

Macht KI das Fremdsprachenlernen KO?

Die Konsequenzen von großen Sprachmodellen für das Lehren und Lernen von Sprachen

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15 November 2023

Agenda

- Kurze Vorstellungsrunde
- Und... Macht die KI das Fremdsprachenlernen KO?
- Affordanzen von großen Sprachmodellen für das Fremdsprachenlehren und –lernen
- Reflexion und Abschluss



Vorstellung

Caro Blume (sie/ihr)

Jun.-Prof.'in für digitales Lehren und Lernen in der Lehrer*innenbildung (Fremdsprachen)

Dortmunder Kompetenzzentrum für Lehrer*innenbildung und Lehr-/Lernforschung (DoKoLL)

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Macht die KI das Fremdsprachenlernen KO?

Aber es verändert es (nicht nur) positiv.

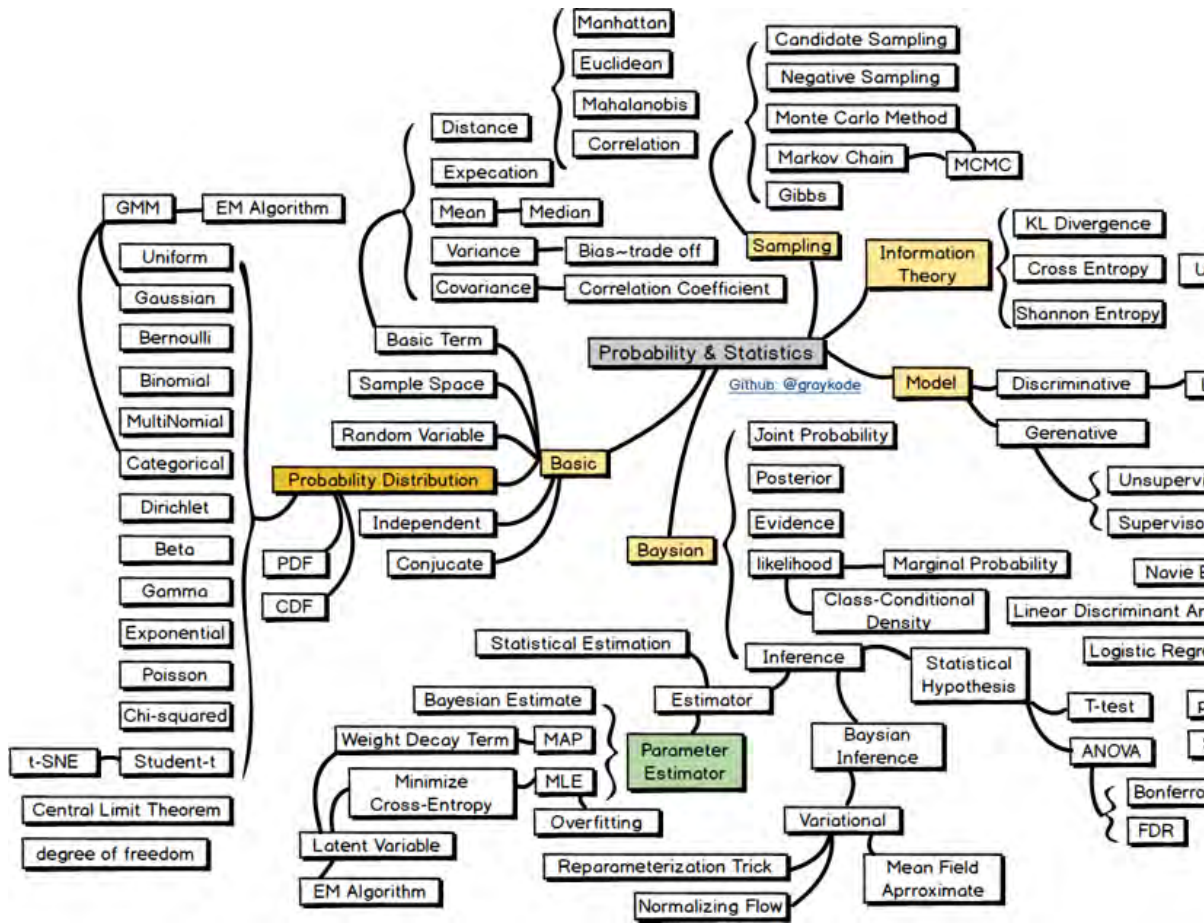
Mehr

- Inter- bzw. transkulturelle kommunikative Kompetenz
- Multimodalität
- Kritische Aspekte
- Individualisierung
- Kollaboration (mit Menschen und mit Anwendungen)
- Prozessorientierung

