

## ABSTRACTS

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Albrecht, Andin

## **Silicon Valley Romantics: Concepts of Creative Genius and Their Legacy in AI Entrepreneurship**

Friedrich Schiller University Jena

On 6 November 2024, during his election victory speech, U.S. President Donald J. Trump at length praised the achievements of tech billionaire Elon Musk: “He saved a lot of lives. But he’s a character. He’s a special guy. He’s a super genius. We have to protect our geniuses. We don’t have that many of them. We have to protect our super geniuses.” (1) While Trump himself was, in all likelihood, only using the term ‘genius’ as a figure of speech and not in reference to its complex, centuries-long conceptual history, my paper suggests that both his use of the term and the ideas bound up in it are worth taking seriously. I argue that the Silicon Valley (2) tech industry is undergirded by ideas of genius that can be traced back to Romanticism, and that an examination of these can draw attention to practices of self-mythologization that have repercussions for beyond the industry itself.

In a first step, I therefore explore the history of the ‘genius’ concept itself. By connecting writers and philosophers such as Johann Caspar Lavater, Mary Shelley, Johann Gottfried Herder, and Ralph Waldo Emerson, I outline a lastingly influential model of genius that evokes original creation, individual achievement, incomprehensibility, and intellectual ownership, but also Whiteness, masculinity, and Eurocentrism, idealizing erratic, even actively destructive behavior.

In a second step, I show how this idea shapes Silicon Valley discourses, especially around recent innovations in the field of AI and central players such as Elon Musk, Sam Altman, and Peter Thiel. My primary focus lies on the public reception of these figures: how their biographies are told, their image molded, their disregard for institutions idealized and their transgressions excused along the tenets of Romantic genius. However, I also consider how AI itself is bound up in Romantic ideas of creativity and Promethean innovation. Only when we understand the tradition in which they position themselves, I argue, we can decide if we truly have to protect our geniuses, or rather take good care they do not turn into Frankenstein, misread as hero.

(1) Trump, Donald J. “Victory Speech.” Transcribed by Flynn Nicholls, *Newsweek*, 6 November 2024, <https://www.newsweek.com/donald-trump-victory-speech-full-transcript-1981234>. Accessed 14 December 2024.

(2) In my project, I use ‘Silicon Valley’ to describe a particular U.S.-American brand of venture capital-driven tech industry clad in embroiled of radical potentially reckless innovation, rather than a specific geographical location. Musk and his billion-dollar enterprises clearly adhere to that brand, even though most of them by now are headquartered in Texas.

Bennet, Phillippa May

**Translation: Friend or Foe in the English Language Teaching Classroom**

University of Coimbra

Over the 20 th century, translation was, in the most part, 'outlawed' (Cook, 2010, p. xi) from most major English language teaching theories (Cook, 2010). Precedence was given to monolingual English classrooms or the Direct Method, rather than using students' L1 as a way of teaching English as a foreign language. However, now in the 21st century, we are facing a very different language teaching paradigm, one that is the product of migrational currents and advances in technology (Bennett, 2023, p. 515), in which languages have come into contact and 'meshed' (Canagarajah, 2013, p. 8). But has this changed our attitude to the use of translation in the classroom? What is the state of play in Portugal?

This presentation will report back on the findings of a short survey of university teacher trainers to be run in February 2025. This survey aims to ascertain teacher trainers' attitudes towards the use of translation in the English language classroom, to explore the circumstances in which translation might be used and to understand whether translation has a place in the classrooms of the future in Portugal. This presentation will focus particularly on respondents' attitudes towards machine translation and artificial intelligence for teaching English through translation.

As far as I am aware, no such study has been conducted in Portugal to date.

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Bîrsan, Marilena-Gianina

## **Artificial Intelligence in Education – The Effects of Intelligent Platforms on Reducing Student Anxiety and Academic Performance**

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This paper presents a research plan that is part of the doctoral thesis **Determinants of Academic Performance**, aiming to investigate the impact of artificial intelligence (AI) in education, with a particular focus on the influence of intelligent educational platforms on academic performance and school-related anxiety among middle and high school students (aged 12-19). The research will be conducted as a quasi-experimental study, comparing an experimental group of students using AI-based platforms with a control group that will continue learning through traditional methods.

The study proposes data collection through validated questionnaires on AI usage, a test anxiety scale, standardized academic performance assessments, semi-structured interviews with teachers, and an analysis of data generated by the educational platforms used. The statistical analysis will include an **independent samples t-test** (to compare academic performance and anxiety levels between groups), **multiple linear regression** (to examine the relationship between AI usage, self-efficacy, and anxiety), **Pearson correlations** (to investigate the relationship between AI usage, motivation, and performance), and **content analysis of teacher interviews**.

This research seeks to provide a deeper understanding of how AI-powered educational platforms can optimize the learning process, assess their potential in reducing school-related anxiety, and explore teachers' perceptions of AI integration in education. The expected outcomes will contribute to the development of **innovative educational strategies**, offering a **theoretical and empirical framework** for integrating AI into the education system.

**Keywords:** Artificial intelligence, school-related anxiety, self-efficacy, motivation, academic performance.

Chiquet, Pauline

## Use of Learning Analytics for the automatic generation of learner profiles

University of Poitiers

In recent years, teaching methods in higher education have changed significantly, particularly with the advent of e-learning platforms in universities worldwide. This shift has significantly transformed the educational landscape. One of the most widely used learning management systems (LMS) in higher education is Moodle, adopted by a large number of universities, which has been the case for the University of Poitiers. As in every LMS, each interaction on the platform generates digital traces (or logs) that are systematically recorded and can be analysed. This process, known as learning analytics, involves the collection and examination of data related to learning and education. The objectives of learning analytics are diverse, including monitoring knowledge acquisition, predicting learner profiles and outcomes, and personalizing instruction to enhance educational experiences (Banihashem et al., 2022). However, one might consider that, depending on the course and the number of students, the data are more or less significant. Moreover, some teachers fully utilize LMS by incorporating PDFs, quizzes, forums, and external resources, while others limit its use to uploading course materials. The University of Poitiers has several years of anonymized digital traces. The aim of this research is to leverage those data to automatically generate learner profiles.

The initial phase of this research focused on a limited dataset from the University of Poitiers' Moodle platform. This dataset comes from Motive, a self-learning platform intended for students. The issue with this data was that they were unbalanced. The use of ROS (Wongvorachan et al., 2023) and SMOTE (Chawla et al., 2002) is a good solution. We are able to predict whether students will succeed, fail, or drop out of their learning on Motive. We employed a random forest to obtain results that are easily explainable.

