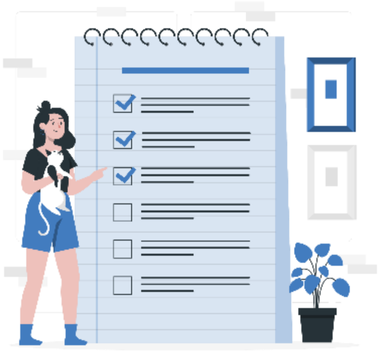
AI – from theory to practice

AI for teachers and learners

Workshop objectives



- To share some ideas for the use of AI in the (language) classroom:
  - To save you time planning and preparing activities
  - To train your learners to use AI effectively
- To test out some prompts adapted to your own contexts
- To consider how teachers can use AI to support their own development

Illustration: Growth illustrations by Storyset

Your experience so far

Take a moment and think about these two questions. Note down a short answer on the card.

Note down one way you've already used or considered using AI in your teaching

Make a note of one concern or question you have about AI in education

Illustration: People illustrations by Storyset

Reasons for trying AI as a teacher

Save time

AI can help you generate activities quickly.

Cross check your assessments

Use tools to standardize your marking of student essays.

Personalise / differentiate

Use GenAI to create short texts that meet the needs and interests of your learners

Look for ideas

Ask Gen AI for lesson activity ideas.

Help learners become independent

Train learners to use AI to learn independently.

Satisfaction

Develop as a teacher by integrating new technology step-by-step.

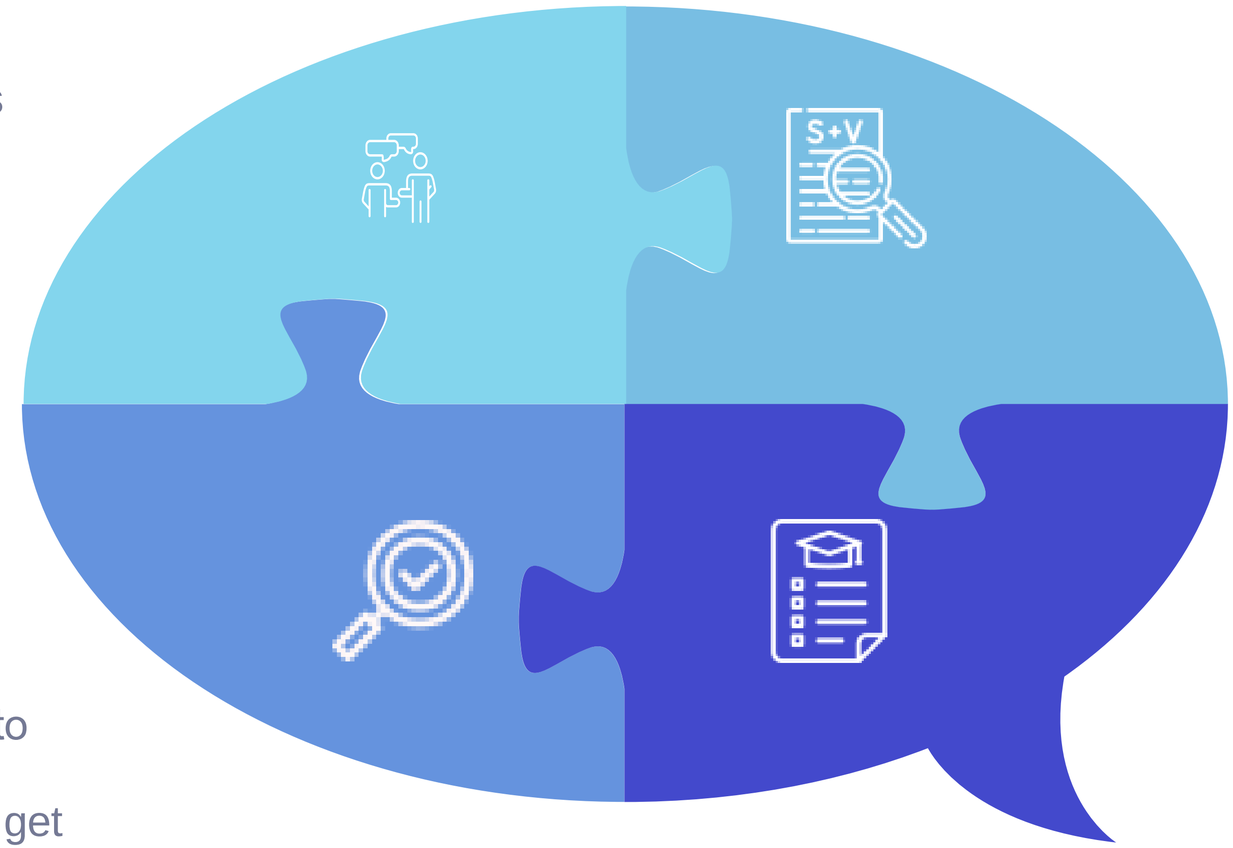
How can Gen AI help you and your learners?