- Auswendig lernen
- Formale Korrektur
- Kontrolle
- Weitere Relativierung von Sprachen und Dialekten, die nicht ELF sind
- Deklaratives Wissen
- Gewissheit

Weniger

Grundlage 1: KI hat mit Sprache nichts zu tun



Translate this sentence



Leverpostejen kræver at isbjørnen

forlader værelset.

The

liver

pâté

demands

that

the

polar

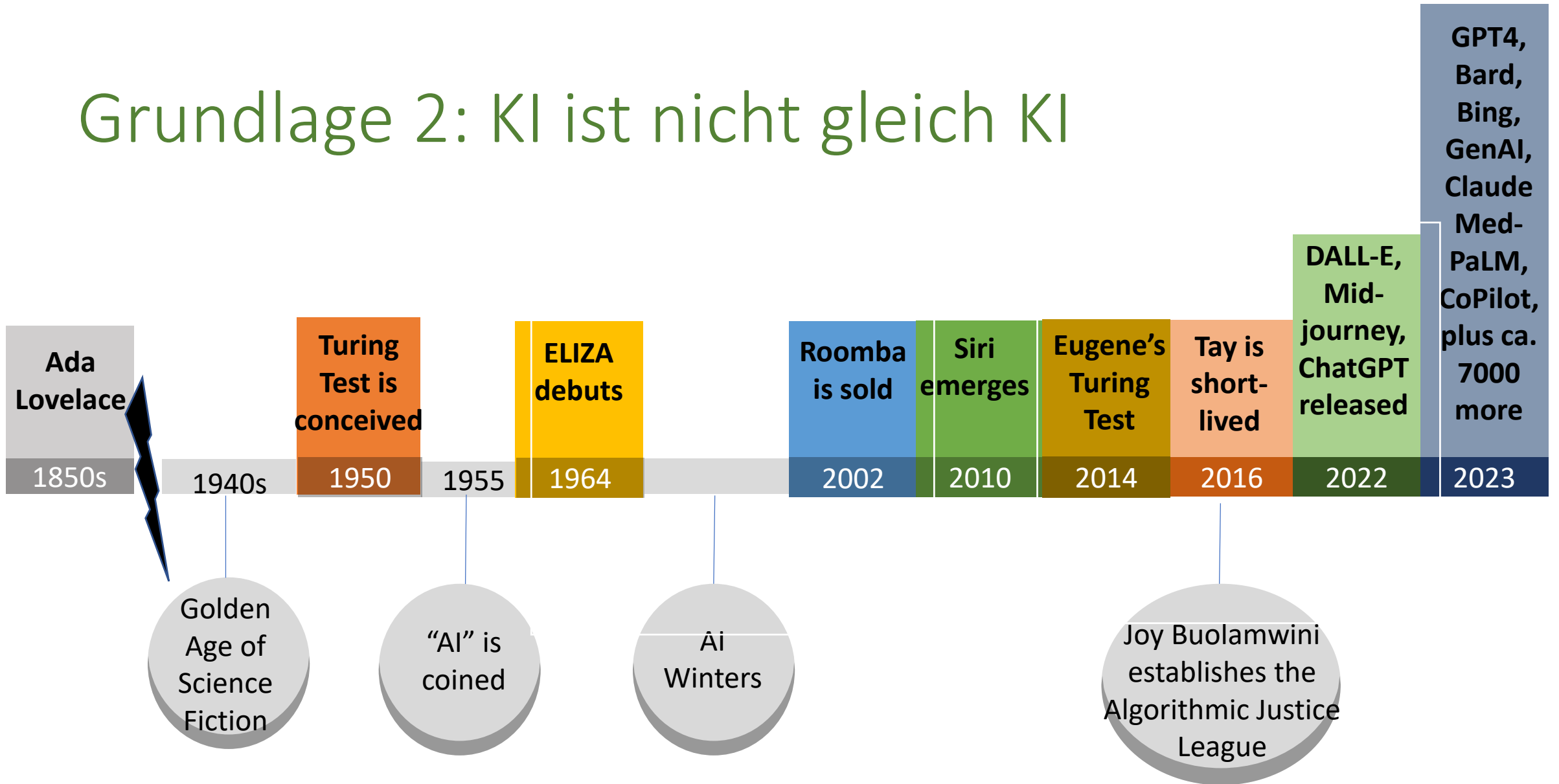
bear

leaves

the

room

Grundlage 2: KI ist nicht gleich KI



Textgenerierende KIs



The screenshot displays the Soekia AI interface for text generation. It is divided into several sections:

- Text erzeugen:** Contains the prompt "Schreibe mir ein Märchen." and the generated text: "Es war einmal ein kleines süßes Mädchen das hatte jedermann lieb der sie nur ansah am allerliebsten aber ihre Grossmutter die wusste gar nicht was sie alles dem Kinde geben sollte. Einmal schenkte sie ihm ein Käppchen aus rotem Samt und weil ihm das so wohl stand und es nichts anders mehr tragen wollte hiess es nur noch das Rotkäppchen. Eines Tages sprach seine Mutter zu ihm komm Rotkäppchen da hast du ein Stück Kuchen und eine Flasche Wein bring das der Grossmutter hinaus sie ist krank und schwach und wird sich daran".
- Wortvorschläge:** A list of word suggestions such as "und", "wird", "sich", "daran", "haben", "festhängen", "herunter", "hien", "hinauf", "laben", "und", "sie", "der", "das", "er", "es", "in".
- N-Gramme:** A list of N-grams such as "in den Wald", ". Als sie", ". Und als", ". Als es", ". Es war", ". Das Schneiderlein", ". Der Dummling", ". Der Königssohn", ". Da gieng", ". Als er", "den Wald und", "der Hand und", "Es war einmal", "pik pik pik", ". Das Mädchen", ". Der Riese", ". Die Frau", "auf einen Streich", "Hänsel und Gretel".
- Dokumente:** Six document snippets (A-F) generated from the text, each with a title and a short paragraph of text.