The current phase consists of using a larger portion of the Moodle platform. We constructed transition probability matrices from Markov chains based on student activity logs for specific courses (Paxinou et al., 2024). For this, we selected states such as "course viewed", "attempt submitted", or "quiz viewed" for instance. Markov matrices are used to represent students' online activity. We aim to show that these matrices are connected to learner profiles, whether in terms of success/failure or learning approaches. For some courses, it is possible to predict students' success or failure by using Markov matrices along with different supervised learning models (random forest, k-nearest neighbors and Naive Bayes classifier). Currently, we are focusing on clustering these data, continuing with the use of Markov matrices.

**Keywords:** Learning Analytics, Moodle, Markov chain, Supervised Learning, Oversampling.

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Coimbra Semedo, Rita Miquel

## Who controls the narrative? English 2.0 as Orwellian “Newspeak”

University of Coimbra

In George Orwell’s novel *Nineteen Eighty-Four* (1949), the author creates the concept of “Newspeak”, a fictional language distinctive for its reduced lexicon and simplified grammar, erasing any ambiguity and creativity from one’s discourse, hence limiting one’s ability to articulate abstract concepts and to practice critical thinking - the final step into realized totalitarianism. With the exponential growth that Artificial Intelligence (AI) has shown over recent years, particularly concerning Language Technologies (LT), the (Standard American) English (SAE) that has become a global lingua franca in the digital world is evolving into an AI-enhanced version of itself - an “English 2.0”, a more efficient, precise and clear language, yet one that lacks in nuance and contextuality, similarly to the Orwellian concept of “Newspeak”. Thus, this article proposes that the mass standardization of the English language due to the increasing presence and use of AI greatly contributes to the confirmation of language ideology biases and hierarchies, as well as the erasure of cultural identity markers in language and speech that connect marginalised communities, therefore suggesting a trajectory towards a less diverse, more restrictive mode of communication, indicative of an increasingly homogenized and controlled society. To this objective, I will engage with recent scientific literature, particularly Machajewski (2024)’s concept of English 2.0, as well as Schneider (2022) and Smith et al. (2022)’s insights into how the capitalist interests of LT design shape language ideology and reinforce a linguistic bias, exploring how these authors dialogue with George Orwell’s *Nineteen Eighty-Four* (1949) and *Politics and the English Language* (1946), in a reflection concerning who controls our language and, thus, the narratives built around us.

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Cores-Antepazo, Celia

## Reimagining Equity: Generative Artificial Intelligence and Multiculturalism in the University Classroom

University of Salamanca

“A computer can never be held accountable. Therefore a computer must never make management decisions”, read an IBM slide in the late 1970s. Since then, technology has deeply integrated into our lives—and, by extension, our classrooms. By late 2022, generative AI chatbots had gained significant traction and began raising questions about their impact on education. While technological advancements might appear objective and free from human bias due to their calculated precision, they often inherit the partialities embedded in their training data, which tends to reflect the inequities already present in society. As a result, biases related to racism, LGBTQ+phobia, xenophobia, sexism, or ableism can inadvertently seep into the educational process, negatively affecting students' learning experiences. It is crucial for educators to recognize the potential dangers these technologies pose in the pursuit of a more equitable society and discrimination-free educational environments. That said, AI-based tools also hold immense potential in enhancing the transmission of knowledge. In this proposal, I aim to explore the dual role of gen-AI in education, particularly in addressing issues of multiculturalism and racial discrimination in the university classroom: how can AI hinder or contribute to equity? Why is accountability important when it comes to racial bias in the classroom? Can AI help us overcome our prejudice and become more respectful human beings? What is the role of universities in this process as they move towards inclusivity and diversity?

**Keywords:** Generative artificial intelligence, AI bias, multiculturalism, racism, university education

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da Silva Pires, Ana Cláudia

## Slow down because I'm in a rush: Pedagogical strategies to promote the slow reading time in the digital era

University of Coimbra

The 21st century reader is anthropologically and culturally shaped for increasingly more complex and fast cognitive activities and, therefore, the creation of dynamic and stimulating reading paths that match his short attention span is a need. This work focuses on the possibility of establishing a conciliatory vision, which combines the advantages of analogical literature and respective slowness of thought with a more agile digital literature.

Assuming that the (Portuguese Literature) class is the place where, through literary texts, a civic conscience and slowness of thought can flourish in the youngest, the following didactic approach is based on the thesis that, regardless of what we read or how we read, the ultimate goal to be accomplished is the preservation of the slow reading time. Therefore, and understanding the symbiotic relationship between Digital Literature and Analog Literature, we present a Regression Strategy, which begins with a digital literature book, goes through an attempt of its digitalization, and, finally, completes its route back to the book in its original support — the paper. For that effect, the hypertext *A Duck has an Adventure* (2020), by Daniel Merlin Goodbrey, a classic work of electronic literature, is taken as an experimental object.

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Di Cicco, Giovanna

## Transparency and its Limitations in Affective Artificial Intelligence

University of Pavia

Affective AI, whether or not embodied, — i.e., integrated into physical social robots — is designed to analyse, react to, and simulate human emotions, performing more natural and effective human-robot interactions (HRI). While affective AI seems to offer innovative scenarios, wherein artificial agents can perform traditionally human-reserved social roles and individuals feel more comfortable in sharing their personal or professional space with such artifacts, there are also new potential risks and ethical challenges that arise from it.

HRI experimental studies seem to show that individuals tend to apply to interactions with affective AI the same rules and inferences they apply to human-human interactions (1), ascribing meaning and intentions to artificial agents' behaviour (2). By encouraging this tendency and exploiting cognitive biases, such as anthropomorphism, affective AI may risk leading subjects to inaccurate representations of reality and promoting forms of deception and manipulation.

Within the ethical debate, *transparency* has often been proposed as a solution to promote a better-informed use of AI and to increase public scrutiny of companies, in order to develop a more ethically sustainable affective AI. However, the concept of transparency remains vague and risks becoming an empty catchword (3), bearing a strong normative attractiveness that makes it almost impossible to address critically, yet lacking an agreed-upon definition and a thorough assessment of its consequences and feasibility. This research aims to overcome these gaps and to provide a more in-depth account of transparency in affective AI and social robotics.

