

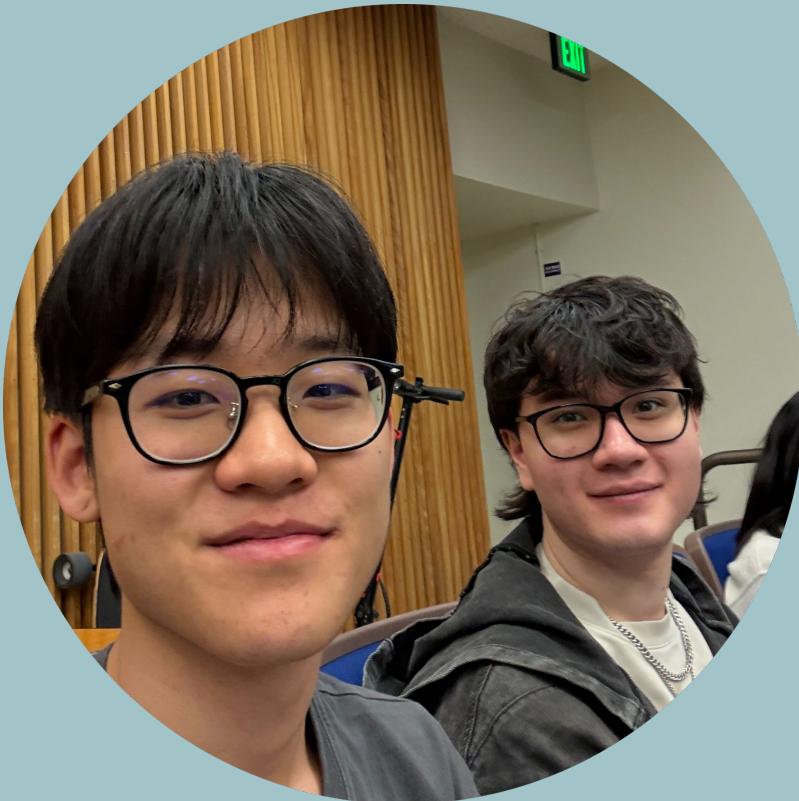
# Language Learning (Model)

GR1



# Meet the Team!

Ryan  
UCSB '26



Victor  
UCSB '26

# Domain Selection

AI relevance, literally how computers interact with fundamental human element (language)

Personal Interest!

Language Learning

Potential application!

# Finding Participants

Non-UCSB Students

Getting ourselves out there

Foreigners

Those who have to assimilate with our native language

Different Languages

Those who have different interests and language learning experiences

# We spoke to...



**Beth**  
19-year-old Chinese  
International SBCC  
Student (extreme user)

Asked to interview as a  
foreigner assimilating  
with America



**Richard**  
21-year-old Korea  
Connoisseur from the  
Bay Area

Asked to interview  
someone passionate  
about Korean culture,  
doesn't use AI to learn  
languages



**Chaewon**  
20-year-old College  
Student

Local LA resident who  
attends Language  
Exchange events, uses  
AI frequently while  
studying Japanese

...at these locations...



# ...and asked them questions like

What language are you learning, and why?

Was this your choice or something  
you felt you had to do?

Are you more focused on being  
understood or being correct?

Do you hesitate before speaking?

How do you feel when others make  
mistakes in your language?

Why did you decide not to use AI

Do you use AI while learning?

What pushed you to use AI instead of  
a person?

What did you not use AI for?

Were there moments you felt more  
comfortable with AI?

How does practicing with AI feel different  
from practicing with a real person?