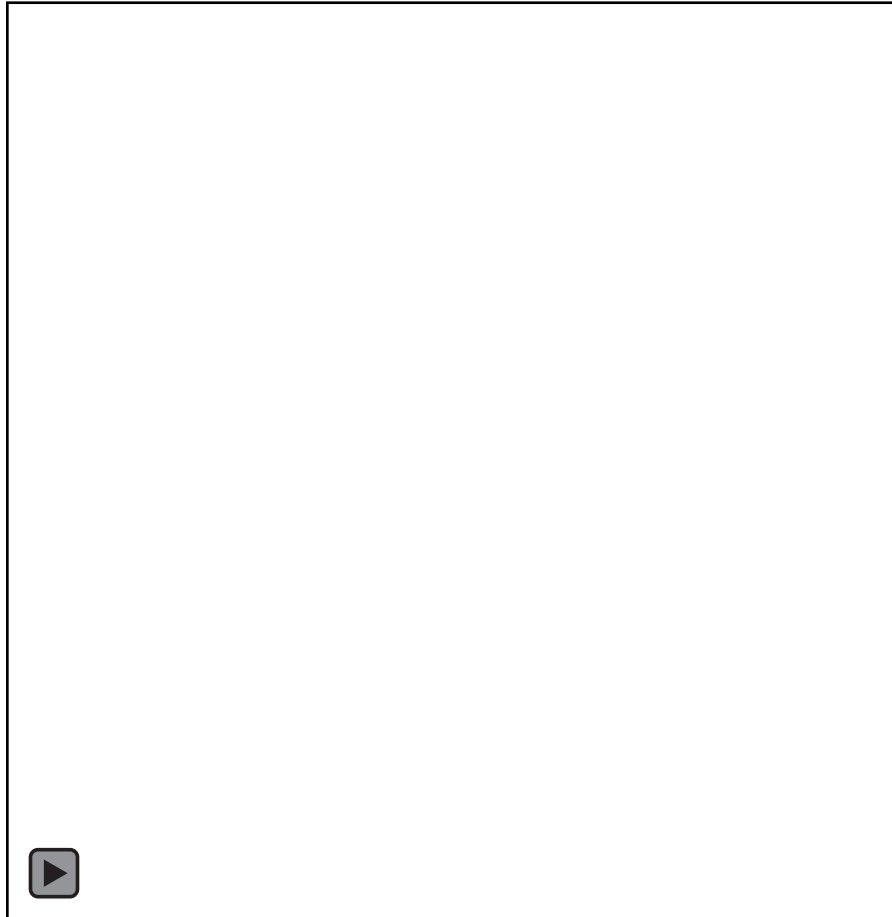
Grundlage 3: KIs sind nicht neutral



“They can only reflect
humanity’s vanities
back at humans.”

Tressie Macmillan Cottom (2022)

Grundlage 4: Es muss alles hinterfragt werden



DETECT FAKES ABOUT CONSENT

[Instructions](#)

Fabricated or Authentic?

Please watch this **silent** video from Donald Trump and share whether you think the speech is fabricated, and how confident you are in this judgment.