When we discuss transparency in this context, we typically refer to *information transparency*, which involves information disclosure practices that allow access to relevant information. But within this macro-concept, we can distinguish two more specific definitions: *transparency of affective computing*, as the transparency of such discipline of study and field of production, and *transparency of affective AI*, as the transparency of actual artificial social actors in relation to human beings.

Transparency of affective computing can thus be further analysed to understand its possible applications (e.g. access to AI algorithms and the data and rules used in its training; information on how the data collected by social robots is used,...). It also allows us to draw a distinction between the concepts of *transparency* and *publicity*, which are often perceived as synonymous but carry different nuances of meaning and implications.

Transparency of affective AI, on the other hand, can be further analysed to determine whether and how transparent affective AI is achievable and how it could be implemented (e.g., transparency *on* affective AI and transparency *through* affective AI (4)). This also allows us to explore what role transparency could play in preventing various forms of deception and human-washing practices (5).

Finally, we will point out some of the limitations of transparency in affective AI and highlight the relation between transparency and regulation. While transparency is often seen as a form of weak regulation or self-regulation, we must avoid forms of *ethics-washing*, where ethics risks becoming an escape from external regulations.

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Dobîndă Albu, Marius

## **AI-Enhanced Gait Re-Education: Overcoming Linguistic and Cultural Barriers in Rehabilitation and Education**

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Motor rehabilitation can, in certain environments, be difficult due to language or cultural differences. Neurological conditions such as aphasia or attention deficits, can hinder effective communication between patients and therapists. For example, we often observe attention disorders in stroke survivors in 46-92% of cases in the acute phase, 24-51% in post-acute phase and 20 to 50% in the long term, along with slowed information processing (50-70%). This complicates the ability to understand and follow verbal instructions, especially in multilingual healthcare circumstances where patients may not understand the therapist's language. Based on clinical experience in Italy, rehabilitation sessions included patients who spoke Chinese, English, Romanian, and Albanian, who did not understand Italian, as well as Italian patients with motor aphasia, which made communication and therapeutic guidance challenging. Cultural differences can also influence movement patterns and therapeutic expectations.

This study will explore how artificial intelligence (AI) can bridge these gaps by integrating language adaptation, cultural awareness, and educational tools into rehabilitation technologies. We present a portable gait analysis device that offers real-time biofeedback to facilitate motor learning and self-correction, minimizing the need for direct verbal instruction and an AI-enhanced system prototype designed to improve gait data interpretation, customize rehabilitation protocols, and integrate predictive analytics to optimize patient outcomes across diverse linguistic and cultural backgrounds.

In the future, the AI system will be adjusted to recognize and adapt to cultural differences in movement patterns, ensuring culturally sensitive rehabilitation.

Other educational tools that facilitate communication and learning in multilingual and multicultural contexts include technologies like the Meditouch Balance Tutor, R-gait and Gloreha Sinfonia and Aria which use multimodal feedback (visual, auditory, and haptic) to engage patients in interactive exercises. This approach helps patients, including those from diverse linguistic backgrounds, but also serves as a training tool for therapists working in varied environments, helping them understand and adapt to cultural nuances in rehabilitation practices.

These tools, combined with AI, could create a comprehensive rehabilitation framework that transcends language and cultural barriers, making therapy more inclusive and effective. By focusing on the intersection of AI, language, culture, and education, this study highlights how technology can address communication challenges in healthcare and education.

Fahnroth, Felix

## The potentials and limitations of LLMs (large language models) as role-play partners in foreign language teaching through empirical research

Friedrich Schiller University Jena

The introduction of GPT-3 in November 2022 sparked global discussions about the opportunities and risks of AI in the educational context (SWK 2024:7). Interest in chatbots is also growing in the field of foreign language didactics, although research on large language models (LLMs) in this area remains in its early stages (Hwang and Chang 2023).

Initial meta-studies highlight the potential of ChatGPT in foreign language teaching, particularly in writing processes, error correction, and writing motivation (Feng Teng 2024). At the same time, challenges such as inaccuracies, plagiarism concerns, and data protection issues are identified as limitations (Meniado 2023). German education policy has called on educators to research these so-called domain-specific tools (SWK 2024:4). In foreign language didactics, there is also an increasing demand for chatbots that are easily adaptable and do not require programming skills (e.g., Fryer et al. 2020:15; Huang, Hew, and Fryer 2022:254). Shanahan, McDonnell, and Reynolds (2023) theoretically describe the concept of role-playing with AI-based chatbots, emphasizing the ability of LLMs to simulate a wide range of characters based on contextual information.

My doctoral project seeks to explore these needs and evaluate the potentials and limitations of LLMs as role-play partners in foreign language teaching through empirical research. To this end, I will introduce an open-source platform that provides a transferable, privacy- and data-security-compliant best-practice solution for working with LLMs.

Collaboration with other PhD students in this discipline is a key foundation for promoting sustainable, open, and accessible solutions while reducing dependence on individual companies. This young and dynamic research field is currently underexplored empirically: LLMs, as versatile tools, offer numerous applications across various domains, yet robust scientific evidence and established best practices, particularly in school settings, are still lacking. At the same time, the integration of these technologies into everyday life is advancing rapidly. An interdisciplinary dialogue can significantly contribute to the sustainable and forward-looking development and implementation of LLMs.

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Honkalammi, Hilla-Marja

## Prompting for spoken conversation with a GenAI-integrated robot in L2

University of Turku

AI-mediated communication is transforming the way we interact, introducing scenarios where humans engage in conversation with 'talking machines', such as material-embodied social robots whose functioning is based on generative artificial intelligence (GenAI). GenAI operates by processing user-provided prompts, which guide the model to generate outputs based on patterns learned from vast datasets. These prompts ensure that the verbal output is contextually relevant and coherent (Housley & Dahl, 2024).

In this presentation, I explore spoken interaction between a foreign language (L2) user and a GenAI-integrated social robot NAO6. With a practice-based approach for the prompted interactions (Berggren et al., 2023), university students speak one-on-one with the robot to brainstorm an imaginary event for approximately 8 minutes each. The data consist of two iterations of prompt engineering, each followed by video-recorded interactions. In analysing these situations, I take a conversation analytic (CA) approach to study how the interaction unfolds on a turn-by-turn basis.

