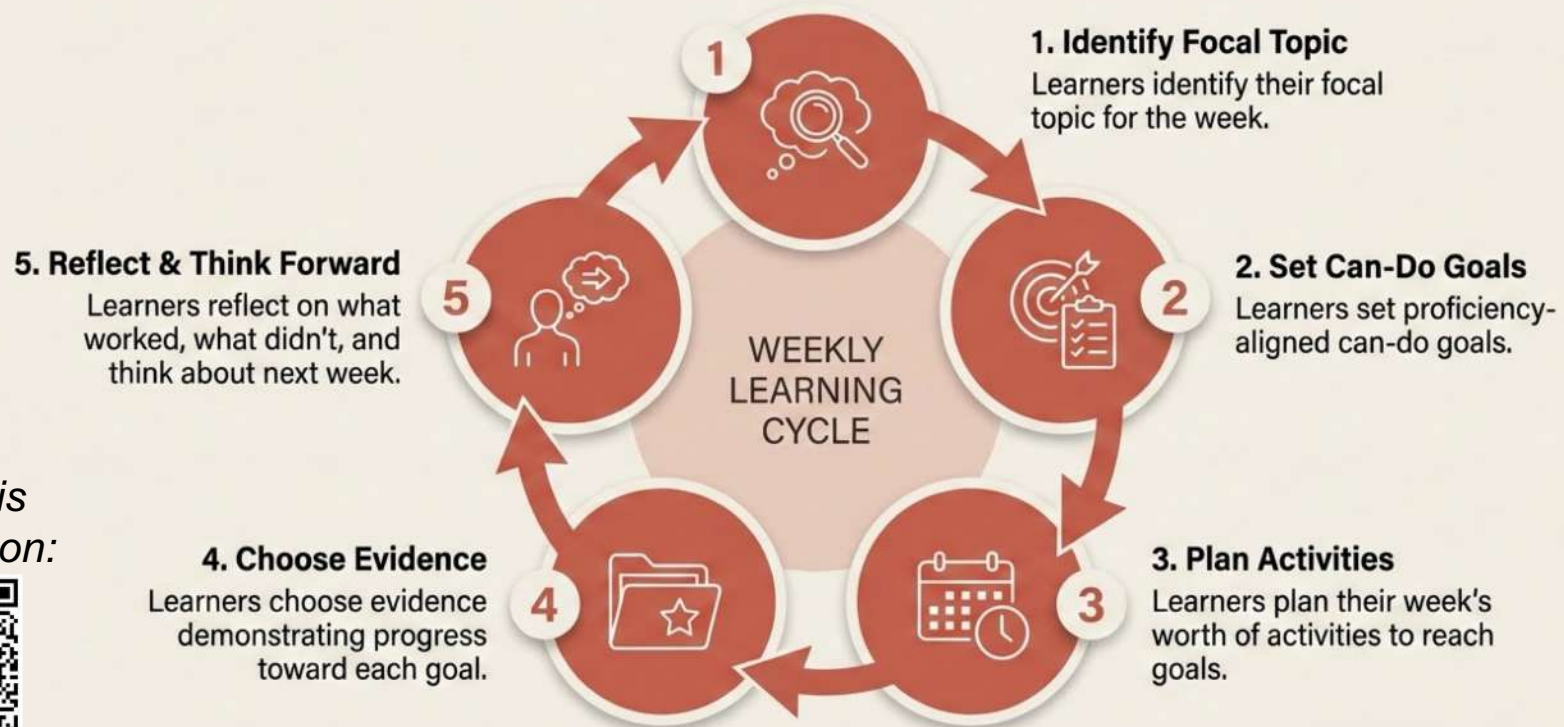
A banner at the bottom of the comic strip reads: "★ ONE LANGUAGE DOWN, ANOTHER ADVENTURE BEGINS! ★"

Access this presentation:



The Delmar Model

Facilitated Interdependent Language Learning Course Processes (Delmar School District)



Access this presentation:



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Announcements & Innovative ideas</p> <p>Goal setting using the Can-Do statements</p> <p>Working toward goals</p>	<p>Working toward goals</p>	<p>Wednesday Writing Workshop</p> <p>Working toward goals</p>	<p>Interpersonal Thursday</p> <p>Working toward goals</p>	<p>Working toward goals</p> <p>Week end reflection</p>

Teacher-led instruction

Semi-structured time

Independent time

Name: _____

MY GOALS FOR THE WEEK OF: _____ **FOCAL TOPIC:** _____

Goals: Aligned with NCSSFL-ACTFL Can-Do Statements *(read the can-do statements, and reword them to meet your personalized goals)*

IR – Interpretive Reading
 IL – Interpretive Listening
 IW – Interpersonal Writing
 IS – Interpersonal Speaking
 PW – Presentational Writing
 PS – Presentational Speaking
 IC – Intercultural Communication

1.

__ IR __ IL __ IW __ IS
__ PW __ PS __ IC

Evidence for this goal: __ On paper __ On Schoology
--

2.

__ IR __ IL __ IW __ IS
__ PW __ PS __ IC

Evidence for this goal: __ On paper __ On Schoology
--


3.

__ IR __ IL __ IW __ IS
__ PW __ PS __ IC

Evidence for this goal: __ On paper __ On Schoology
--

The activities you're going to do to help you reach your goals

Write the days of the week in your target language here ↓

<ul style="list-style-type: none"> • News and announcements • • • • • <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; font-weight: bold;">Weekly Goal Sheet</p>		<ul style="list-style-type: none"> • Wednesday Writing Workshop • • • • • 	<ul style="list-style-type: none"> • Interpersonal Thursday • • • • • 	<ul style="list-style-type: none"> • • • • • • <ul style="list-style-type: none"> • Submit all my evidence (On paper or Schoology) • Measure and reflect on my goals.
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Test Topics by Proficiency Level

Novice

 Self	 Calendar/Time	 Colors/Shapes
 Pets/Animals	 School/Classroom	 Weather/Seasons
 Clothing	 Food/Beverage	 Family/Friends
 Home	 Places/Geography	 Community
 Daily Routines	 Shopping/Stores	 Leisure/Activities

Intermediate

 ↑ More in-depth aspects of Novice topics





+ Plus:

 Health	 Holidays/Celebrations	 Occupations/Professions	 Transportation/Travel/Vacations
 Future Plans	 Culture	 Contemporary Issues	 Current Events
 Literature	 Science	 Social Science	 History

Advanced

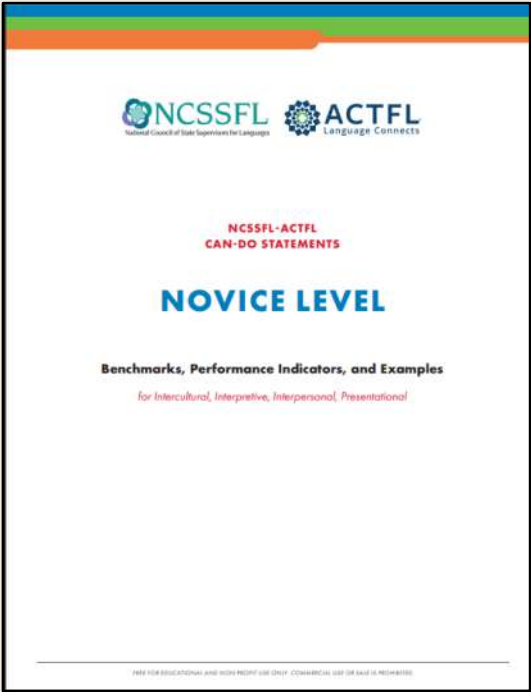
 ↑ More in-depth aspects of Novice and Intermediate topics

+ Plus:

 Art	 Politics
 Religion	 Math

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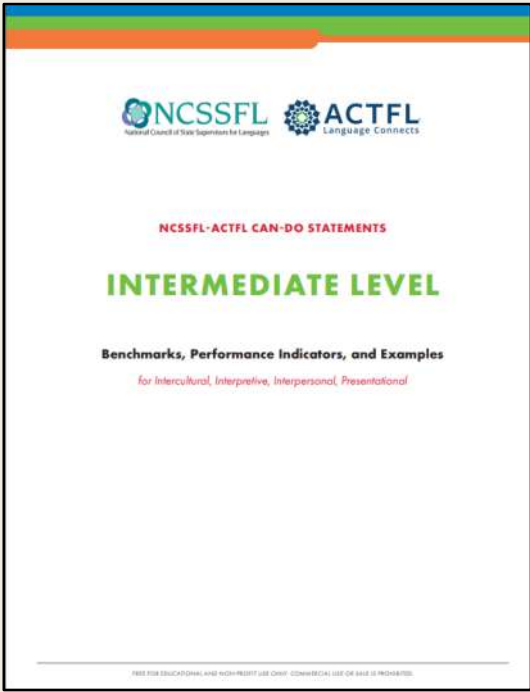
NCSSFL ACTFL
National Council of State Supervisors for Languages Language Connects

NCSSFL-ACTFL
CAN-DO STATEMENTS

NOVICE LEVEL

Benchmarks, Performance Indicators, and Examples
for Intercultural, Interpretive, Interpersonal, Presentational

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NCSSFL-ACTFL CAN-DO STATEMENTS

INTERMEDIATE LEVEL

Benchmarks, Performance Indicators, and Examples
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NCSSFL-ACTFL CAN-DO STATEMENTS

ADVANCED LEVEL

Benchmarks, Performance Indicators, and Examples
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AI Prompt for Brainstorming Activities

“Hello, I am *an intermediate French learner*. This week I want to learn about *food and dining practices in Gabon*. By the end of the week I want to be able to *[type your 3 weekly goals]*. Please create a Monday-Friday plan of activities designed to help me reach these goals.”



Tools we use daily

	 Brainstorming, Summarizing & Learning	 Setting Goals	 Generating texts & dialogues	 Finding factual info, authentic texts, & resources	 Pronunciation & Listening comprehension	 "Interpersonal" Communication	 Image generation
ChatGPT 	✓	✓	✓		✓	✓	✓
PerplexityAI 	✓	✓		✓			
Suno.com 					✓		
Gemini 							✓
Google Translate 					✓		
Natural Readers 					✓		
Langua 					✓	✓	
NotebookLM 	✓			✓	✓		

Access this presentation:



Non-AI Language Learning Tips



Planning Activities

Backwards planning
Start with the end in mind. If you want to accomplish XYZ by Friday, where do you need to be by Thursday? Wednesday?




Reading

Target language stories, magazines and articles.



LESLLA

Translate your web browser into target language.



Bloom Library



Writing

-  Journal
-  Target language pen pals
-  Caption Pictures
-  Cultural Posters



Listening

-  Podcasts
-  Target language music
-  TV, Movies
-  Google Translate for pronunciation
-  Target language YouTube/Tiktok
-  Interviews
-  News
-  Weather forecasts



Speaking

-  Record yourself and transcribe
-  Semi-structured interpersonal time
-  Target language tutors
-  Chat Mats
-  Role play
-  Circumlocution practice

Language Learning Resource Ecosystem



Broadcast & News



Dictionary & Reference



Streaming & Video



Cultural Institute & Education



French

- TV5Monde, Radio France
- WordReference, Larousse
- France.tv
- Alliance Française, Boum la Timbale



German

- Deutsche Welle (DW)
- LEO, Duden
- ARD Mediathek
- Goethe-Institut



Italian

- RAI (RaiPlay)
- WordReference, Collins
- Rai Cultura
- Istituto Italiano di Cultura



Portuguese

- RTP (Portugal), G1 (Brazil)
- Priberam, Linguee
- Globoplay (free tier)
- Instituto Camões



