

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Course Title   | <b>AI and English Language Learning</b>  |                  |                   |                    |             |
| Type of Course | Vocational Minor   |                  |                   |                    |             |
| Semester       | II   |                  |                   |                    |             |
| Academic Level | 100-199  |                  |                   |                    |             |
| Course Details | Credit   | Lecture per week | Tutorial per week | Practical per week | Total Hours |
|                | 4  | 4                | -                 |                    | 60          |
| Pre-requisites | 1. Basic knowledge of the English language – basic grammar, pronunciation<br>2. Basic communicative skills in LSRW   |                  |                   |                    |             |
| Course Summary | The course aims to introduce learners to AI. With AI as an ever evolving field, learners are introduced to its application in the teaching and learning processes. The learners are made aware of its dynamic nature. The learners are also equipped to use the various apps and tools in the teaching and learning processes. |                  |                   |                    |             |

Course Outcomes (CO):

| CO   | CO Statement  | Cognitive Level* | Knowledge Category# | Evaluation Tools used             |
|--|---|------------------|---------------------|-----------------------------------|
| CO1  | Demonstrate ability to effectively use AI tools in language learning and teaching through practical projects.     | Ap               | M                   | Practical assignment              |
| CO2  | Present a language lesson incorporating AI tools, demonstrating practical application.                            | Ap               | P                   | Practical Assignment              |
| CO3  | Actively engage in discussions and reflections on the ethical considerations of using AI in academic settings.    | An               | M                   | Group discussion/<br>JAM sessions |
| CO4  | Assess the dynamics and ethics of using AI for academic purposes.   | E                | F                   | Instructor created written exam   |
| CO5  | Implement the use of AI tools for employability   | Ap               | P                   | Seminar/<br>Written assignment    |
| CO6  | Create a piece of writing with the assistance of AI tools, showcasing the integration of AI in creative processes | C                | P                   | Practical assignment              |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) |   |                  |                     |                                   |

### Detailed Syllabus:

| Module   |      | Content  | Hrs<br>(60) | Marks<br>(70) |
|----------|------|--|-------------|---------------|
| Module I | Unit |  | Hrs<br>9    | 15            |
|          |      | Introduction to AI   |             |               |
|          | 1    | Introduction to AI tools for English language learning (AI mobile apps, Grammarly, Duolingo for learning a foreign language) | 2           |               |
|          | 2    | History and evolution  | 1           |               |
|          | 3    | Emerging trends in AI  | 1           |               |
|          | 4    | AI in personalized learning and intelligent tutoring systems   | 2           |               |

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|   | 5  | AI in language learning  | 2  |    |
|   | 6  | AI for early intervention in learning disabilities                 | 1  |    |
| <p>Activity</p> <p>Explore Grammarly by typing sentences with intentional grammatical errors. Observe how Grammarly provides suggestions for corrections and explanations for each suggestion. Engage students in a creative activity related to the language they are learning. This could include writing a short story, creating a dialogue, or even drawing illustrations to represent vocabulary. Encourage the use of the language they have learned during the activity.</p>   |  |  |    |    |
| <p>Suggested Reading</p> <p>AI &amp; ELE - Website containing notes by Dr Premanand M E, <a href="http://www.englishskillsone.in">www.englishskillsone.in</a></p> <p>Introduction to AI</p> <p>Conversations Across Continents: Forging Education for the AI Age<br/> <a href="https://www.linkedin.com/company/conversations-across-continents/">Conversations Across Continents: Forging Education for the AI Age (linkedin.com)</a></p> <p>“Grammarly” as AI-powered English Writing Assistant: Students’ Alternative for English Writing<br/> <a href="https://www.researchgate.net/publication/352207965_Grammarly_as_AI-powered_English_Writing_Assistant_Students'_Alternative_for_English_Writing">https://www.researchgate.net/publication/352207965_Grammarly_as_AI-powered_English_Writing_Assistant_Students'_Alternative_for_English_Writing</a></p> <p>AI in the Foreign Language Classroom: A Pedagogical Overview of Automated Writing Assistance Tools.<br/> <a href="https://www.hindawi.com/journals/edri/2023/4253331/">https://www.hindawi.com/journals/edri/2023/4253331/</a></p> |  |  |    |    |
| II  | AI for academic purpose ( Use of Quillbolt Designing/creating an Image using AI tools (Dall.E, Microsoft Designer) |  | 14 | 20 |
|   | 7  | AI in academic writing   | 3  |    |
|   | 8  | Summarizing using AI tools (Quillbotetc).                          | 3  |    |
|   | 9  | Paraphrasing using AI tools  | 1  |    |
|   | 10   | Creating an image using free AI tools (Dall.E, Microsoft Designer) | 3  |    |
|   | 11   | Impact of AI in literary analysis                                  | 2  |    |
|   | 12   | Impact of AI on Interpretation and translation                     | 2  |    |

