



FACILITATED INTERDEPENDENT LANGUAGE LEARNING (FILL): RESOURCES FROM THE FIELD

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Introduction

More than ever before, the U.S. educational system has the opportunity to shift from a focus on teaching to a focus on learning. Research into “deeper learning” and how the brain actually learns has demonstrated the importance of student voice and choice, and the efficacy of personal goal setting (Moeller et al., 2012). When students themselves are asked, they agree.

“Most students say they would like to spend more time on activities that give them input on their educational path, such as choosing what they learn in class and learning more about topics that most interest them.” Gallup, (2019). Creativity in Learning – Gallup (p.14)

In 2022, the CAL brief [Facilitated interdependent language learning \(FILL\) in action: Increasing student autonomy](#) (Aoki et al., 2022) introduced FILL and shared student experiences that exemplify the long-term value of learning a language in a FILL environment. Students reported learning how to set goals and start on their path to becoming lifelong learners.

FILL garnered a great deal of interest among language educators, administrators, and publishers who attended presentations and discussions about it over the past year. One of the common questions has been, “What resources are available or would lend themselves to a FILL approach?” This brief describes resources used by early FILL adopters and identifies characteristics of resources that have the potential to support FILL learners and their teachers or facilitators. Important issues that have emerged, including assessment and recognizing proficiency, are also considered, as well as possible roles for artificial intelligence (AI) in a FILL environment. Finally, interested educators are invited to join an emerging

network to explore FILL further with an eye toward implementation.

What Does FILL Offer?

World language educators face competition for scarce resources in their schools. Most schools are unable to offer a full sequence of language classes in all the languages that might be attractive to students (a list that will change from year to year). There may be a shortage of teachers or a lack of justification for hiring a teacher for a language that has only limited interest. Furthermore, students are increasingly capable of independent learning and can take charge of their own language learning process. In response to these circumstances, teachers have pursued new paths for more individualized language learning for their students.

Facilitated Interdependent Language Learning (FILL) is an innovative approach where learners, in collaboration with their teacher/facilitator, actively engage in gaining proficiency in their language(s) of choice. This approach champions personalization, social interaction, and mutual reliance to achieve language learning outcomes while adapting to individual student needs, different pathways, flexible timing considerations, a variety of learning environments, and emerging technological support. FILL is an “approach,” rather than a “method,” so it is natural that it will look different in every setting.



Why “Interdependent”?

“The authors intentionally chose the word ‘interdependent’ rather than ‘independent’ to define FILL because the example classes illustrate the collaborative process of a teacher (facilitator of FILL) and learner (the student registered for the language class) figuring out the what (which language) and how (which resources, use of class time, etc.) together. In that sense, the students in these school-based programs with FILL are not operating totally on their own. The facilitation of their learning by an experienced language teacher is critical in this approach.” (Aoki et al., 2022, p.5)

Adaptability is an integral part of the FILL approach, as illustrated by the following examples of how FILL could support expanded language learning opportunities in schools:

- FILL could strengthen community-based language learning by offering students opportunities to continue developing proficiency and literacy in a language they originally learned at home or in a community-based language program.
- A FILL class section could fill a gap in a teacher's school day work schedule if enrollment in the language they are certified to teach does not support a full-time teaching position.
- FILL could be offered in situations when a dual language immersion (DLI) continuation program is not available at the secondary level after a student completes an elementary or middle school DLI program.
- FILL could allow students with a schedule conflict to continue (or even begin) the study of a language at a level appropriate to them.
- FILL could provide a more effective learning (and teaching) environment when enrollment and the school schedule dictate that a multilevel classroom is the only option for a specific language.

By its design, FILL provides guided opportunities for learners to become increasingly independent, lifelong learners in contrast to traditional classrooms where students often learned to be successful by saying, “Just tell me what to do, and I’ll do it.” With a FILL approach, over time, the learner is expected to take charge of their own language learning journey. Perhaps most important, FILL offers the opportunity to provide expanded access to all languages, not just a few that have traditionally been taught in public K-12 schools.

