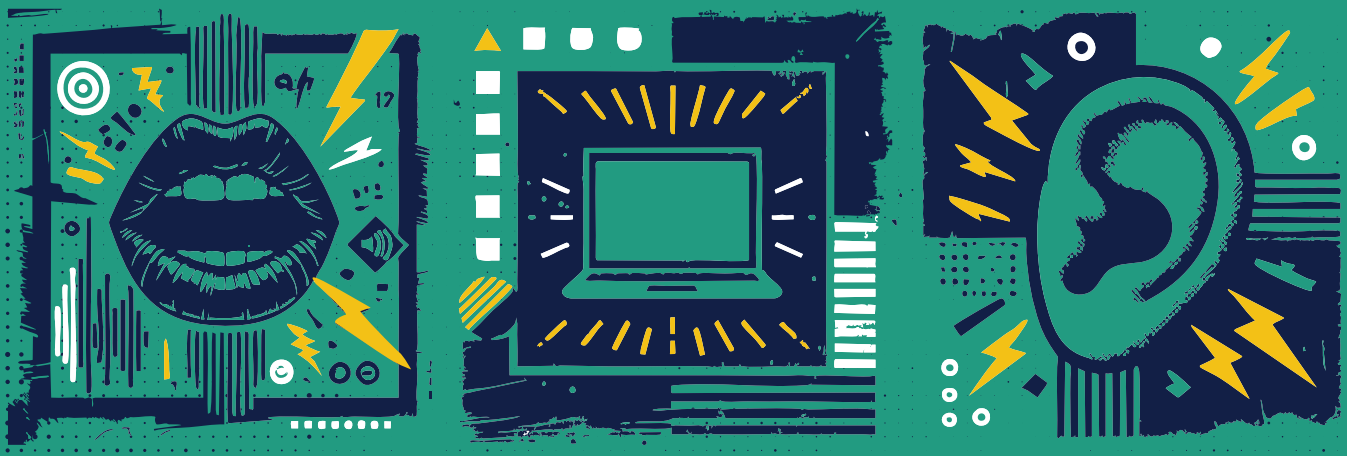
EDTECH FOR MULTILINGUAL LEARNERS

48 FUN AND FLEXIBLE ACTIVITIES FOR EVERY CLASSROOM



Brent G Warner

Thank you for attending at MITESOL 2026!

In my presentation, I shared several ideas on using tech to support your multilingual learners. Here are the activities for Role Play Roulette and The Infinite Context Bot, which are included in my book *Edtech for Multilingual Learners* (ISTE, Bookshop.org, or if it helps, Amazon).

If you're interested in being informed about it and other projects I'm working on, please sign up for my mailing list at www.brentgwarner.com/book

In the meantime, please feel free to connect with me on LinkedIn at www.LinkedIn.com/in/BrentGWarner

I hope to see you soon!

-Brent

ROLE PLAY ROULETTE

Enhance improvisational speaking skills in the target language through dynamic role-play scenarios.

ISTE STANDARDS
1.1.c / 1.4.d / 1.5.c / 1.7.b

RESOURCES
brentgwarner.com/roleplayroulette

Introduction

Role Play Roulette brings together the novelty of unpredictability with your own language learning objectives, offering a high-engagement opportunity to practice speaking. Using a digital wheel to randomize both student roles and role-play scenarios, students are not only hooked by the random nature of the activity, but also challenged to apply their speaking skills in diverse and spontaneous contexts. This activity is great for warm-ups or quick reviews, and once students are used to the concept you can break it out at a moment's notice, even when you just need a change of pace. Incorporating both planned and impromptu elements, it's designed to enhance linguistic flexibility, promote creativity, and foster a supportive atmosphere where students feel comfortable taking risks with their language use.

I like to make this a fun activity with a variety of roles from common jobs to internationally recognized characters in silly scenarios, like fighting over the last piece of pizza or being stuck in a haunted house together. This lowers the affective filter and puts everyone at ease, but you can easily swap it out for more serious roles and situations to meet your needs.

Activity Outline

Setup

- Teachers prepare two digital spinner wheels to project: one with a variety of roles represented by icons or emoji and another with a range of scenarios.

Activity

- If necessary, review target language skills.
- Students are divided into pairs or small groups.
  - Use pairs if you're going to have students perform in front of the whole class. Use small groups of three if it's a whole class activity. Students A and B can role play, while Student C can keep track of the appropriate use of the target language.
- Each student spins the role wheel to determine their character.
  - If working in small groups, have students determine who is Student A, B, and C, then you will spin and assign the roles to each respective student.
- The teacher spins the scenario wheel that the students will have to act out.
- Students perform a short impromptu role-play based on their assigned roles and scenario, using the target language.
  - You may choose to set specific achievement goals, like the performers need to continue for three minutes without pausing, or each student needs to use the target language two times before the role-play scenario can end.



If your tech is unavailable for any reason, this is easy to convert to an analog activity. Just print out the icons and scenarios on pieces of paper and have students pull them out of a bag.

Adjust the complexity of the roles and scenarios according to the proficiency level of the students to ensure the activity remains both challenging and accessible.

