

Implementation Overview

This plan focuses on introducing AI simulated programs among World Languages classrooms to enhance Second Language acquisition and communication skills. By integrating AI simulated programs among World Languages classrooms, students will be offered opportunities to carry out answering questions and solving problems in large scale models (Kos and Mažgon, 2025).

Training will offer coordinators and educator strong digital skills necessary for the use AI simulated programs such as Claude and Perplexity. Research proves that this will enhance academic achievements and self efficacy over a variety of academic fields (Hanshaw et al.,2014). These AI tools also offer intrinsic motivation to the students that have an internal drive to participate in learning activities for the intrinsic fulfillment (Hanshaw et al., 2024).

Implementation Outline Based on a Three Year Plan:

Year 1: Bringing Awareness

Phase 1: Create a Committee (August; Year 1)

Goal: Create a committee of World Language educators and staff that will help disperse research and viewpoints.

Phase 2: Research and selection of AI Simulated Conversation Programs (September-October; Year 1)

Goal: Identify and select the platform and research which program better supports needs in a World Language classroom. .

Action:

1. Complete literature review about AI simulated conversation programs
2. Review Case Studies in AI simulated conversations
3. Breakdown available resources to finance

Phase 3: Campus Principal Consent & Support (November; Year 1)

Goal: Confirmation from campus administration for training and AI simulated conversation tools.

Phase 4: Building Awareness (November-December; Year 1)

Goal: Introduce AI simulated conversation programs to World Languages, gain comments and feedback from staff about their view and standing point on these different tools.

Action: Send out a Google Form survey, on staff's view or standing point on AI simulated conversation programs to carry on dialogue with their students. Inform of the benefits researched on Phase 1.

Phase 5: Monthly Training Sessions (January-February; Year 1)

Goal: Introduce one AI simulated conversation tool to improve the principal domains of language of reading, writing, and speaking each month.

Action: Before each session, prepare research from Phase 1. Breakdown best practices and develop the training necessary for success. Test functionality of the AI tools, two or three weeks before training presentations.

Phase 6: Professional Training Partnerships (March; Year 1)

Goal: Enhance skilfulness through partnerships with AI trainers for coordinators.

Action: Collaborate with specialists in education for professional-led training. Research grants and local government funding.

Phase 7: Feedback Collection & Adjustments (April-May; Year 1)

Goal: Reflect on effectiveness of AI simulated conversation tools for communication in a World Language Classroom

Action: Survey to collect feedback on individual phases of year one. Refine training based on staff needs and preparation for implementation year.

Year 2: Empowering Staff to use AI Simulated Conversation Tools in World Languages Teaching and Lead AI Trainings

Objective: Begin classroom integration of AI simulated conversation tools while offering AI training for educators and staff.

Phase 8: Survey Most Beneficial Simulated AI Tool (Month August-September; Year 2)

Goal: Survey campus staff to pick out which AI tools would best benefit students need in language acquisition.

Action: Survey campus staff individually to recognize which AI simulated conversation tool will benefit the students' language domains of speaking, writing, and reading.

Phase 9: Develop Train-the-Trainer Model with School Staff (October-December; Year 2)

Goals:

1. Focus on training that will track student performance based on the adoption of AI tools implemented in the classroom and lesson planning with these AI simulated conversation tools.
2. Encourage coordinators to review and prepare training sessions before introducing them to the school staff.

Phase 10: Implementation, Constant Feedback, and Data Discovery (January-May; Year 2)

Goal: Gather data and feedback to adapt and adjust AI simulated conversation tools

1. Conduct monthly surveys to gather feedback from staff based on the effectiveness of the coordinators training and AI adoptions tools.
2. Collect data based on the progress and impact of the AI simulated conversation tools on students' language acquisition. Reflect on students' challenges and their engagement utilizing the AI tools.

Year 3: Consolidation and Expansion of AI Simulated Conversation Tools**Phase 11: Full implementation with all high school World Language Students
(August-May; Year 3)**

Goal: Implement the AI simulated conversation tools in every World Language classroom.

Phase 12: Training Sessions for Educators (August-May; Year 3)

Goal: Offer trainings to staff that will refine the AI simulated conversation tools based on the feedback and data from year 2

Actions: Offer trainings on: Introduction to AI Simulated Conversation Tools, Enhancing Communication Skills with AI Simulated Conversation Tools, Influence of AI Simulated Conversation Tools for Student Progress, and Elevate AI Tools Ethics and Accountable Use

Phase 13: Ongoing monitoring, evaluation, and refinement of the program (Months August-May; Year 3)

Goal: Congregate feedback to make certain that AI simulated conversations tools remain successful and engaging within the students and educator needs.

Action: Monthly surveys for feedback from educators and students.

1. Gain feedback based on challenges and improvements needed of AI tools in the classroom.
2. Assess how these AI simulated conversation tools impact task management and good health.

Phase 14: Continuous Improvement and Staff Feedback (May; Year 3)

Goal: Perform an “End of the Year” survey to assess the areas of improvement, strengths, and future AI simulated conversation tools primary issues.