*“As we strive to innovate for equity in access to language learning, this [FILL] approach offers great promise as a means to **diversify the menu of languages available to heritage and second language learners** in our schools. Learners benefit from this opportunity to pursue languages of interest and to engage in more self-directed standards- and proficiency-based language learning. The integration of digital tools to connect learners with speakers of the languages they are learning and also with **authentic language and cultural resources** adds relevance to students' language learning experience.” (Pam Delfosse, Wisconsin State Supervisor for Languages, via C. Clark, personal communication, Spring, 2023)*



Resources Used by Early FILL Adopters

Even just a few years ago, finding appropriate materials was a significant challenge. However, with advances in technology and networking, each day seems to bring new opportunities to find resources that meet the criteria for a FILL learning experience.

As reported in the first CAL brief on FILL (Aoki et al., 2022), early adopters of

a FILL approach incorporated existing language courses offered online, as well as a variety of apps, videos, and websites. In addition, the program in Wisconsin recruited volunteer tutors who could meet with the students in person or virtually on a regular basis. See Appendix A for a summary report of the Wisconsin program, *Facilitated Language Study Class Overview*.

Resources used in Language Lab in California

- Online courses (OER, MOOCs, such as Coursera®, EdX®, The Open University®)
- Duolingo® for many of the languages
- Edpuzzle® to assign videos about the different languages
- Quizlet™ study materials
- YouTube® videos (e.g., Easy French, which includes subtitles)

Resources used in Facilitated Language Study (FLS) in Wisconsin:

- Same textbooks as nearby colleges with the thought that students may be able to test out of a semester at the university level or, at a minimum, be familiar with the text and, therefore, more successful in university-level courses in these often-challenging languages.
- If tutors are available through the universities, FLS students meet virtually once a week to review learning and culture questions.
- Students supplement the textbook with online resources and various texts.

(Aoki et al., 2022, pp.7 and 10)

Wisconsin teachers in FLS described their interest in using the college textbooks for languages taught at the state universities with the idea that their students might be able to earn university credits based on completing work from that course and potentially test into upper levels of the language in college. If the textbook is available directly from the college, that can work out well. However, if they must purchase the textbook and/or the online component, that can be expensive. The teachers hope that the state educational agency might eventually pay for the materials, especially if they are for a language taught at a state college.

Wisconsin students described the way they learned to go beyond traditional textbook use: “The textbooks we have are mostly about grammar and how to make sentences, but we use the vocabulary of the lesson to apply it [to personalized contexts or themes]” (NCSSFL Neural Network Group, 2023). They describe using the structure of the book but having the freedom to apply the vocabulary to real-life situations that reflect their interests.

Characteristics of Resources to Support FILL Learners

At presentations on FILL, the NCSSFL FILL Team collected numerous additional suggestions from the audience participants. (See Appendix B.) The NCSSFL Neural Network Group has begun to research and explore these options to identify better what characteristics would make them suitable for a FILL learning environment. The most important factor is to find resources that will encourage, inspire, and motivate each learner. The early FILL adopters’ experience has shown that the best thing for a student will likely be a combination of several different resources. The following are some key characteristics identified so far.

Adaptable to Learners’ Interests and Needs

Many resources that teachers used in traditional language classes could be adapted for use in a FILL environment. However, in a FILL approach, the teacher and learner will be making decisions together about what content to use and when. Following a textbook in a linear fashion might not be appropriate for FILL learners since individual learners and their teacher/facilitator are making decisions about content and pacing in a context marked by personalization, interest, and agency. In traditional world language classrooms, finishing a textbook or classroom curriculum often means the end of the language learning journey. By learning to use and adapt the widest range of resources, students begin to practice the habits that will allow them to be true lifelong language learners.

Open (Free) or Low-cost

Open Educational Resources (OER) can be ideal for FILL because they are available free for use in educational settings, and they may allow for further adaptation to make them even more appropriate to supporting specific learner interests and needs. Massive Open Online Courses (MOOCs) have the benefit of providing free access and self-paced study. Note that these courses are generally developed for college-aged students, but the content might still be appropriate for some high-school-aged students. The FILL program in California (called “Language Lab”) found that it was even possible for students to earn college credit but at a cost (Aoki et al., 2022, p. 7). A source of OER for language learning worth checking out is the Center for Open Educational Resources & Language Learning (COERLL) at the University of Texas (<https://www.coerll.utexas.edu/coerll/>).