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Koller, Nora

## Researching Controversial Topics: The Effect of AI on University Students' Language Use in an EAP Classroom

University of Coimbra

This presentation discusses the effects of AI use on university students' engagement with controversial topics in an English for Academic Purposes (EAP) setting. Controversial issues are of topical interest, carry importance, and may sustain conflicting views, often leading to polarization (Divéki, 2018; Cassar et al., 2021; Gulya & Fehérvári, 2023). They are distinguished from taboo topics, which are the object of cultural prohibitions, may provoke shame and intense embarrassment, and involve an “extremely strong politeness constraint” (Dellar, cited in Rahimi, 2019, pp. 495-6). In English as a Foreign Language (EFL) textbooks, taboo topics are frequently subsumed under the PARSNIP acronym, referring to politics, alcohol, religions, sex, narcotics, isms, and pork; textbooks are therefore subject to appropriacy controls (Atkinson, 2021; Meddings, 2006). Controversial, taboo and sensitive topics are best seen as specific to a discursive community, and existing on a continuum: taboo topics may become controversial, and vice versa, depending on cultural-political variables. Rather than eliding them in instruction, their mobilization is seen as imperative to help students' navigation of intercultural contexts, hone argumentative skills, and effect change at the local level (Benesch, 1999, 2001 & 2013; Lázár, 2020). Student research on these issues is necessary within a critical pedagogy framework based on dialogic interaction (Thornbury, 2013; Pennycook, 1999) and aimed at social transformation (Pearson, 2017). Student agency (Fedorova & Khaur, 2024) may be fostered via the implementation of critical thinking and informed research skills. Relying on critical action research, and a social justice approach to EFL, the current study posits the following questions: How does engaging with controversial topics affect students' use of the target language? Does the use of target structures improve following AI-assisted research? Is cognitive sophistication – that is, critical thinking or the multi-layered understanding of complex discourse – better achieved using large language models?

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Kulibaba, Vira

## **A Comprehensive Analysis of English Biblical Idioms in Lexical and Structural-Semantic Contexts: Their Transformation from Ancient Greek through Bible Translations, with a Focus on the Influence of English Versions, Particularly the King James Bible**

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The research focuses on analyzing phraseological biblical expressions, known as Bibleisms, originating from Ancient Greek in English Bible translations. The primary objective is to examine the adaptation of biblical expressions in modern English, particularly through the lens of different translation stages, from the King James Bible to contemporary versions. The analysis is conducted using the GloWbe corpus, which allows for an in-depth study of variants in the use of Bibleisms across various sociocultural contexts.

Many biblical expressions in English have their roots in Ancient Greek, particularly in the original New Testament texts. During the translation process from Ancient Greek into English, phraseological expressions undergo lexical and semantic changes that are influenced by the cultural, historical, and linguistic conditions of translation. The GloWbe corpus is invaluable for investigating the use of Bibleisms in contemporary English discourse, especially on the Internet and mass media. Additionally, GloWbe enables comparisons of biblical expressions across different variants of English (such as British, American, etc.) and helps track sociocultural changes that influence their interpretation.

For example, the expression "good Samaritan" can be traced in different English variants, where regional differences in the frequency of this expression are observed. These variants also reflect the cultural and linguistic transformations over time.

Bibleisms can be tracked with different collocations in contemporary sources (websites, blogs, news), selectively analyzing only the top ten most frequently used phrases. For "good Samaritan," common collocations include "parable," "story," "laws," and "hospital." This illustrates how biblical expressions are adapted to contemporary contexts, linking them to relevant social and legal themes.

Another example is the expression "whited sepulchres," which is most commonly used in South African English, followed by Irish and Australian English. This variant demonstrates how regional and cultural factors influence the usage of biblical idioms across English dialects.

Additionally, we can track the use of Bibleisms with various collocations in modern sources, selectively analyzing the top ten most frequent phrases. For "whited sepulchres," common collocations include "like," "ye," "unto," and "indeed," reflecting both linguistic patterns and social influences.

These two examples of biblical idioms will be also compared with Ancient Greek etymology, focusing on their adaptation in English. The use of the GloWbe corpus enables the tracking of these expressions' variants in different English-speaking contexts, including the Internet and mass media. The analysis reveals significant regional differences in the frequency of use of Bibleisms such as "good Samaritan" and "whited sepulchres," which highlights the impact of sociocultural factors and linguistic transformations on their interpretation. For instance, "good Samaritan" is most frequently associated with collocations like "parable," "story," "laws," and "hospital," reflecting contemporary social and legal contexts.

The research also shows that Bible translations play a crucial role in shaping English phraseology and linguistic consciousness, as changes in different versions of the Bible (e.g., the King James Bible and modern versions) directly influence the functioning of Bibleisms in various cultural contexts. This reinforces the idea that translation processes are not merely linguistic but are deeply embedded in social, cultural, and historical transformations.

Future research could focus on a deeper exploration of the modifications of Bibleisms across different genres and the analysis of their function in Internet discourse and mass media. The importance of analyzing biblical phrases for understanding linguistic changes that arise from religious translations lies in their reflection of cultural transformations and their impact on the sociocultural paradigms of English-speaking communities. Such studies will provide a better understanding of the role these expressions play in modern culture and communication.

Lavro, Olha

## **The Role of Artificial Intelligence in the Professional Training of Experts in the Field of Education: Opportunities, Challenges and Ethical Considerations**

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In the rapidly evolving landscape of education, artificial intelligence (AI) is transforming traditional approaches to expert training, accreditation, and quality assurance. This study explores how AI can enhance the professional training of education quality experts, focusing on its role as a tool for research, decision-making, and competency development.

**Objective:** The primary objective of this study is to analyze the impact of AI on the professional training of education quality experts. Specifically, it seeks to identify how AI can be leveraged to improve data collection, decision-making, and competency-building while addressing associated challenges and ethical concerns. Additionally, the study aims to explore how AI can facilitate adaptive learning experiences, simulate real-world accreditation scenarios, and provide data-driven recommendations for expert development.

**Methods:** The research employs a mixed-methods approach, combining qualitative and quantitative analysis. It includes a literature review of AI applications in education quality assurance, expert interviews, and case studies of institutions implementing AI-driven accreditation processes. Additionally, statistical methods are used to assess the effectiveness of AI tools in expert training. AI-based simulations and interactive learning modules are also evaluated for their potential to enhance practical training experiences.

**Results:** Preliminary findings suggest that AI can significantly enhance the efficiency and objectivity of accreditation and quality assurance processes. AI-powered predictive analytics, automated evaluation tools, and machine learning models help streamline assessments. Furthermore, AI-driven platforms can offer personalized learning pathways, enabling experts to develop tailored skill sets based on real-time performance data. However, concerns regarding algorithmic bias, transparency, and the depersonalization of expert evaluations remain key challenges.