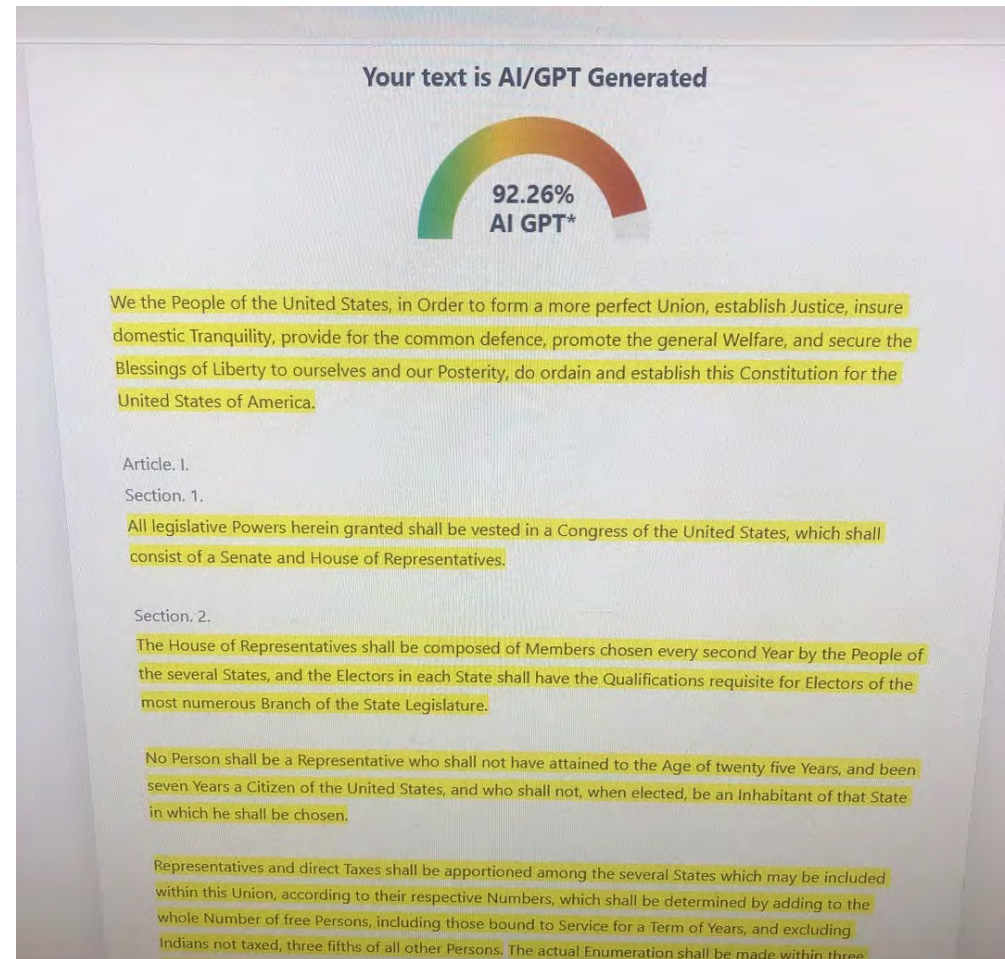


0:00 / 0:19

<https://detectfakes.media.mit.edu/>



Grundlage 5: Sie sind nicht klüger als eine KI



Casal, J. E., & Kessler, M. (2023). Can linguists distinguish between ChatGPT/AI and human writing? A study of research ethics and academic publishing. *Research Methods in Applied Linguistics*, 2(3), 100068. <https://doi.org/10.1016/j.rmal.2023.100068>; Köbis, N., & Mossink, L. D. (2021). Artificial intelligence versus Maya Angelou: Experimental evidence that people cannot differentiate AI-generated from human-written poetry. *Comput. Human Behav.*, 114, 106553. <https://doi.org/10.1016/j.chb.2020.106553>; Sadasivan, V. S., Kumar, A., Balasubramanian, S., Wang, W., & Feizi, S. (2023). Can AI-generated text be reliably detected?



Positive Affordanzen? Individualisiertes Feedback



Aufgabe: Schreiben Sie mindestens 10 Zeilen zum folgenden Thema:

Wird KI Gesellschaften zukünftig schaden oder stärken?

Begründen Sie Ihr Argument!

Verwenden Sie eine der folgenden Sprachen:

Deutsch <https://ogy.de/DEUT>



Russisch <https://ogy.de/Russ>



Englisch <https://ogy.de/Eng>



Positive Affordanzen? Individualisiertes Feedback

Für Deutsch:

Bericht, Geschichte, Erörterung, Essay,
Gedichtsanalyse, Inhaltsangabe,
Kurzgeschichte, Rezension,
Sachtextanalyse, Szenenanalyse

Für Englisch:

Academic essay, creative writing, job
application, debate, speech, cover letter

Andere Sprachen:
LanguageTool, ChatGPT 4,
Grammarly



<https://ogy.de/Peer>



<https://myess.ai/>



Schreiben im KI-Zeitalter

6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence

Sarah Elaine Eaton

In *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity* (2021) I introduced the idea of life in a postplagiarism world. Here, I expand on those ideas.

Hybrid Human-AI Writing Will Become Normal

Hybrid writing, co-created by human and artificial intelligence together is becoming prevalent. Soon it will be the norm. Trying to determine where the human ends and where the artificial intelligence begins is pointless and futile.

Human Creativity is Enhanced

Human creativity is enhanced, not threatened by artificial intelligence. Humans can be inspired and inspire others. Humans may even be inspired by artificial intelligence, but our ability to imagine, inspire, and create remains boundless and inexhaustible.

Language Barriers Disappear

One's first language will begin to matter less and less as tools become available for humans to understand each other in countless languages.