Able to Support Multiple Languages

Computer-based resources may be appropriate (assuming the FILL learners have access to the Internet and computers, tablets, and/or smartphones), but each online platform requires the FILL teacher/facilitator to become familiar with how that platform works. If the same platform supports multiple languages, that increases the ease with which the teacher/facilitator can support students learning different languages. There are several examples of online platforms included in the list of suggested FILL resources in Appendix B.

Able to Support Less Commonly Taught Languages (LCTLs)

"As a Native person it is always a good feeling to see a part of yourself represented. Ho-Chunk is a language where there are few fluent speakers still here today. The [Wisconsin] FLS program is part of the revitalization effort for the language." (C. Clark, personal communication, Spring, 2023)

While resources for languages commonly taught in U.S. schools have been comparatively easy to find, it has always been a challenge to find resources in less commonly taught languages. One of the real benefits of a FILL approach for learners of LCTLs is that it offers more opportunities for exploring a range of possible resources from websites (in the target language) to language learning apps and now even AI Large Language Models. A good resource is The National Less Commonly Taught Languages Resource Center (NLRC) <https://nlrc.msu.edu/>.

Assessment Options and Recognizing Proficiency

While selecting and using appropriate resources is an important part of the journey toward proficiency, learners and their teachers also need to have a sense of how they are progressing. A FILL approach encourages a very different view

of looking at progress, replacing traditional quizzes and end-of-unit tests with a variety of other strategies.

Ideally, assessment in a FILL environment would embody an asset-based approach by looking at what the learner can do (Prince, 2019) rather than the traditional deficit-based grading system that focuses on student errors and shortcomings—what the student can't do. Students complain that they are inhibited by the fear of "making mistakes," whether in speaking or writing (Aoki et al., 2022). Focusing on the path to proficiency radically changes the paradigm and has the benefit of engendering a sense of trust between learner and teacher since the primary role of the teacher/facilitator in a FILL learning environment is to encourage, guide, and help the learner become increasingly successful and proficient in the language they have chosen to learn.



Early FILL adopters have found the use of personal "learning logs" to be a critical tool for learner accountability that helps the learner maintain focus and pace as they chart their progress on the path to proficiency. A learning log is also an effective communication tool for the learner and teacher/facilitator. Wisconsin learners in the FLS class report that their

teachers use weekly learning logs as checkpoints and work with them to co-create ways of demonstrating their learning.

Another valuable strategy is the use of Can-Do statements (ACTFL, 2017). Recently, the Wisconsin FLS teachers have begun using LinguaFolio Online to

support students' goal setting and collection of evidence. As one student describes it, "I put this goal down and then talk about it with [my teacher], and we discuss if I should set a higher goal or how to demonstrate it."

LinguaFolio Online

[LinguaFolio Online](#) helps students see that they CAN actually use the language they are studying. Even better, it enables students to set their own goals, track their progress, clearly see opportunities for growth, and upload work samples to showcase their abilities. LinguaFolio Online also allows students to document their intercultural experiences and reflections, enhancing both language learning and cultural understanding.

Organized around the [NCSSEFL-ACTFL Can-Do Statements](#), the LinguaFolio Online e-portfolio provides a standardized, concrete framework for discussing language proficiency. This means that students can show teachers and their parents what they can do in the target language. And educators can share their students' progress with principals and superintendents.

<https://casls.uoregon.edu/classroom-resources/linguafolio-online-eportfolio/>

LinguaFolio®LinguaGrow™

LinguaFolio®LinguaGrow™ is a suite of tools to support learner-centered language acquisition. It is an updated version of the original LinguaFolio®, empowering learners to take charge of their own language journeys through reflective learning processes. Summarized in the SPAR model, these processes include setting goals, planning to achieve said goals, acting (creating evidence), and reflecting on one's progress.