This study also critically reflects on the evolving skill set required for education quality experts in the age of AI. It highlights the need for new competencies, including AI literacy, ethical reasoning, and digital assessment strategies. Moreover, the integration of AI in expert training programs should be accompanied by robust ethical guidelines to ensure fairness, accountability, and human oversight in accreditation decisions.

**Conclusions:** The findings contribute to the ongoing discourse on AI's impact on education, proposing recommendations for the responsible integration of AI in expert training and quality assurance. By examining both the opportunities and ethical concerns, this study aims to foster a balanced approach to leveraging AI for the advancement of education quality expertise. Future research should focus on developing standardized frameworks for AI-driven training programs and establishing best practices for maintaining human-centered decision-making in accreditation processes.

**Keywords:** Artificial Intelligence, Education Quality Assurance, Expert Training, Accreditation, Ethical Considerations

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Lindmaier, Kerstin

## **(Re-)Development and evaluation of digital and analogue materials for teaching mechanics in Sek. I**

Johannes Kepler University Linz

Recent didactic research has focused on student conceptions about physics topics, leading to the development of various teaching concepts, such as the two-dimensional mechanics (2DD) [1] approach, created by Ludwig-Maximilian-University Munich and the Universities Vienna and Würzburg for 7<sup>th</sup>-grade mechanics. This concept replaces "acceleration" with "additional velocity" and differentiates between "velocity" and "speed". This distinction, common in English-speaking countries, was new to German speakers. Worksheets and simulations based on these changes were developed and empirically validated [2]. A recent curriculum change introduced the 2DD concept into Austrian classrooms. Therefore, as part of a dissertation, the nearly 20-year-old materials are being updated for digitalization in Austrian schools using the Design-Based Research (DBR) approach [3]. The materials are created, tested and revised in multiple cycles. Using GeoGebra-Classroom [4], entire sequences are being digitized, and analog worksheets are being revised. This will enable evaluation of whether digital or analog materials better enhance students' understanding. A new test instrument has been developed for this purpose. To simplify the utilization of the new materials teachers' guidelines with detailed lesson plans are also being developed. Currently only materials for "Describing Movements" and "Speed and Velocity" are available. They have been evaluated at two lower secondary schools, with lessons taught by experienced teachers and observed by graduate students. In both schools, two groups were taught using the new materials—one with digital resources and one with analogue. The teaching process was documented using observation forms adapted from Etkina et al. [5], noting activities and student comments with time stamps. At the end of each topic, students wrote reflections on their experiences. Three interviews per class were conducted to conclude the teaching sequence, providing insights for further material revisions. Additionally, teachers were interviewed to probe their acceptance of the new material. Worksheets and online tasks were also collected and analysed.

Initial results showed that students have taken positively to both, the digital and the analogue approach but further analyzation will have to take place in order to determine next steps in the revision and retesting process. Furthermore, new material will be developed. Subsequently a new research circle will be initiated.

**Key words:** teaching materials, digital and analogue, mechanics, evaluation

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Orologiaio, Antonella

### **AI-Driven Media Analysis: Investigating News, Social Discourse, and Political Pluralism**

University of Pavia

The research project aims to develop an automated pre-indexing process based on artificial intelligence (AI) techniques, applied to the information flows generated by news programs and informational broadcasts from the main national television networks.

In its initial phase, the objective will be to study and apply AI methodologies to analyze the content broadcast, with particular focus on the themes, values, and attitudes conveyed. The material to be analyzed will consist of transcriptions of news programs and informational broadcasts provided by CARES-Osservatorio di Pavia, the data owner. The indexing will focus on the topics covered and other salient characteristics of communication flow.

Particular attention will be given to the phenomena of school dropout and sociocultural integration— two critical challenges on the European political agenda, which are especially acute in the Italian context, where the school dropout rate is among the highest in the European Union. In a second phase, the analysis process will be extended to textual communication extracted from major social networks, as well as to transcriptions of a selection of television programs from three European countries (Spain, France, and Germany). This extension will allow for real-time comparisons of the communication produced by the media and political actors on the most discussed political and social issues, both at the national and European levels.

Through this project, the aim is to propose an innovative framework and tools to study communication and television political pluralism, analyzing the intensity and methods through which the major sociocultural themes of contemporary society are conveyed.

The research will be conducted in collaboration with the “Giacomo Sani” Study Center of the Department of Political and Social Sciences at the University of Pavia, ensuring an interdisciplinary and scientifically rigorous approach. The results will contribute to the scientific debate, offering new analytical and methodological perspectives to address the issues under study and to develop effective strategies to promote equity and social cohesion.

Pirrelli, Antonella

## **AI, Deepfakes and Revenge Porn: Navigating Social Impacts and Legal Protections Across Jurisdictions**

University of Pavia

Humankind is in perpetual evolution, both creator and victim of the changes it continues to generate. The speed of these changes is constantly increasing, making their effects difficult to control. Artificial intelligence (AI), a central element of these changes, offers real opportunities to improve our lives on the one hand, while on the other, its recent developments are having a profound impact across various fields, with significant risks for society.

The recent practical advances realized by artificial intelligence, have also given rise to the phenomenon of deepfakes, which use a form of artificial intelligence called deep learning to manipulate audiovisual content, creating potentially misleading fake material. While these technologies may have positive uses in fields such as art and medicine, they have also been used to spread misinformation (consider the recent circulation of fake images showing the iconic Hollywood sign engulfed in flames as fire raged across Mount Lee), attack individuals' reputations, and, in particular, fuel the phenomenon of revenge porn and the non-consensual diffusion of intimate images.

The ability to create hyper-realistic, altered media has raised significant ethical, legal, and societal concerns, especially regarding privacy, consent, and the potential for misuse.

Research shows around 96 per cent of deepfake videos are pornographic, almost always involving non-consenting women. Users of deepfake technology can now take real photos of individuals and manipulate them to generate explicit, pornographic images and videos. This process creates a false representation, making it appear as though the person in the image or video is engaging in actions or saying things they have never actually done or said.

This phenomenon brings up critical concerns regarding the legal protection of the individuals involved and the long-term effects of these technologies on society. In fact, those who share intimate images and videos without the consent of the people depicted will no longer need to go through the effort of acquiring these images: all that will be required is deepfake software and a few (non-intimate) photos or videos of the victims, which are often easily accessible online.