Humans can Relinquish Control, but not Responsibility

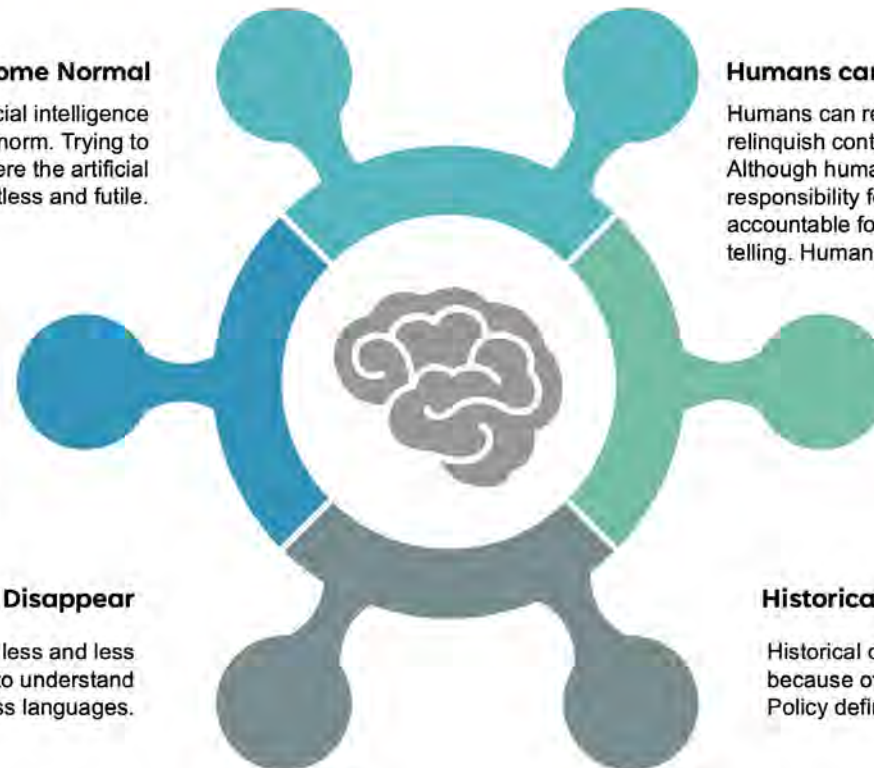
Humans can retain control over what they write, but they can also relinquish control to artificial intelligence tools if they choose. Although humans can relinquish control, they do not relinquish responsibility for what is written. Humans can – and must – remain accountable for fact-checking, verification procedures, and truth-telling. Humans are also responsible for how AI-tools are developed.

Attribution Remains Important

It always has been, and always will be, appropriate and desirable to appreciate, admire, and respect our teachers, mentors, and guides. Humans learn in community with one another, even when they are learning alone. Citing, referencing, and attribution remain important skills.

Historical Definitions of Plagiarism No Longer Apply

Historical definitions of plagiarism will not be rewritten because of artificial intelligence; they will be *transcended*. Policy definitions can – and must – adapt.