- Visit the LFN Network to check out some of the learner-facing tools:
<https://lfnetwork.uoregon.edu/micro-lessons/>
- Visit the link below to learn more about LinguaFolio® and LinguaGrow™:
<https://ncssfl.org/linguafolio-linguagrow/>

For the FILL approach, what a student does daily, weekly, and monthly is still important, but external and independent assessments can play a pivotal role as well. These can be selected from assessments used for a state Seal of Biliteracy, Global Seal of Biliteracy, and Competency-Based Credits (see, for example, the list of tests that qualify for the [Global Seal of Biliteracy](#) or the proficiency assessments in Washington

state that qualify for [World Language Competency-Based Credits](#), as well as the State Seal of Biliteracy). Crucially, every external assessment should focus on progress in the proficiency journey. These assessments can provide validated evidence of what a FILL learner can do in the language that should satisfy administrators' questions about awarding world language credits for a language learned in a FILL environment.

Suggestions to Keep in Mind for Assessment in FILL

1. **Collaborative Goal Setting:** Teachers/facilitators and individual learners should collaboratively establish targets for growth.
2. **Learner-Centric Assessment:** The focus should mainly be on learner goals and progress toward proficiency.
3. **Formative Focus:** Assessments should drive improvement rather than being an end goal for determining grades.

FILL holds the promise of an exciting alternative to traditional grading practices. Because each learner's journey is highly personalized, the assessment of proficiency will be, as well.

Where Can AI Fit In?

Artificial Intelligence, or AI, including Large Language Models like ChatGPT, BARD, BING, etc., offers promising avenues for world language learning, especially in a FILL environment. These tools have the potential to revolutionize language learning but must be approached with caution to ensure effective integration and appropriate use. A growing number of YouTube™ videos offer multiple ways that AI could be used as a resource for self-directed language learners (and, therefore, be potentially helpful in a FILL environment, as well).

Here are a few of the videos produced by Jerry Registre, a self-described “Youtuber with a love of language learning,” who began to explore how language learning can be enhanced by AI soon after ChatGPT was opened to the public. Registre also met with the NCSSFL Neural Network Group to have a conversation about how AI could be useful for FILL learners and teachers/facilitators. Here are a few of Registre's YouTube™ videos that the FILL team has found to be most relevant (and intriguing):

- **AI Just Killed Traditional Language Learning** (ChatGPT) (Dec 31, 2022) <https://youtu.be/sXOAanKbXAQ> (9:41 min) This video explores how artificial intelligence is revolutionizing language education. From personalizing learning plans to real-time conversation practice, AI provides language learners with many learning opportunities outside the traditional classroom.
- **ChatGPT Voice Just Killed Traditional Language Learning** (Feb 25, 2023) <https://youtu.be/J6e0JHl3C4> (10:23 min) ChatGPT is changing language learning and now has voice capabilities for language learners to talk and listen to ChatGPT. The video explores how to speak to artificial intelligence and how it affects language education, doing away with language classes and traditional study methods. Jerry Registre suggests that “it's NOT perfect by any means, but it's a great start, and it will only get better over time.”
- **Netflix Just Killed Traditional Language Learning** (May 12, 2023) <https://youtu.be/yZ4Fy8QcoXA> (10:04 min) Enjoy watching your favorite video series? You can learn another language at the same time! This video explores using the Language Reactor Chrome extension to help translate YouTube™ or Netflix™ subtitles into powerful language lessons to help you become fluent. Combining this with ChatGPT turns this into a creative way of learning languages.
- **100 ChatGPT Prompts to Crack Any Language** (May 19, 2023) <https://youtu.be/i4w521XBsQQ> (9:05 min) Jerry Registre spent a few months testing hundreds of ChatGPT prompts to practice language learning, and this video explains what he's learned so far. The tips are designed to help the learner use artificial intelligence to practice languages with more ease.

There are many more YouTube™ videos that could be very valuable for an

individual's proficiency journey, but Registre is a good place to start. Another useful resource for teachers is the International Association for Language Learning Technology (IALLT) <https://iallt.org/>. The **IALLT June Webinar 2023 Making Generative AI Work for Language Teachers** (<https://youtu.be/MkIEl6ppgyg>) presented by Maureen Lamb, shows examples of creating lesson plans, resources, bibliographies, question generation, story writing, illustrations, and more using a variety of Generative AI tools.