If the only way to protect oneself is by removing one's image from the internet, calls for abstaining from sharing online content, especially personal images, to safeguard privacy and security, may end up encouraging the phenomenon of victim blaming.

This study seeks to examine the potential effects of the rise of deepfake technology on society and its long-term perception. Specifically, it aims to explore whether the growing prevalence of deepfake technologies will lead to an increase in the distribution of intimate materials, or if, conversely, there is a slight chance that deepfakes could reduce the impact of revenge porn, helping to diminish the power of intimate images shared without consent.

There have been optimistic views in the literature, suggesting that the growing prevalence of deepfakes will ultimately alter the status that makes our visual experience of photographs and videos epistemically and emotionally special, thereby weakening the voyeuristic appeal of non-consensual intimate images in the eyes of those who spread them, as well as their grip on the victims. Additionally, it has been suggested that the widespread, low-cost production of fake images indistinguishable from actual ones could raise awareness of deepfake technology, leading

to a default skepticism towards any image resembling a photograph or video. If this is true, should we then conclude that the concerns surrounding this phenomenon are no longer warranted?

It is thus important to explore the different arguments presented by these theories, while also considering potential objections and caveats, in order to draw conclusions about the long-term impact of these technologies on the fundamental right to sexual freedom. Ultimately, this study seeks to identify the legal protections available for victims of revenge porn and deepfake porn in different legal systems, conducting a comparative legal analysis to evaluate possible legal and technological solutions to effectively address these digital crimes.

Plavšić, Petra

## Research into Students' Difficulties in Understanding the Law of Conservation of Energy and the First Law of Thermodynamics

Johannes Kepler University Linz

Understanding fundamental physics concepts is essential for building a strong foundation in science education. Despite its important role in physics, both the law of conservation of energy and the first law of thermodynamics continue to pose significant conceptual challenges for students. This research investigates the underlying reasons for these difficulties by examining student misconceptions and obstacles in the learning process.

Physics education research studies point to student difficulties with understanding of basic concepts related to energy, as well as students' ability to apply energy conservation outside of very standard examples [1]. Our idea is to collect data through carefully designed tests administered at different stages of the physics curriculum, while qualitative insights are obtained from student interviews and classroom observations. This combination of methods not only provides a detailed picture of the students' conceptual understanding but also helps identify specific areas where instructional interventions can be most effective.

Previous findings suggest that many students tend to compartmentalize energy-related concepts, and fail to see the interconnected nature of the conservation principle and the first law of thermodynamics. One of the researches relating difficulties in understanding of thermodynamics to difficulties with mechanics is [2]. Such compartmentalization is often reinforced by traditional teaching methods that focus on sole memorization rather than conceptual understanding. Based on these insights, we will propose the new sequence on energy and thermodynamics implementing inquiry-based teaching [3]. We will use pedagogical strategies aimed at integrating theoretical and practical approaches to teaching, requiring interactive engagement of students. These include the use of interactive simulations, real-world problem-solving scenarios, and collaborative learning techniques that encourage students to actively engage with the material. The goal is to foster a deeper, more cohesive understanding of energy principles that not only improves test performance but also builds long-term scientific literacy.

Based on our findings, and drawing upon research in physics education, a new, inquiry-based learning sequence for energy and thermodynamics will be developed and implemented. This sequence will emphasize active learning that leads to increasing the level of student conceptual understanding. We are ultimately aiming for the students to foster a deeper, integrated understanding of energy principles and promote scientific literacy.

**Keywords:** Energy, Thermodynamics, Science, Education

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Reiß, Pauline

## Perspectives on AI in Corpus Linguistics: a comparative analysis of automatic and manual annotation of discourse markers in German corpora

Friedrich Schiller University Jena

Discourse markers (DM) are considered to be independent linguistic units placed at the periphery of a sentence (Bolly et al., 2017; Siebold, 2021). Therefore, they are syntactically and often prosodically independent (De Cristofaro et al., 2022; Zwicky, 1985). Furthermore, they are always facultative since they are not autosemantic and have no propositional meaning (Degand & Evers-Vermeul, 2015; Fraser, 1999). Most DMs consist of a single morpheme, as seen in the example in (1), but they may also extend to multi-word expressions (Dobrovoljc, 2017).

(1) Also ich bin dagegen! (DeCOW16A-NANO)  
 SO I. SG.NOM BE. PRS.1SG AGAINST  
 So I am against it!

Since DMs are derived from other word classes such as adverbs or conjunctions, as well as from phrases, they form a heterogeneous group and are, therefore, more difficult to detect in corpora. They are often tagged incorrectly as their heterogeneous counterparts (Siebold, 2021).

This study investigates the differences between manual and automatic methods for DM detection in German. The data comes from the DeCOW16b web corpus (Schäfer & Bildhauer, 2012), which contains 11 billion tokens from web crawls of sources such as forums, sports reports, and legal texts to ensure a diverse representation of German written language (Schäfer et al., in prep.). This broad linguistic representation does not necessarily follow orthographic or grammatical standards, increasing the difficulty of natural language processing (NLP) tasks such as sentence boundary recognition and part-of-speech tagging.

Other studies on the automatic detection of DMs focus on either spoken or standard-like written language. Although automatic annotation is faster, does not require tedious manual labor, and is free from human bias, it struggles with syntactically ambiguous sentence structures and text input lacking correct punctuation or grammar. Manual annotation, on the other hand, is time-consuming and resource-intensive, making large-scale studies with a sufficient sample size for statistical analysis nearly impossible. By combining both approaches, it is possible to conduct large-scale studies on DMs while still ensuring a sufficiently high level of accuracy.

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Robles Menéndez, Iván

## Minority Languages in Europe in the Age of Artificial Intelligence: Revival or Disappearance?

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As societies evolve, minority languages face critical challenges of adaptation, decline, or extinction. Artificial Intelligence (AI) emerges as a double-edged sword in this context: while it offers powerful tools for revitalization, it can also accelerate language loss by prioritizing dominant languages in digital spaces. This study explores the role of AI in the preservation of two minority languages: Basque, a well-supported language in Spain, and Lemko/Rusyn, an Eastern Slavic language spoken in Poland, Slovakia, Ukraine and Hungary.

