German-Language Creativity with Artificial Intelligence: Theories and Practices in the Intermediate Second-Language Classroom

Dr. Rebecca Jordan

Bowdoin College, Maine, USA

Abstract:

Artificial Intelligence (AI) has become a fixture in second language classrooms, from helping students practice pronunciation or grammar structures, to helping instructors with lesson planning and assessment development. Despite the growing research in AI application in second-language classrooms, the connection between AI and student creativity or creative projects requires further exploration. Indeed, there is a growing concern that students may rely too heavily on AI tools for their creative projects, potentially stifling their ability to critically assess situations. This paper addresses these rising concerns and gaps in creative-AI tool application by exploring the practice of introducing Artificial Intelligence into classroom projects. It uses a mixed-methods approach, combining the results of the incorporation of AI learning at a German intermediate-level course and a comprehensive evidence assessment of current literature in this topic. This paper reflects on the scaffolding of AI into translation and creative writing projects. Preliminary results show that AI usage promoted student creativity rather than hindered it and prompted students to critically analyze their own ideas in relation to the AI tool's output. This paper concludes that students should be aware of how to utilize AI to understand its possibilities and limitations in a second language, but to also use critical thinking to explore the cultural relevance of language learning that AI tools currently do not exhibit.