Of course, in a FILL environment, the role of the teacher/facilitator is to work with the learner to navigate using appropriate AI tools to support the learner's language goals. As an example, the FILL teacher/facilitator could prompt an AI interface such as ChatGPT, BING, or BARD to suggest ways to use AI to support a specific student learning a specific language. (See Appendix C for an example prompt and results.)

Next Steps for Exploring and Implementing FILL

"To live in an evolutionary spirit means to engage with full ambition and without any reserve in the structure of the present, and yet to let go and flow into a new structure when the right time has come."
— Erich Jantsch, 1980.

The Facilitated Interdependent Language Learning (FILL) approach offers learners a unique opportunity to be agents of their own learning in school, though its success will hinge on continuous refinement and evolution. For educators, the call to action is clear: embrace change, prioritize student voices, and forge ahead with creativity and passion. FILL should not be rushed, however. Because of FILL's innovative nature, neither teachers nor learners should be "drafted into" or involuntarily

placed into a FILL classroom. Teachers, schools, and districts are urged to spend appropriate planning time before implementing FILL.

The early FILL adopters from Wisconsin told us, "There's a heavy lift at the beginning, a mindset shift, and a lot of learning and preparation that evens itself out at the end." Most teachers, they say, get bogged down in the logistics of the system, time allocations, and other perceived complications. They advise, "go slow to go fast," starting with one language and frontloading students with information on how to learn a language and find resources. "We didn't put more languages in until we were solid... and it helps to have a cohort of two or three students [learning the same language(s) so they can] learn from each other and share the experience." (NCSSFL Neural Network Group, 2023) They suggest the need for a scaffold for a teacher to know how to start to implement FILL and what such an approach would look like.

A network of educators interested in exploring and eventually implementing FILL is emerging. Language teachers from several districts in Delaware began meeting last summer with their state world and dual language immersion supervisors to explore the feasibility of offering FILL classes in the upcoming school year. In addition to Delaware, there are other teachers and administrators across the United States who have expressed interest in exploring FILL in their schools, districts, and states. For more information about becoming part of this network of educators interested in exploring FILL with an eye toward implementation, visit <https://ncssfl.org/resources/facilitated-interdependent-language-learning-fill/> and contact the NCSSFL FILL team at FILL4WLS@gmail.com.

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Appendix A: Facilitated Language Study Class Overview (2023)

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Department of
Curriculum & Instruction

MADISON METROPOLITAN SCHOOL DISTRICT

The objectives of the FLS class are to:

- Encourage the study of less-commonly taught languages through the use of text and online materials and support from native and advanced speakers under the guidance of a certified language teacher
- Develop the skills necessary for self-study, collaboration, realistic goal-setting, and continued motivation for lifelong learning
- Lay the groundwork for future language study beyond high school
- Provide a structure for continued learning of French or Spanish for students who have completed all courses offered in those languages

Current language offerings are Arabic, Chinese, Italian, Korean, Japanese, Advanced French, German and Spanish, Ho-Chunk

Languages are introduced through funding and support of various entities and then continued with resources provided by MMSD, community partnerships, and volunteers.

Funding entities and Community Partners:

- Aristos and Foundation for Madison Public Schools
- Teachers of Critical Languages Program
- University of Wisconsin Language Institute
- Morgridge Center for Public Service, Badger Volunteers
- Wisconsin ESL Institute (WESLI)
- United Way
- Ho-Chunk Nation

Historical timeline:

- 2009-10: Introduced Arabic and Japanese through the FLS class at East High School
 - Guest teacher of Arabic through the Teachers of Critical Languages Program
 - Japanese coach funded through Aristos and Foundation for Madison Public Schools grants
- 2010-11: Continued Arabic and Japanese
 - Guest teacher of Arabic through the Teachers of Critical Languages Program
 - Japanese transitioned to MMSD and community support
- 2011-15: Continued both Arabic and Japanese with MMSD and community support
- 2015-16: Introduced Mandarin Chinese and continued other languages
 - Guest teacher of Mandarin through the Teachers of Critical Languages Program
- 2016-17: Continued Arabic, Japanese, and Chinese with MMSD and community support
- 2017-18: Introduced Korean and continued other languages
 - Pilot program for three students of Korean through partnership with UW Madison
- 2018-19: Introduced Ho-Chunk and Italian