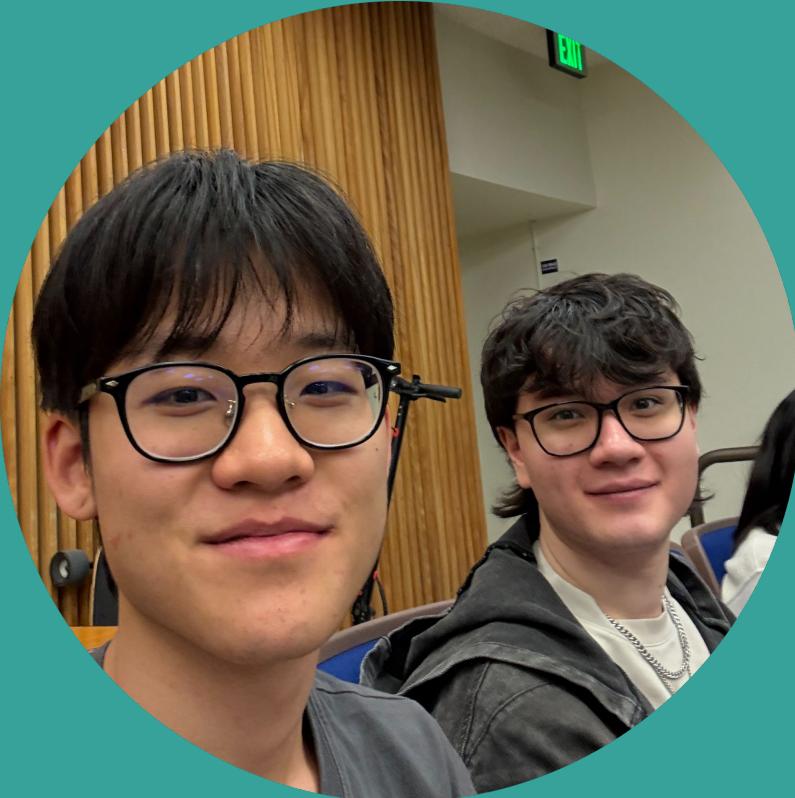
# Our extreme user was..



Beth was studying English 1-4 hours each day out of necessity, and she used AI constantly!

# Our roles in the interviews were..

Transcriber  
(recorded the  
important bits)



Interviewer  
(asked the questions)

..and we used



Google Docs

for notetaking



for long-distance calling

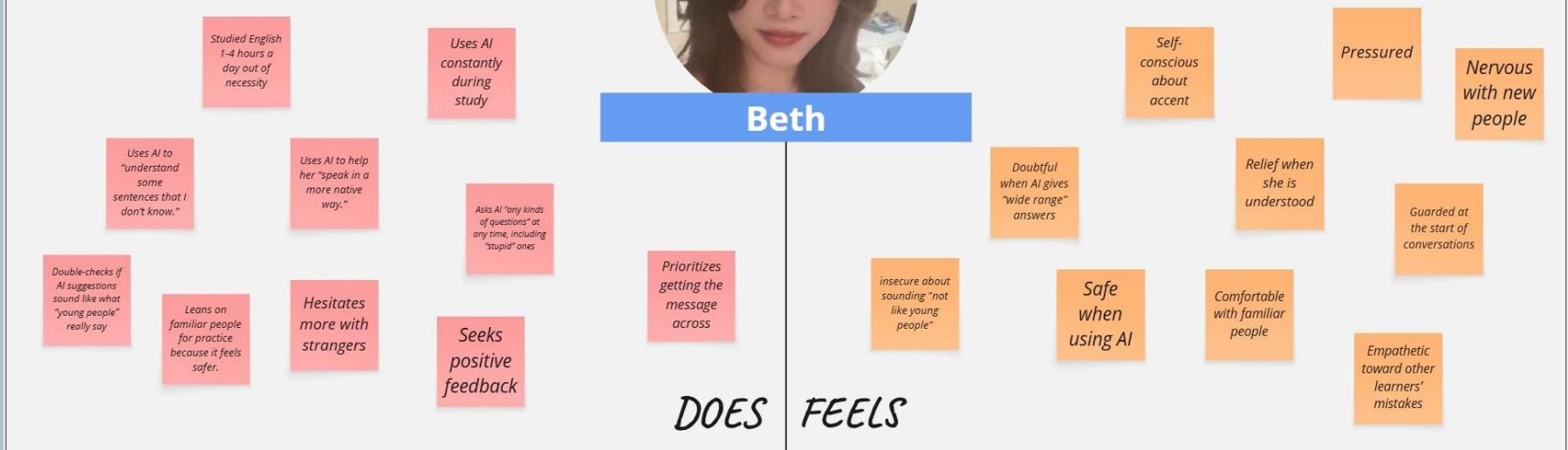
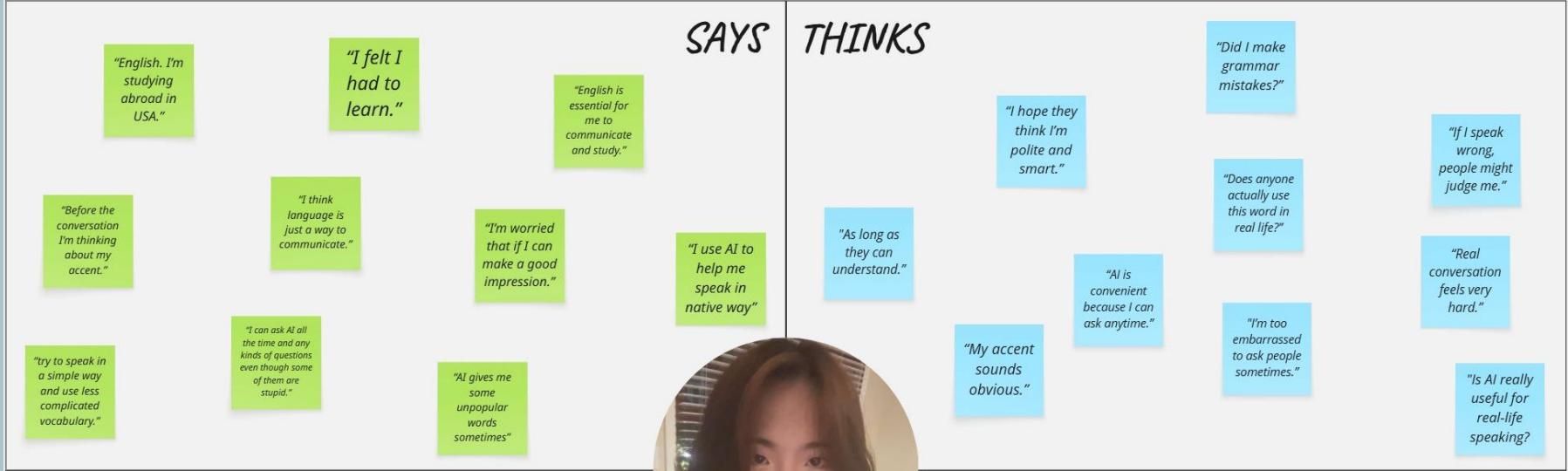