Basque, spoken by approximately 750,000 people in Spain and France, has benefitted from robust governmental policies and community-led initiatives in the Spanish part, ensuring its integration into education, administration, and media. The Basque regional government (Spain) has actively supported AI-driven projects such as Gaitu and Llama-eus-8B, reinforcing the language's presence in digital spaces. Spell checkers like Xuxen and AI-powered applications have also been instrumental in its normalization. However, challenges remain, particularly in urban areas where intergenerational transmission is weaker. AI's integration in Basque language, supported by national policies such as the LOMLOE law and Proyecto Ilenia, further exemplifies how technology can assist in revitalizing languages in the social and educational fields.

Lemko/Rusyn, by contrast, has faced marginalization, displacement, and a lack of institutional recognition. While it holds regional language status in Poland and Slovakia, it remains unrecognized in Ukraine, limiting access to formal education and media representation. Despite these challenges, grassroots efforts have leveraged AI for preservation. One significant innovation is Petro Orynych's automatic translator, which enables real-time translations, expanding Lemko's accessibility in digital spaces. Additionally, websites such as lem.fm, which provides media broadcast in Lemko/Rusyn, ensuring its continued use and fostering community engagement.

This comparative study highlights how AI interacts with political, economic and community-driven efforts to sustain minority languages. Basque, with strong institutional backing, has successfully integrated AI into various domains, reinforcing its vitality. In contrast, Lemko/Rusyn, reliant on community-driven initiatives, faces greater barriers in leveraging AI effectively. Findings reveal that politically supported languages benefit more from AI advancements, while marginalized languages struggle for visibility. Without equitable digital policies, AI risks deepening existing linguistic hierarchies rather than promoting diversity, as speakers of minority languages ought to use AI tools in prevailing languages.

Eventually, AI can either erode or enhance linguistic diversity depending on its implementation. This study underscores the need for strategic policies and interdisciplinary collaboration among linguists, technologists, and policymakers to ensure inclusive AI applications. By fostering visibility and usability, minority languages can not only survive but also thrive in an increasingly digitized world.

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Suchar, Bogdan-Mihai

### **The Impact of Ludic Strategies in Adult Education: Building a Marketing Playground for Enhanced Learning**

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This research examines the impact of gamification on adult education, focusing on the concept of a "marketing playground" as a dynamic learning environment. The study explores how ludic strategies—game-like elements such as challenges, rewards, and competitions—can enhance learner engagement, motivation, and retention, particularly in the context of marketing education.

The methodology integrates a literature review, a case analysis on a MVP for an online platform aimed at delivering marketing courses and semi-structured interviews with educators and learners to provide a comprehensive understanding of how gamification influences learning outcomes. The findings highlight that ludic strategies foster intrinsic motivation, creativity, and problem-solving, creating a structured yet flexible environment aligned with adult learning principles. This approach is particularly relevant for learners seeking autonomy, experiential learning, and real-world applicability.

The relevance of this study to the broader theme, Artificial Intelligence & Foreign Languages, Culture, and Education, lies in the potential to integrate gamified strategies into AI-powered learning platforms. Artificial Intelligence can further enhance gamification by personalizing learning experiences, adapting tasks to individual needs, and providing instant feedback. For foreign language acquisition, this combination of AI and gamification can create immersive, culturally rich learning scenarios, improving knowledge retention, practical applications of marketing through interactive, game-based environments.

Additionally, the "marketing playground" concept illustrates how gamified educational frameworks can bridge theoretical knowledge and practical application, offering insights into how these techniques could be adapted for language and cultural education. By merging AI-driven adaptive learning with gamified strategies, the research underscores the transformative potential of innovative technologies in creating engaging, efficient, and culturally responsive adult education experiences.

Terp, Nils-Christian

## Artificial Intelligence and Song Translation – A Brief Survey in *Singability* Focused on Songs by The Beatles

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Beginning in the late 1950s, pop music became an international phenomenon. Young people across the globe listened to the same music and adopted similar styles of clothing. Although music from English-speaking areas was popular in West Germany, many songs and most hit singles from American and British charts were also translated into German throughout the late 1970s. As a particularly striking example, many songs by The Beatles were translated or adapted into German (and various other languages). The band recorded two German versions of their songs and their songs were also adapted by many German artists.

In my paper, I will explore the translation of Beatles' pop songs through the lens of both human and AI-powered translation. Specifically, I will compare historic human-made translations of Beatles songs to those obtained by using AI tools, examining the nuances, strengths, and limitations of each approach. A first experiment with ChatGPT, for example, produced the phrase "Ich möchte deine Hand halten" as a translation of the iconic line "I wanna hold your hand." While this translation is linguistically fitting, it becomes clear that singing it to the original melody is almost impossible. This underscores a critical limitation of machine translation when applied to songs: the inability – for now – to account for the musical and rhythmic constraints that are essential to *singability*.

In my analysis, I will make use of Johan Franzon's criteria for evaluating the *singability* of song translations. Franzon emphasizes that successful song translation requires more than linguistic accuracy; it demands an intricate balancing act between preserving the meaning of the lyrics, aligning them with the music, and maintaining their performative and emotional impact. With these criteria, I will evaluate both human and AI-generated translations of Beatles songs, highlighting the challenges involved in adapting lyrics for singing. By juxtaposing human and AI translations of Beatles songs, I hope to illuminate not only the current limitations of AI but also the lasting value of human creativity in the field of music and translation.

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Uriarte Arreba, Lydia

## The Use of Generative AI for Creative Writing in the German as a Foreign Language Classroom: Opportunities and Challenges

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The integration of generative Artificial Intelligence (AI), such as ChatGPT, into foreign language classrooms has emerged as a groundbreaking opportunity for enhancing student engagement and creativity, for example in the context of German as a foreign language (DaF). This study proposes the use of AI as a tool for fostering creative writing skills in DaF learners. The core focus of this approach is to provide a dynamic and interactive writing environment that encourages students to engage in the process of text creation while simultaneously improving their linguistic proficiency.

Generative AI tools, especially ChatGPT, offer students immediate, context-sensitive feedback, enabling them to experiment with narrative structures, vocabulary, and grammar in real-time. These tools can serve as a source of inspiration, aiding in brainstorming, drafting, and refining written content. By allowing students to co-create stories or essays with AI assistance, this proposal aims to bridge the gap between theory and practice, encouraging deeper engagement with the language in a non-judgmental, supportive environment. Moreover, the real-time, personalized corrections provided by AI can facilitate self-editing, helping learners identify and address common mistakes, such as grammatical errors, syntactic issues, or awkward phrasing.