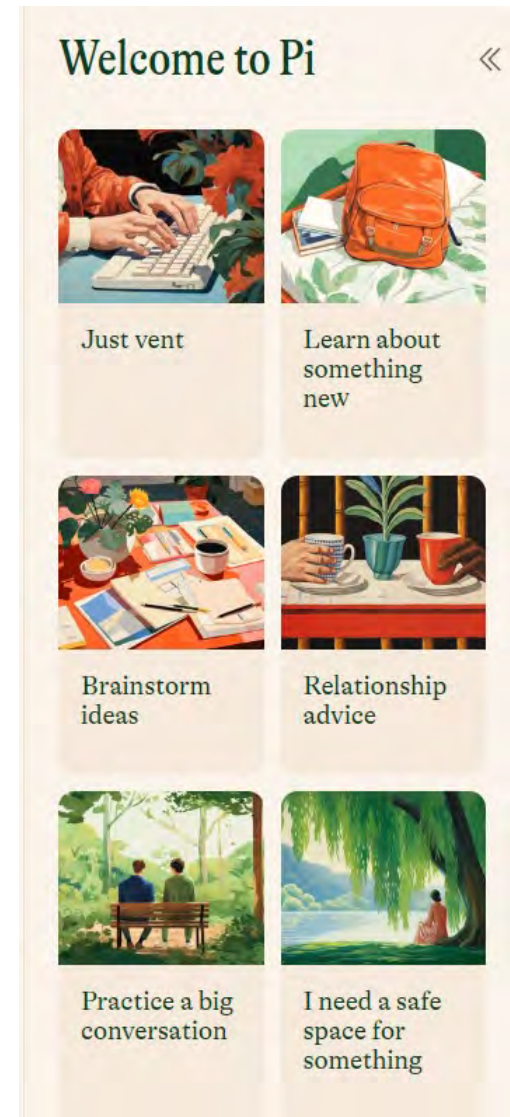


Positive Affordanzen? Interaktion



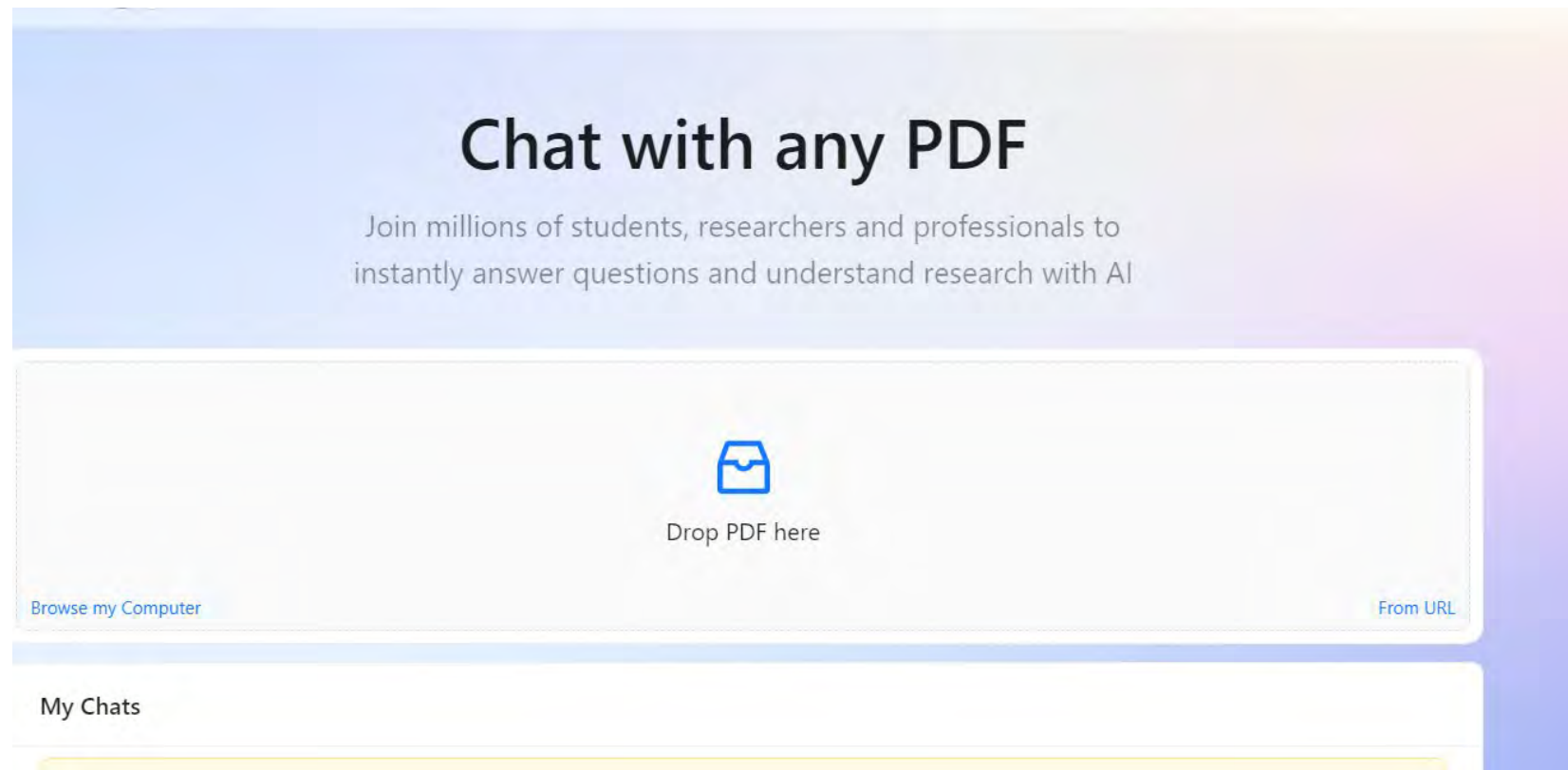
<https://pi.ai/talk>

Welcome to Pi



Positive Affordanzen?