Facilitated Interdependent Language Learning (FILL): Resources from the Field

- Partnership with the Ho-Chunk Nation to provide materials and tutors
- Ho-Chunk tutor funded through Title VI
- Expansion of an FLS course to West High School to offer Japanese, Korean, and Italian
- 2019-21: Continued programs at both East and West High Schools
- 2021-22: Exploration of virtual attendance across the district

Class format:

- A certified World Language teacher plans periodic lessons designed to explore language learning techniques, learning styles, and cultural exploration
- Students with previous language learning experience interested in learning less-commonly taught languages work together in language-specific cohorts
- Language cohorts may have students at varying levels of proficiency in the language
- Students work individually and collaboratively with their cohorts using various materials and techniques
- Community volunteers serve as conversation coaches to practice the languages and offer assistance with the language learning process
 - Volunteers can serve face-to-face or virtually
- The teacher organizes conversation coaches, instructional resources, and proficiency-based activities and check-ins to guide the learning and assess student progress
- Student learning is assessed in various ways:
 - Students check in with the teacher on a weekly basis to provide evidence of work in all skill areas (speaking, listening, reading, writing) and receive guidance for study methods
 - Students explore current events related to their language, discuss with students from other language cohorts, and reflect on global connections
 - Students write reflections on cultural exploration related to their language
 - Students demonstrate speaking in either presentational or interpersonal mode of communication through video and consult with coaches for feedback
 - Students demonstrate presentational writing skills through written artifacts and consult with coaches for feedback
 - Students complete language and cultural exploration projects

Appendix B: Potential FILL Resources

These are potential resources for FILL, as suggested by attendees at the ACTFL 2022 Convention session: “FILL Facilitated INTERdependent Language Learning: A New WL Learning Approach.” For more information, contact FILL4WLS@gmail.com.

Resource/Tool	Website
Better Chinese	https://www.betterchinese.com/
Can Do Statements	https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements/
Canva	https://www.canva.com/
College Board Themes/Topics	https://en.wikipedia.org/wiki/AP_Spanish_Language_and_Culture
Duolingo	https://www.duolingo.com/
Education Perfect	https://www.educationperfect.com/
Global Connect	Akash@HappyWorldFoundation.US
Immerse Me	https://immerseme.co/
Lectia (National Foreign Language Center)	https://nflc.umd.edu/projects/lectia
Level Up Village	https://levelupvillage.com/
Mango Languages	https://mangolanguages.com/
MeTabi	https://www.metabi.com/
Michel Thomas Method Audio Courses	https://www.michelthomas.com/
Modern Classrooms Projects	https://www.modernclassrooms.org/
Nualang	https://nualang.com/
PBL (National Foreign Language Resource Center)	https://nflrc.hawaii.edu
Rosetta Stone	https://www.rosettastone.com/
Teach Yourself Language courses	https://www.teachyourself.com/
UN Sustainable Development Goals	https://sdgs.un.org/goals

Appendix C: Example AI Prompt for FILL Resources

ChatGPT 4.0 was used to generate the following examples of how Artificial Intelligence (AI) Large Language Models could assist a FILL teacher/facilitator to develop tasks to support a learner's proficiency development while engaging with meaningful content, such as on the topic of the United Nations Sustainable Development Goals. Both examples were checked with native speakers of Korean and Romanian, and corrections to the generated text were noted. (The authors would like to acknowledge Dr. Ileana Marin and Professor EunYong Won from the University of Washington for their assistance in reviewing the ChatGPT translations.)