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| Suggested learning activities:<br>Engage in a class discussion about the challenges and benefits of using AI tools for summarising and paraphrasing.<br>Discuss the importance of understanding the context and purpose of the text when using AI tools.<br>Instruct students to generate images using DALL·E based on specific prompts or themes provided by the instructor. (If DALL·E, allow direct image creation, guide students to use Microsoft Designer or a similar tool to design an image related to a given topic or concept. Have students showcase their AI-generated images to the class. Encourage a discussion on the creative process, challenges faced, and the uniqueness of AI-generated images. |  |    |    |
| Suggested reading<br><br>AI & ELE - Website containing notes by Dr Premanand M E, <a href="http://www.englishskillsone.in">www.englishskillsone.in</a> ,<br>Introduction to AI<br><a href="https://www.englishskillsone.in/#h.4axsv6dr9df5">https://www.englishskillsone.in/#h.4axsv6dr9df5</a><br>Harnessing AI Power: A Look at the Top 10 Tools for Education Professionals<br><a href="https://youtu.be/Yp0KdkZpaVU?si=n2e6-3aYkgPZ_58w">https://youtu.be/Yp0KdkZpaVU?si=n2e6-3aYkgPZ_58w</a><br><br>The Brilliance And Weirdness Of ChatGPT.<br><a href="https://www.nytimes.com/2022/12/05/technology/chatgpt-ai-twitter.html">https://www.nytimes.com/2022/12/05/technology/chatgpt-ai-twitter.html</a>        |  |    |    |
| III   | Prose and poetry using AI Generative tools (ChatGPT, Google Bard)  | 15 | 20 |
|   | 13 Different types of writing (Descriptive, Expository, Persuasive)                                      | 3  |    |
|   | 14 Types of poetry (Sonnets, Haiku, and Free verse with examples)  | 3  |    |
|   | 15 Writing poetry using Generative AI  | 3  |    |
|   | 16 Writing prose using Generative AI   | 3  |    |
|   | 17 Podcasts – creation, usefulness and practical application – (create a podcast and refine it using AI) | 3  |    |
| Suggested learning activities:<br>Instruct students to input a descriptive prompt or scene into ChatGPT and observe the prose it generates. Encourage them to refine and edit the generated text to enhance descriptive elements.<br>Assign a topic for an expository essay and have students use ChatGPT to generate the main points and structure of the essay. Provide a persuasive writing prompt and guide students in using ChatGPT to develop persuasive arguments.<br>Instruct students to experiment with generating sonnets, haiku, and free verse poems using the AI poetry generator. Encourage creativity in adapting traditional poetic forms or creating entirely new structures.                      |  |    |    |

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|    | <p>Suggested reading</p> <p>AI &amp; ELE - Website containing notes by Dr Premanand M E,<br/> <a href="http://www.englishskillsone.in">www.englishskillsone.in</a><br/> Introduction to AI<br/> <a href="https://www.englishskillsone.in/#h.4axsv6dr9df5">https://www.englishskillsone.in/#h.4axsv6dr9df5</a><br/> Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning<br/> <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4337484">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4337484</a><br/> Generative AI is here: How tools like ChatGPT could change your business<br/> <a href="https://opexsociety.org/body-of-knowledge/generative-ai-is-here-how-tools-like-chatgpt-could-change-your-business/">https://opexsociety.org/body-of-knowledge/generative-ai-is-here-how-tools-like-chatgpt-could-change-your-business/</a></p> |  |    |  |
| IV | Ethics and privacy concerns  | 10   | 15 |  |
|    | 18   | Ethical implications of AI   | 2  |  |
|    | 19   | Privacy concerns – best practices for ensuring privacy in AI systems | 3  |  |
|    | 20   | Algorithmic Biases in AI   | 2  |  |
|    | 21   | Job displacement and workforce impact                                | 1  |  |
|    | 22   | Best practices for integrating AI in education                       | 2  |  |
|    | <p>Suggested learning activities:</p> <p>Identify potential risks, challenges, and ethical considerations related to data collection, storage, and usage in AI.<br/> Discuss the importance of transparency, user consent, and data anonymization.<br/> Conduct group discussions or JAM sessions for the following:<br/> How can ethical considerations and privacy practices be integrated into AI development and deployment?<br/> Different ways society can prepare for changes in the job market and support affected workers.</p>   |  |    |  |

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| V | Practical Applications and case study (open ended)  | 12 |  |
|   | 1 The learners can be encouraged to do hands-on projects incorporating AI components into English Language learning   |    |  |

Mapping of COs with PSOs and POs :

|      | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO5 | PSO 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|-------|-------|-------|------|------|-------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | -     | -     | -     | -    | 3    | -     | 3   | -   | -   | 3   | -   | -   | -   |
| CO 2 | 1     | -     | -     | 1    | 3    | -     | -   | -   | -   | 3   | -   | -   | -   |
| CO 3 | -     | 1     | -     | 1    | -    | 2     | -   | -   | -   | 2   | -   | 3   | -   |
| CO 4 | -     | 2     | -     | 1    |      | 3     | 3   | -   | -   | -   | 2   | 3   | -   |
| CO 5 | 2     | -     | -     | -    | 3    | -     | -   | -   | 3   | -   | 2   | -   | 2   |
| CO 6 | -     | 2     | -     | 2    | 3    | -     | 2   | -   | 2   | 3   | -   | -   | -   |

Correlation Levels:

| Level | Correlation        |
|-------|--------------------|
| -     | Nil                |
| 1     | Slightly / Low     |
| 2     | Moderate / Medium  |
| 3     | Substantial / High |

Assessment Rubrics:

- Group Discussion (10 %)
- Written Assignments/ Teaching Assignments/ Seminar (10%)
- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

|      | Group Discussion | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 |                  | ✓          |                    | ✓                         |
| CO 2 |                  | ✓          |                    | ✓                         |
| CO 3 | ✓                |            |                    | ✓                         |
| CO 4 | ✓                |            |                    | ✓                         |
| CO 5 |                  | ✓          |                    | ✓                         |
| CO 6 |                  | ✓          |                    |                           |