Textverständnis unterstützen und überprüfen



<https://www.chatpdf.com/>

Positive Affordanzen? Inter- und transkulturelle kommunikative Kompetenzen fördern

Model: GPT-4

C Can you explain how Singlish differs from British English?



Singlish, or Singaporean English, is a unique creole language spoken in Singapore that has evolved from British English, along with the influence of Malay, Chinese, and various Indian languages. While it shares some similarities with British English, there are several key differences in vocabulary, grammar, and pronunciation.



1. **Vocabulary:** Singlish incorporates words and phrases from a variety of languages, including Malay, Hokkien, Cantonese, and Tamil. Some examples include "lah" (a particle used for emphasis), "ang moh" (a term for Caucasians), and "shiok" (meaning satisfying or pleasurable). British English, on the other hand, does not typically include these loanwords.
2. **Grammar:** Singlish has its own grammatical rules that are distinct from British English. For instance, Singlish often omits articles ("a," "an," "the"), plurals, and tense markers. Subject-verb agreement may also be inconsistent compared to British English. Additionally, Singlish speakers often use "already" to mark a completed action, and "can" to express ability or permission.
3. **Pronunciation:** Singlish has a unique accent and intonation pattern that differs from British English. While British English has various regional accents, such as Received

Regenerate response

3. **Pronunciation:** Singlish has a unique accent and intonation pattern that differs from British English. While British English has various regional accents, such as Received Pronunciation (RP) and Estuary English, Singlish features a distinct blend of influences from the languages mentioned earlier. This can result in a different rhythm and tone, as well as variations in the pronunciation of certain words and consonants.
4. **Code-switching:** Singlish speakers often code-switch between different languages and registers depending on context, social situation, and the familiarity of conversation partners. This flexibility allows for the incorporation of various linguistic elements from the speaker's repertoire, while British English speakers are less likely to engage in this behavior.

It's important to note that Singlish is considered an informal, colloquial language, and is not typically used in formal or official settings. In such situations, Singaporeans usually switch to Standard English, which is closer to British English in terms of grammar, pronunciation, and vocabulary.

Positive Affordances? Inter- und transkulturelle kommunikative Kompetenzen fördern

C Can you write a dialogue for me between two Singaporeans talking about ang moh?



A: Eh, bro, you know yesterday I went to Orchard Road, right?

B: Yah, what happened there?

A: Wah, I saw so many ang moh shopping there, all walking around taking pictures, very crowded lah!

B: Aiyo, nowadays ang moh really love to come Singapore hor. Our country so clean and safe, no wonder they like it here.

A: True lah, but sometimes I feel like they don't understand our culture. Last time, I saw one ang moh trying to order kopi-o at the kopitiam. He speak until so cheem, the uncle also blur sotong, don't know what he want.

B: Haha, poor uncle! But not all ang moh like that lah. Some also very friendly and try to learn Singlish to blend in. I got one ang moh colleague, he even can order kopi-c gao like a pro!



A: Really ah? That's quite impressive leh. Maybe we should also help them to learn more about our culture and language. Good for everyone mah.

B: Yeah, I agree. After all, we also go other countries, we also want people to help us, right?

A: True that, bro. Let's be more understanding and help the ang moh when they need it. We are all guests in each other's countries at some point in time.

B: Well said, bro! Let's show them the true Singaporean spirit!

Note: This dialogue uses various Singlish terms and expressions, which are not found in Standard English. It is meant to demonstrate how two Singaporeans might informally discuss ang moh in a casual conversation.

Was sind die Implikationen für Bewertungspraktiken?



(J. Buendgens-Kosten i.V.)

1. Suchen Sie eine*n Mitstreiter*in.
2. Sortieren Sie die Karten in zwei Kategorien: „Eher KI-sicher“ und „eher KI-unsicher“. Das grundlegende Kriterium dabei ist, ob die Maßnahme dazu beiträgt die Schreibkompetenzen oder das Wissen der Studierenden abzubilden oder zu fördern.
3. Kleben Sie einen grünen Punkt auf die Maßnahmen, die Sie relevant oder nutzbar finden und einen braunen Punkt auf die Maßnahmen, die irrelevant oder nicht sinnvoll erscheinen.

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