Mandarin

- CCTV, Phoenix TV
- Pleco (App), MDBG
- Viki (Rakuten)
- Confucius Institute



Greek

- ERT
- Glosbe, Lexilogos
- ERTFLIX
- Hellenic Foundation



Turkish

- TRT
- Sesli Sözlük, TDK
- TRT İzle
- Yunus Emre Enstitüsü



Hindi

- DD News
- ShabdKosh, HinKhoj
- Hotstar (free tier)
- ICCR



Japanese

- NHK World
- Jisho.org, Forvo
- TBS (TVer)
- Japan Foundation



Spanish

- RTVE
- WordReference, RAE
- RTVE Play
- Instituto Cervantes



Korean

- KBS World
- Naver Dictionary
- Viki, Kocowa
- King Sejong Institute



Latin

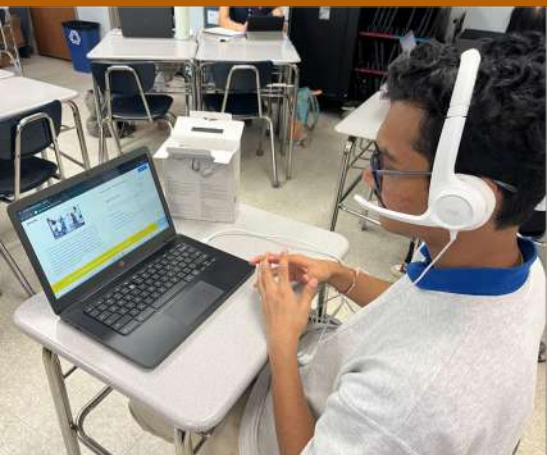
- Vatican Radio (Latin)
- Whitaker's Words
- YouTube: ScorpioMartianus
- Paideia Institute



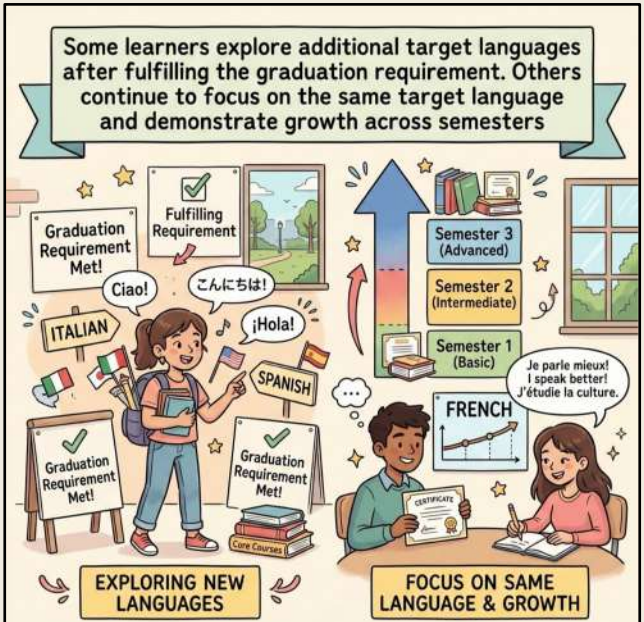
ASL

- SignSchool
- ASL University, Lifeprint
- Daily Moth
- Gallaudet University

Fluency & Understanding



Semester	N	Mean STAMP Score	% earning 2+ credits
Fall 2024	23	2.88	57
Fall 2025	25	3.54	84
Spring 2026	21	4.26	88