KOREAN

(Prompt [verbatim] given to ChatGPT by teacher) I am a teacher/facilitator of a tenth grade female in a rural Nebraska school who is at the novice-mid level of proficiency in Korean. The student is working with other Korean learners from around the country on a project centered around the UN Sustainable Development Goal Goal 4 --"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." In Korean, suggest 10 different ways that she can "present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases, and simple sentences (from NCSSFL/ACTFL Can-Do Statements)."

(ChatGPT response) Certainly! Helping your student present herself in Korean, especially in the context of a project related to UN Sustainable Development Goal 4, is a great way to integrate language and content. Here are ten ways she can present information about herself in Korean, considering her novice-mid proficiency:

1. Name and Grade: 제 이름은 [Her Name] 이에요. 제가 10학년 학생이에요. (My name is [Her Name]. I am a 10th grade student.)

(Human translator suggests: Particle problem: "제가" (the combination of "I" + the subject particle "가") should be "저는" ("I" + the topic particle "는") or just be dropped. Both 제가 and 저는 translate the same (i.e., "I"), but it's much more natural sounding to use the topic particle (i.e., 저는). Using the subject particle here makes it unnatural sounding.)

2. Where she's from: 저는 네브래스카 주의 [Her Town's Name] 에서 왔어요. (I'm from [Her Town's Name] in Nebraska.)

3. Her interest in Korean: 한국어 배우는 것이 좋아해요. (I like learning Korean.)

(Human translator suggests: Particle problem: "이" (subject particle) should be "을" (object particle) as 좋아해요 is a transitive verb.

4. Her favorite subject: 제 가장 좋아하는 과목은 [Her Favorite Subject] 이에요. (My favorite subject is [Her Favorite Subject].)

(Human translator suggests: Unnatural particle use: the subject particle "가" is missing after "제." "제" should be "제가." The AI's sentence is not ungrammatical, as 제 means "my." But it sounds like a foreigner, not what native speakers would say.

5. Why she's involved in the project: 저는 모든 사람이 좋은 교육을 받을 수 있어야 한다고 생각해서 이 프로젝트에 참여하게 되었어요. (I joined this project because I believe everyone should have access to a good education.)

6. Her hobbies: 제 취미는 [Her Hobby] 하기와 [Another Hobby] 하기에요. (My hobbies are [Her Hobby] and [Another Hobby].)

(Human translator suggests: Wrong spelling: 예요 should be 예요, which is from the copular verb "이다." This 예요 form is used when the preceding noun ends in a vowel.

7. Her role in the project: 이 프로젝트에서 제 역할은 [Her Role] 이에요. (In this project, my role is [Her Role].)

8. One thing she learned from the project: 이 프로젝트를 통해 [Something She Learned] 에 대해 배웠어요. (Through this project, I learned about [Something She Learned].)

9. Her favorite Korean word or phrase related to education: 제가 가장 좋아하는 한국어 교육 관련 단어/구문은 '교육'(education)이에요. (My favorite Korean word related to education is '교육'.)

10. Her future aspirations: 앞으로 [Her Dream/Goal] 을 이루고 싶어요. (In the future, I want to achieve [Her Dream/Goal].)

Remember, these are just templates! Encourage her to adjust and adapt these sentences to better represent her personality and experiences. Additionally, practicing pronunciation with native speakers or through language learning tools can be beneficial.

ROMANIAN

(Prompt [verbatim] given by the teacher) I am a teacher/facilitator of a tenth grade female in a rural Nebraska school who is at the novice-mid level of proficiency in Romanian. The student is working with other Romanian learners from around the country on a project centered around the UN Sustainable Development Goal Goal 4 -- "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." In Romanian, suggest 10 different ways that she can "present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences" (from NCSSFL/ACTFL Can-Do Statements).

(ChatGPT response) Absolutely! Helping your student present herself in Romanian, particularly in the context of a project related to the UN Sustainable Development Goal 4, is a commendable endeavor. Here are ten suggestions for her to present information about herself in Romanian, considering her novice-mid proficiency:

1. Name and Grade: Numele meu este [Her Name]. Sunt în clasa a zecea. (My name is [Her Name]. I'm in the 10th grade.)

2. Where she's from: Vin din [Her Town's Name], Nebraska. (I'm from [Her Town's Name], Nebraska.)

(Human translator suggests: It may be more natural to say "Sunt din" ("I am from," as opposed to "I come from...")