However, the use of generative AI in creative writing raises important concerns, primarily regarding the potential over-reliance on the technology and its effect on students' autonomy in the writing process. There is a risk that students might become overly dependent on AI for generating ideas or correcting their work, potentially hindering their critical thinking and creativity. Furthermore, the algorithmic nature of AI can sometimes lead to outputs that, although grammatically correct, may lack the nuance, idiomatic expression, or stylistic depth typical of native language use.

To mitigate these challenges, it is essential to establish a balanced approach that combines the strengths of AI with traditional pedagogical methods. This communication proposes a hybrid model in which AI is used as a supportive tool rather than a crutch. Teachers can guide students in how to use AI responsibly, encouraging them to view it as a creative partner that enhances their writing rather than replacing it. Through this balanced approach, students can develop not only their language skills but also their ability to think critically about their writing and the role of technology in the creative process.

In conclusion, the use of generative AI in creative writing activities for GFL learners holds great potential to revolutionize language education, fostering both linguistic and cognitive growth. By carefully managing its application, educators can create an environment that nurtures creative expression, linguistic accuracy, and digital literacy, preparing students for an increasingly interconnected and technologically driven world.

**Keywords:** Generative AI; creative writing; German as a Foreign Language; digital Literacy

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Vasilikaris, George

## **The Impact of AI-powered Machine Translation in Videogame Localisation and the Videogame Experience: A Qualitative Study on User Reception**

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Videogames have come a long way; they have undergone significant changes in the manner they are both created and perceived, establishing a thriving industry that appeals to a wide range of diverse demographics (Muriel & Crawford, 2018; Statista, 2023). In spite of the above, relatively little research seems to be conducted within translation studies regarding videogame localisation, as well as the way the resulting gaming experiences are perceived across different linguistic and cultural contexts (Mangiron, 2017). At the same time, the emergence of generative AI-Powered Machine Translation (AIT) has ushered in a shift in the translation industry, with language service providers and EU institutions striving to integrate it into their workflow to reduce human oversight and, therefore, operational expenses (MultiLingual, 2023). Meanwhile, users are becoming vocal about its flawed implementation in videogame localisation, highlighting how translation quality—and consequently the player experience—is compromised (Bernal-Merino, 2008). This presentation introduces an ongoing research project discussing the impact of AIT in videogame localisation. In particular, it explores the landscape of videogame localisation, drawing examples from popular titles, and discusses, inter alia, the potential challenges and pitfalls regarding the implementation of AIT in videogame localisation and its effect on player experience and immersion.

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Yunianto, Wahid

### **Investigating the use of ChatGPT to solve a GeoGebra based mathematics+computational thinking task in a geometry topic**

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ChatGPT is a chatbot with potential educational benefits, particularly in enhancing computational thinking (CT) proficiencies such as programming, debugging, and algorithmic thinking for students. Despite its promise, there is limited research on how ChatGPT can specifically support the integration of CT into mathematics education using tools like GeoGebra. The researchers implemented plugged-computational thinking in mathematics (Math+CT) lessons by means of the utilization of GeoGebra, an application that requires students to input commands in order to generate mathematical objects. The present investigation employed an educational design research (EDR) methodology in which the researchers incorporate ChatGPT into our Math+CT lessons to assist students in accomplishing the task. We purposely selected the participants who are mainly postgraduate students and collected data from the participants' conversation with ChatGPT and recorded their screens while interacting with ChatGPT and our Math+CT task. We analyzed the data through descriptive qualitative method on the participants' prompts, the final codes and the number of iterations. The researchers examined how ChatGPT could be utilized to assist the participants in writing GeoGebra commands in terms of its benefits and limitations. ChatGPT assisted most participants in completing the task successfully, with only a basic need for proficiency in GeoGebra commands, mathematics, and critical thinking. However, it revealed that participants did not yet utilize an affective prompt to ChatGPT. Furthermore, ChatGPT has the potential to be utilized for differentiated instruction due to the fact that its responses to individual users vary significantly based on the input prompts. Limited understanding of basic GeoGebra commands, and mathematical concepts could hinder the participants from training ChatGPT or prevent them from arguing with ChatGPT. This study enhances the existing literature by illustrating that ChatGPT can facilitate critical CT aspects, including programming and debugging, in a mathematics education context. This suggests that AI tools such as ChatGPT can contribute to the development of independent problem-solving skills, provide tailored support based on the needs of individual students, and enhance personalized learning experiences. Additional research involving students in school is required in order to gain a deeper understanding of the integration of ChatGPT into Math+CT lessons.

**Keywords:** ChatGPT, Computational Thinking, Educational Design Research, GeoGebra, Mathematics Education

Zygadlo, Dorota

## Utilisation de l'intelligence artificielle pour l'enseignement/apprentissage des langues MoDiMes (moins diffusées et moins enseignées) : le cas du polonais langue étrangère

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L'intelligence artificielle (IA) joue un rôle de plus en plus important, y compris dans le domaine universitaire. Une étude menée aux États-Unis par McDonald et al. (2025) indique que la majorité des universités encouragent l'utilisation de l'IA générative (GenAI) et fournissent des directives pour son intégration en classe, notamment sous forme de plans de cours et d'activités pédagogiques. L'enseignement des langues étrangères bénéficie également de ces technologies, en particulier dans les domaines de la traduction et de la rétroaction corrective (Klimova & Pikhart, 2022). Toutefois, l'efficacité de l'IA varie selon les langues : les modèles tels que ChatGPT obtiennent de meilleures performances pour les langues disposant d'un corpus textuel étendu, comme l'anglais, en raison de la quantité plus importante de données d'entraînement (Robinson, 2023).

Si les locuteurs natifs de langues moins diffusées et moins enseignées (MoDiMes) sont particulièrement conscients des limites de ces technologies (Klimova, 2024), les enjeux didactiques concernent davantage les apprenants de ces langues. Ces derniers sont susceptibles de recourir à l'IA pour pallier le manque de ressources pédagogiques, notamment pour appréhender des phénomènes linguistiques complexes. Notre réflexion porte sur l'enseignement du polonais comme langue étrangère à des non-slavophones, en particulier sur la correction de l'utilisation des cas grammaticaux, un aspect particulièrement complexe (Miestamo, 2008) pour ces apprenants. Nous analyserons les réponses fournies par les outils conversationnels basés sur des modèles d'IA et examinerons les défis didactiques que leur usage peut engendrer.

**Mots-clés :** Langues MoDiMes, polonais langue étrangère, ChatGPT, compétence grammaticale.

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