for recording



Beth  
Foreigner  
Apartment in IV - 30 min

"I can ask AI all the time and any kinds of questions even though some of them are stupid."



# Interesting Findings

Afraid of making mistakes when talking to real people



Conscious about sounding like the young adults around her

Prioritizes other people being able to understand her

Still occasionally has doubts about what AI tells her

# Insight

Beth treats English as a survival tool for school + daily life, so mistakes feel socially risky

Beth uses AI because it's always available and non-judgmental, but she sometimes doubts if the output matches real-life usage



# Need

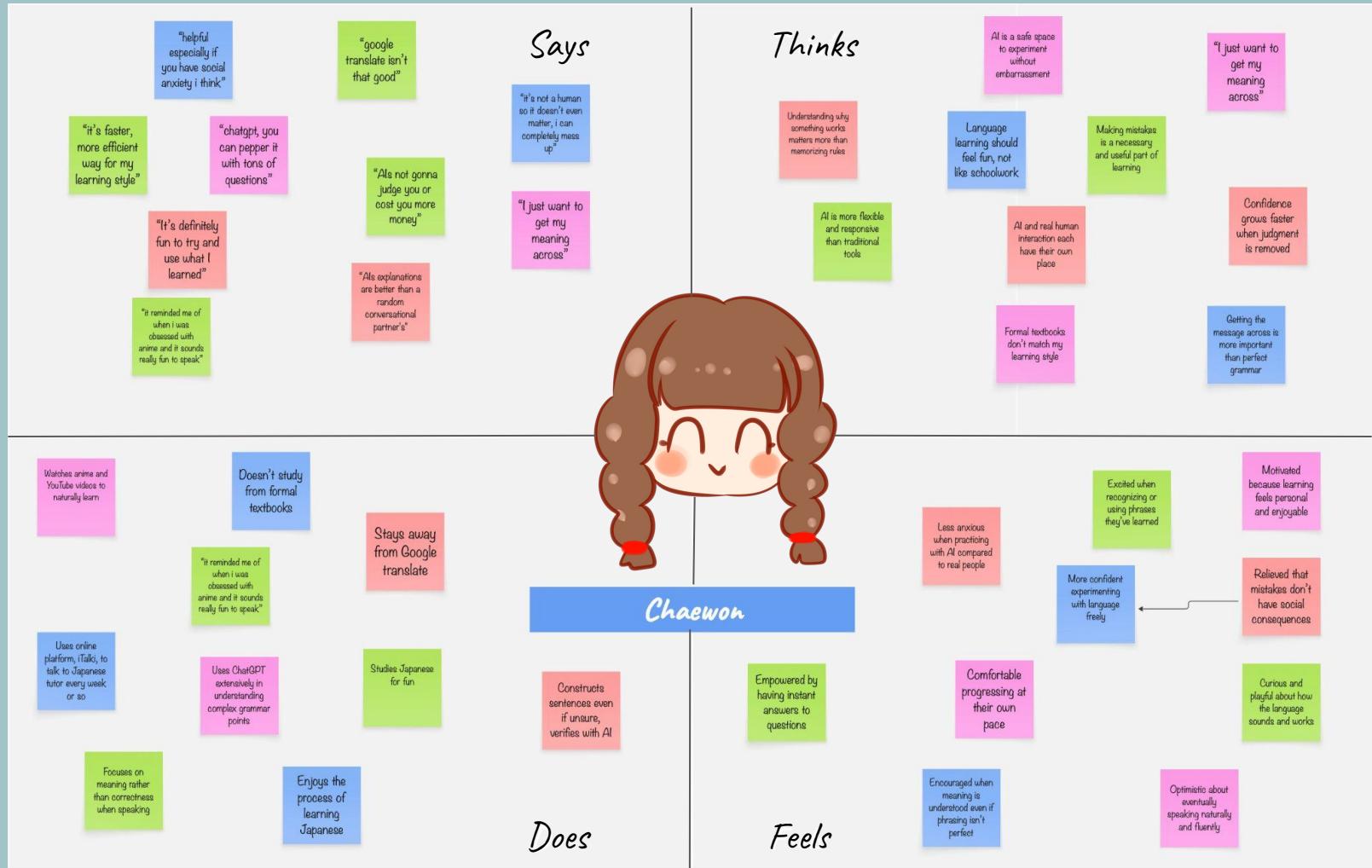
A way to practice speaking that feels low-stakes and protects her confidence while still preparing her for real conversations