3. Her interest in Romanian: Îmi place să învăț limba română. (I like learning the Romanian language.)

4. Her favorite subject: *Materia mea preferată este* [Her Favorite Subject]. (My favorite subject is [Her Favorite Subject].)

5. Why she's involved in the project: *Am ales să particip la acest proiect pentru că cred în importanța educației pentru toți.* (I chose to participate in this project because I believe in the importance of education for all.)

6. Her hobbies: *Hobby-urile mele sunt* [Her Hobby] și [Another Hobby]. (My hobbies are [Her Hobby] and [Another Hobby].)

(Human translator suggests: Or “Pasiunile mele sunt...” to use a Romanian word.)

7. Her role in the project: *Rolul meu în acest proiect este* [Her Role]. (My role in this project is [Her Role].)

8. One thing she learned from the project: *Prin acest proiect, am învățat despre* [Something She Learned]. (Through this project, I learned about [Something She Learned].)

(Human translator suggests: “Din” (“From” rather than “Through”) sounds better in Romanian.)

9. Her favorite Romanian word or phrase related to education: *Cuvântul meu preferat în română legat de educație este 'învățare'* (learning). (My favorite Romanian word related to education is 'învățare'.)

10. Her future aspirations: *În viitor, îmi doresc să* [Her Dream/Goal]. (In the future, I want to [Her Dream/Goal].)

Remember to have her adapt these sentences as per her specific details and experiences. Practicing pronunciation and regular conversation in Romanian can also enhance her fluency and comfort with the language.

(Follow-up prompt given by the teacher for same tenth-grade student learning Romanian in Nebraska) Include a longer explanation of ways in which she might work on the UN Sustainable Development Goal dealing with "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

(ChatGPT response) Certainly! Working on the UN Sustainable Development Goal related to ensuring inclusive and equitable quality education requires multi-faceted approaches, especially if the student is situated in a rural setting in Nebraska. Here's a detailed explanation of ways your tenth-grade student might contribute to this goal:

1. Research & Awareness: Start by conducting thorough research on the current state of education in rural Nebraska compared to urban areas or other parts of the country. Use this information to raise awareness in the school and community about disparities and the need for inclusive and equitable education.

2. Tutoring & Peer Support: Establish a tutoring program where students help their peers in subjects they're strong in. Peer-to-peer learning can be incredibly effective and can build a culture of learning and support within the school.

3. Leverage Technology: Digital tools can bridge gaps in learning. Encourage the use of online platforms, educational apps, and virtual resources, especially for subjects or areas not adequately covered in the local curriculum.

4. Connect with Romanian Students: Since she's learning Romanian, she can set up a cultural exchange with students in Romania to understand and share different educational experiences. This can also contribute to her Romanian language skills.

5. Promote Lifelong Learning: Organize workshops or bring in guest speakers to discuss the importance of continuous learning beyond formal education. Highlight topics like personal development, skill acquisition, online courses, and vocational training.

Facilitated Interdependent Language Learning (FILL): Resources from the Field

6. Engage with Local Leaders: Engage with local policymakers and education leaders to advocate for more resources, better curriculum, and support for schools in rural areas.

7. Inclusivity Initiatives: Work on projects that specifically target inclusivity, like creating resources in multiple languages, ensuring school facilities are accessible to students with disabilities, and promoting a classroom environment where diversity is celebrated.

8. Collaborate on National Projects: As she's working with other Romanian learners from around the country, they can jointly develop projects or campaigns that advocate for quality education across the nation.

9. Fundraising for Educational Resources: Organize fundraisers to purchase necessary resources for the school, like books, computers, or equipment. This could involve traditional methods like bake sales or leveraging online crowdfunding platforms.

10. Continual Feedback: Implement a system where students, teachers, and parents can provide feedback on the learning experience. This feedback loop ensures that education is continuously improved upon based on real-world needs and experiences.

By exploring these areas, your student can not only contribute to the broader goal of inclusive and equitable quality education but also develop a range of skills, from research and advocacy to collaboration and communication.

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