Teacher's Role

- Monitor the activity, providing support with vocabulary or expressions as needed
- Spot-check for use of target language
- Ensure equal participation and feedback.

Reflection

- Students can record their role-plays for self-assessment or peer feedback. Consider having students privately vote on their favorite recording, then play the video during the following class for review.

Extensions

- Set longer time limits for the skits.
- Add a third or fourth person into the role-play.
- Incorporate more target language skills from earlier in the semester.

Materials/Tools

There are many ways to make a spinning wheel online. A quick search should come up with many choices, or if you want something that's not a spinning wheel you can also look for "random name picker" or other variations. WheelOfNames.com is an excellent choice as it is free, has lots of visual customizations, and allows you to insert not only text, but also images, including transparent **PNGs** and emoji into the wheel. Flippity.net is a good alternative that allows you to save everything to your own Google Drive (drive.google.com) and gives a lot of ways to present the roles. If you're a PowerPoint (powerpoint.office.com) fan, you can even search YouTube for tutorials on how to make your own spinner in PowerPoint, which will enable you to ensure nothing is lost to the web should there be a Wi-Fi outage.

THE INFINITE CONTEXT BOT

Students explore and review their vocabulary in use across any topics they are interested in.

Introduction

One of the biggest problems students face when learning new vocabulary words is that they typically study from lists of words completely removed from any context. Even when examples are provided, students typically see only one or two sentences and are expected to figure out the meaning on their own. While we'd all love to give our students endless opportunities to see and interact with vocabulary across different settings and uses, we only have so much time in the day. Or rather, we only had so much time in the day. AI has given us the opportunity to hand our students the keys to the vocab kingdom, and they can explore to their hearts' content in ways that engage, intrigue, and delight them based on their own personal interests.

ISTE STANDARDS
1.1.a / 1.1.b / 1.3.b / 1.3.d

RESOURCES
brentgwarner.com/theinfinitecontextbot

Activity Outline

Setup

- Prepare a list of vocabulary words that is relevant to the current classroom studies.
- Alternately, have students create their own lists for words they pick up on their own.
- Ensure all students have access to an AI chatbot.

Activity

- Students open the AI chatbot and enter the following prompt:
  - **Prompt:** `Assume the role of a materials writer for English Language Learners. I will provide you with a list of vocabulary words I'm working on learning,`

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and you will provide a 2–3 paragraph article using all of the
words. My English is at the [CEFR B2] level, so anything you
write will be in the same comprehension range. You will suggest
3–4 possible topics that you can write about using the vocabu-
lary words, and you will also add the option for me to choose
my own, separate topic. When you're ready, please ask me for the
vocabulary list. Wait for my response, then make suggestions
for possible topics.
```

- Students provide the chatbot with their vocabulary list and decide whether they want to read one of the articles suggested by the chatbot or choose their own separate topic for the chatbot to write about.
- Students read and analyze the articles, paying attention to how each word is used.
- Note that at this point you can have students expand the activity in any direction you want. For some teachers, simply having the vocabulary in a variety of contexts is enough. Other teachers may wish to follow some of the suggestions in the Extensions section or create their own expansion activities.



Highlight the importance of critical thinking when analyzing AI-generated content, as the technology may not always produce perfect examples. When I was testing this again during the writing of this chapter, ChatGPT continually gave me unusual uses of the word "convenient" when I asked it to write about how John Carpenter made the movie Halloween. While most of the word choices were accurately used, it also said things like "Despite its convenient budget …" and "… coupled with its convenient yet effective production …" both of which stood out to me as awkward and something I would highlight for my students.

Teacher's Role

- Introduce the activity and demonstrate how to use the AI chatbot.
- Assist students with formulating requests to the chatbot and fine-tuning the topics to get to areas that are truly of interest to the students.
- Skim and scan the articles created for the students and give them warnings if any of the vocabulary words seem out of place. (Remember, like your students and like all of us, AI doesn't make everything perfectly, and this is a good opportunity to remind students that it's a useful tool, but it can't and won't do all the work for them.)
- Monitor student progress and provide feedback on their analyses or extensions.

Reflection

- Inside the same chat, students can ask the chatbot to explain its choices.

- If the teacher skimmed and scanned for unusual word usage and found some, have the students challenge the usage and see what it says.
- In small groups, have students share how they saw words being used in different ways than they were used to.

Extensions

- Have students cut and paste the text into a word processor. Ask them to highlight any examples where the chatbot changed the word form and to explain the change in the comments.
- Consider adjusting the prompt so the chatbot puts out content that matches different styles of writing, for example: opinion pieces, academic writing, children's storybooks, etc.
- Have students ask the chatbot to make a vocabulary quiz based on the content it wrote. You may want to prepare some sample extension prompts depending on the type of quiz you'd like it to create. ChatVCB is a natural way to get started, here.

Materials/Tools

After you have determined the words on your vocabulary list, any chatbot should be able to get this activity going, whether it be ChatGPT.com, Microsoft Copilot (copilot.microsoft.com), or any new bots that come along. As described elsewhere, I recommend that you work with what you have access to and do a couple of dry runs for yourself before handing this activity over to your students. Remember that by their very nature these chatbots create output that varies, so make sure that you're generally aware of what will be made before your lesson begins.