FILL transforms the educator

**FROM:
Traditional Teacher**



- Speaker of one language
- Sage on the stage
- Transmits information


A Transformative Journey

**TO:
FILL Facilitator**

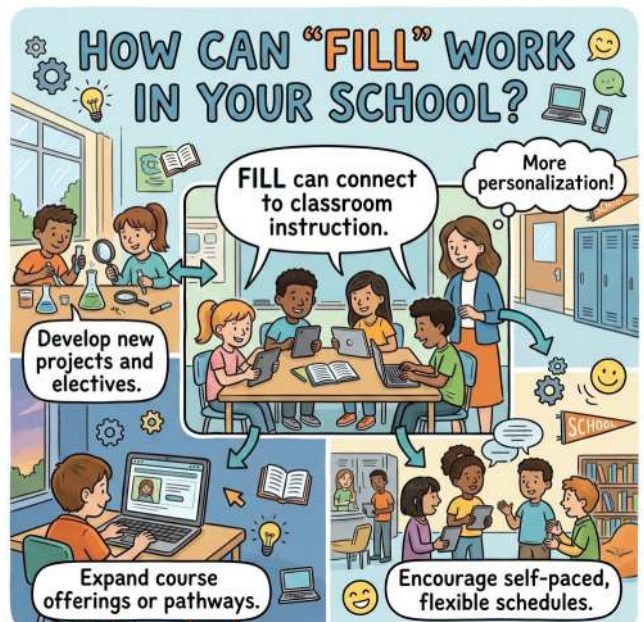


- Emerging polyglot
- Mentor and coach
- Connects learners to individualized resources
- Provides feedback
- Troubleshoots as needed

What is your why?

<p>Can't find a Mandarin teacher? No problem!</p>  <p>FILL Facilitated Interdependent Language Learning</p>	<p>Your district is collapsing upper-level language courses? Don't hate, Facilitate.</p>  <p>FILL Facilitated Interdependent Language Learning</p>	<p>Heritage speakers trying to improve their proficiency?</p>  <p>Set the goals and watch them grow!</p>
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HOW CAN "FILL" WORK IN YOUR SCHOOL?



FILL can connect to classroom instruction.

More personalization!

Develop new projects and electives.

Expand course offerings or pathways.

Encourage self-paced, flexible schedules.

WHAT CHALLENGES DOES IMPLEMENTATION FACE?



BUT WE'VE ALWAYS DONE IT THIS WAY!

1. RESISTANCE TO CHANGE (OLD HABITS)
2. POOR COMMUNICATION & CLARITY
3. LIMITED RESOURCES & FUNDING
4. INSUFFICIENT TRAINING & SUPPORT
5. TECHNICAL ISSUES & LEGACY SYSTEMS
6. LACK OF BUY-IN & PRIORITIES
7. POORLY DEFINED METRICS FOR SUCCESS

BUDGET

LEADERSHIP

IMPLEMENTATION PROCESS

UNDEFINED GOALS

GOAL

Special considerations



←Draft handbook & course catalog language



Example application →

























Start small!

Implement a FILL approach in an existing language class as an end-of-unit project!



Traditional World Language Education vs. FILL

Traditional World Language Course	Dimension	Facilitated Interdependent Language Learning (FILL)
 Course level (e.g., Spanish I, II, III)	Organizing Unit	 Proficiency descriptors (Can-Do Statements)
 Completion of curriculum and units	Definition of Progress	 Demonstrated proficiency growth
 Seat time and course completion	Currency of Credit	 Externally validated proficiency
 Calendar-driven, cohort-based	Pacing	 Flexible and individualized
 Limited by staffing and enrollment	Language Access	 Any language with validated assessment
 Dependent on minimum enrollment	Advanced Course Viability	 Dependent on individual learner pursuit
 Generates grades within the course	Assessment Function	 Provides external validation of proficiency
 Prescribed sequence of content	Role of Curriculum	 Resource aligned to learner goals
 Content deliverer and evaluator	Teacher Role	 Facilitator, coach, and proficiency calibrator
 Limited to elective choice and assignments	Learner Agency	 Choice of language, pathway, pace, and evidence
 Credit granted for course completion	Relationship Between Learning and Credit	 Credit earned through demonstrated ability

If this works here, why not everywhere?



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Additional resources:



FILL Community Hub



A podcast episode
on FILL



AI Prompt Ideas



More AI Prompt Ideas