Trust + validation features (examples in real contexts, tone/slang checks, "would people actually say this?")



Chaewon  
LA College Student  
Starbucks Cafe - 35 min

“It [learning japanese]  
reminded me of when i was  
obsessed with anime and it  
sounds really fun to speak”



# Interesting Findings

Empowered by having *instant* answers to questions



Confidence grows faster when  
judgement is removed

Doesn't study from formal textbooks

"It's not a human so it doesn't even matter, I can completely mess up

# Insight

Removing judgment lowers the emotional cost of making mistakes, accelerating confidence more than repetition alone.

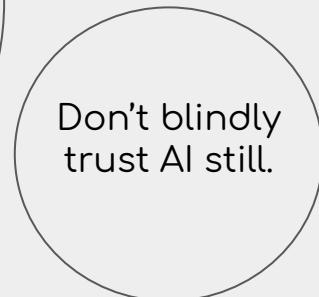
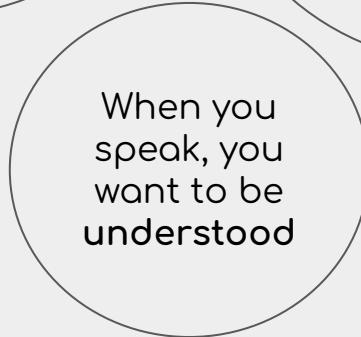
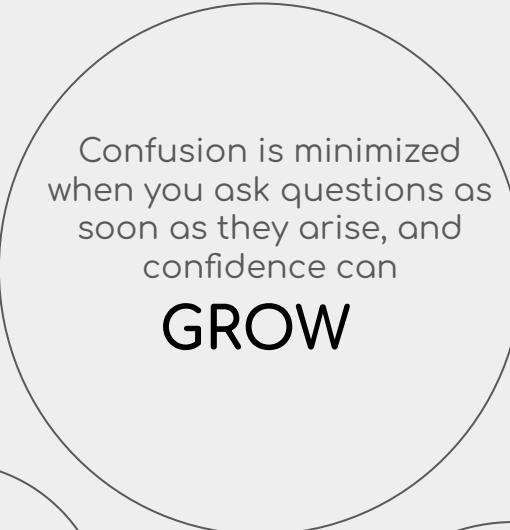


## Need!

People need environments where mistakes feel inconsequential so confidence can grow organically.

# In essence..

It's convenient!



# What's Next?

## Use GR1 learnings to focus scope:

Speaking feels high-stakes (accent/grammar + making a good impression), and AI is helpful but not always trusted for “real-life” language.

Do 2+ more interviews:  
Confirm patterns and see what changes across different learners.

## Turn insights into action in GR2:

POVs -> HMWs -> quick experience prototypes to test what actually helps.

# Appendix

1. Intro - slides 1-3
2. Needfinding Methodology - slides 4-10
3. Interview Results - slides 11 and 15
4. Analysis - slides 12-14 and 16-18
5. Summary - slides 19-20
6. Appendix - slide 21