AI-migo and XiSPA: Transforming Spanish Learners' Experience at XJTLU

School of Languages

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1. Background

With increasing demands for personalized learning, Spanish language courses face challenges such as limited class time, varying student proficiency levels, and the need for extensive input and practice. Instructors often struggle to provide timely and individualized support to each student. To address this issue, this case study integrates XIPU AI into Spanish language teaching, enabling students to receive instant vocabulary, grammar, and expression support. This enhances classroom interaction, reduces repetitive teaching workload, and improves overall instructional effectiveness.

2. Solutions

In this case study, two AI-driven tools AI-migo and XiSPA were integrated into the SPA001 Spanish course to address challenges such as limited exposure to Spanish outside the classroom, the lack of beginner-friendly learning resources, and the difficulty of providing individualized support in large cohorts. Students were encouraged to incorporate these tools into

their daily learning routines and consult the AI before approaching instructors. Solutions included:

1. **Integrating AI-migo and XiSPA into the SPA001 learning environment:** Students could access both AI tools directly from the module page and use them for grammar questions, writing support, vocabulary clarification, and real-time conversational practice.
2. **Providing instant feedback and personalized language support:** AI-migo offered immediate grammar correction, vocabulary assistance, customized activity generation aligned with course content, and individualized feedback on writing tasks.
3. **Supporting self-directed learning workflows:** When encountering difficulties, students were encouraged to consult the AI tools first. Through iterative AI – student interactions, they strengthened their understanding before seeking further clarification from teaching staff.
4. **Enhancing speaking and communication skills through interactive dialogue:** XiSPA enabled students to engage in real-time Spanish conversations, practice simple topics, reinforce vocabulary and grammar, and gradually build confidence in oral communication.
5. **Scaling support for large cohorts:** By automating responses to common and repetitive questions, AI-migo and XiSPA reduced instructors' workload and allowed teaching staff to concentrate on higher-level guidance and more individualized student support.

3. Outcomes and Benefits

403 questionnaires showed that students highly approved of the two tools. The implementation demonstrated significant improvements in

students’ comprehension and practice frequency. Students reported that XIPU AI was particularly helpful in explaining grammar structures, providing example sentences, and expanding vocabulary usage. For writing and speaking tasks, AI offered alternative expressions that enhanced output quality. Meanwhile, AI reduced teachers’ time spent on repetitive explanations of basic concepts, allowing more time for interactive and cultural learning activities. Overall, this case greatly improved instructional efficiency, student engagement, and learning outcomes.

4. Replicability and Promotion Value

This case is highly replicable and applicable to various language courses such as French, Japanese, and German, all of which require extensive practice. AI’s ability to provide instant feedback and abundant examples is particularly valuable in large classes or settings with limited instructional resources. Since the integration does not require major restructuring of lessons, the approach is low-cost and highly scalable.

5. Next Steps

Future development will explore how XIPU AI can support more complex language tasks such as classroom debates, writing structure guidance, and cultural learning. More data-driven analysis of student behavior will be conducted to refine AI prompts, enabling the system to better understand learner needs and proficiency levels, and ultimately offer

more personalized language learning support.

I. Simulated Role-Play Video Scenario Using Generative AI Tools

Case Providing Department: School of Advanced Technology

1. Background

The CPT409 Research Project Management module serves 45 MRes Computer Science and Bioinformatics students, providing foundational knowledge of project management in research environments. An existing flipped-classroom assignment required students to present a specific project management knowledge area. However, students often focused heavily on theoretical explanations without effectively applying concepts to real-world scenarios, limiting learning to the "understanding" level of Bloom's taxonomy. Role-play, as an established simulation-based learning method, enhances cognitive, affective, and psychomotor development. With recent advances in LLMs and Generative AI, students can now use AI to generate scripts, dialogues, images, audio, and even movie clips. This case integrates XIPU AI and other generative tools to support students in applying project management theory and enhancing creativity.

2. Solutions

In this case study, students used XIPU AI and other Generative AI tools to create a simulated role-play video related to their assigned project management knowledge area. The goal was to demonstrate the application of theory through scenario-based storytelling rather than produce a technically polished movie. Solutions included:

1. **Integrating XIPU AI and Generative AI tools into the learning workflow:** Students used XIPU AI for scriptwriting, character development, and

scene descriptions, and used other China-accessible tools (e.g., Wenxin Yiyi, JianYing AI) for audio, visual, and video generation.

2. **Providing structured training materials:** A Learning Mall wiki included tool guides, a Demonstration Movie, a Prompt Document, and resources supporting each stage of movie creation, helping students navigate the entire production process.
3. **Requiring detailed prompt documentation:** Students submitted a Prompt Document recording all prompts used to generate AI content, allowing instructors to assess AI usage depth and learning processes.
4. **Emphasizing the integration of theory and practice:** Marking criteria focused on creativity, theoretical relevance, narrative coherence, and the integration of the role-play video within the final presentation.
5. **Supporting creativity and self-directed learning:** Generative AI acted as a creative partner, enabling students to produce narratives, dialogues, and visual elements efficiently, allowing deeper focus on applying project management concepts.

3. Outcomes and Benefits

All 15 student groups successfully produced role-play scenario videos using Generative AI, covering contexts such as the film industry, Olympic ceremony design, and ERP software development. Student feedback indicated significant gains in efficiency and creativity, particularly in scriptwriting, narrative development, and conceptual understanding. High questionnaire scores included improved time efficiency (4.2) and enhanced theoretical understanding (4.0). Students highlighted AI’s strength in generating coherent dialogues, voice-overs, and story structures. Some noted limitations in AI video-editing tools, which required substantial manual input. Overall, students expressed both

enthusiasm and critical awareness, emphasizing the value of AI as a support tool while acknowledging the need for human oversight.

4. Replicability and Promotion Value

This approach is replicable across modules that require bridging theory and practice, especially in management, design, engineering, and language education. Generative AI-supported role-play effectively pushes students from “understanding” to “application.” The Prompt Documentation framework is broadly transferable for fostering AI literacy across disciplines.

5. Next Steps

Next steps include refining the Prompt Documentation requirements to better track students’ AI usage patterns and leveraging XIPU AI to automatically generate usage reports for instructors. Future work will also focus on improvements in AI-based video editing and material generation tools to streamline the creation process and enhance learning outcomes.