Creating texts and dialogues for a context

Try using Gen AI to create contextualized and personalised texts and dialogues

Creating language learning activities

Teachers (and students!) can use Gen AI to quickly create exercises



Checking students' work

Input learners' work into Gen AI along with the assessment criteria to get a second opinion.

Improving written work

Learners can use Gen AI to get feedback on their written work.

Gen AI as an author

Writing – saving the teacher time while personalizing the text

- You can use Gen AI to create short texts to include a specific language point.

AN

Please write a short text of 200 words for learners of English at level B1. The story should be from a first-person perspective about Sally and her free time habits when she was a young teen and include the construction "used to". ALso include vocabulary about sports.

- You can use Gen AI to quickly create a jigsaw- reading task based on information in a document / on a website.

Please create a jigsaw reading task with 4 separate summarised texts (A, B, C, D) for intermediate level learners of English based on the material on this website: https://www.swissre.com/about-us/our-approach/our-history/established-1863.html. Focus the 4 separate tests on a different time period: A) 1990 - 1999; B) 200 - 2009; C) 2010 - 2019 and D) 2020 - 2024. Create some comprehension questions based on the summarised texts.

Chat GPT

✋ Remember to check the text for plausibility of the facts and appropriacy.

- NOTE: The quality of questions (e.g. MCQs) written for a text is not always great – they can be too superficial. Recommendation: think about being very specific with your question prompts.

Gen AI as an author

Dialogues

- You can ask Gen AI to create a dialogue for a specific scenario your learners need to practise.

Please create a dialogue for Learners of English at level B1. Two students should be deciding an agreeing a plan for an end-of-course party. Make the dialogue 15 exchanges long. Make sure they reach an agreement. Use the language of suggestion, agreeing and disagreeing.

Gemini

Dialogue:

1. **Liam:** Hey Sophie, the course is almost over! We need to plan the party. What do you think?
2. **Sophie:** Hi Liam! Yes, I've been thinking about that. How about having it at someone's house? It's more comfortable.
3. **Liam:** Hmm, I don't know. Let's go to a restaurant with a private room, what do you think?
4. **Sophie:** A restaurant? That sounds a bit expensive. How about keeping it cheaper and doing it at home?
5. **Liam:** Perhaps, but then we have to cook and clean. Let's order pizza and snacks to a rented community hall.
6. **Sophie:** A community hall? That's a good idea! It's a middle ground. How about decorating it with balloons?
7. **Liam:** Yes, that sounds nice. Let's also add some streamers. And maybe some fairy lights too. Do you agree?
8. **Sophie:** Yes, that sounds nice. And what about music? Should we have a playlist? How about making a collaborative playlist?
9. **Liam:** Definitely! Let's make one with some popular songs. Or even better, how about hiring a DJ?

https://g.co/gemini/share/2c01f237e1df

Gen AI as an author

Dialogues – noticing structures

- Then you can get the tool to create an activity to help learners notice the structures

Please create a language learning activity that will help learners notice the verb patterns for the structures "how about" and "let's".

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Part 1: Party Suggestions

Complete the sentences with the correct form of the verb in brackets.

1. **Liam:** How about _____ (order) pizza for the party?
2. **Sophie:** Yes, and let's _____ (get) some salads too.
3. **Liam:** How about _____ (decorate) the community hall with balloons?
4. **Sophie:** Let's _____ (make) a playlist with everyone's favorite songs.
5. **Liam:** How about _____ (ask) everyone to bring a snack?

Part 2: What Should We Do?

Fill in the blanks with either "how about" or "let's" and the correct form of the verb in bracket

1. _____ _____ (rent) a community hall for the party?
2. _____ _____ (have) some cake for dessert?
3. _____ _____ (send) out invitations next week?
4. _____ _____ (organize) some games?
5. _____ _____ (set) up the decorations early?

Part 3: Your Suggestions

Write your own sentences using "how about" and "let's" to make suggestions for the party.

1. How about _____?
2. Let's _____.
3. How about _____?

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Gen AI to create learning materials

Ideas generator

- You can use Gen AI to generate some ideas for practicing a particular language point if you don't like / you think your students won't like the material in your course book.

Act as an ESL materials designer.

please give me some suggestions for materials that I can produce to help my students practice and develop their understanding of second conditional sentences.

The materials should be suitable for ESL students with English at level B2 of the Common European Framework of Reference.

Rules:

Please make 5 suggestions.

Include your rationale for choosing the materials.

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1. Role-Playing Scenarios

Rationale: Role-playing allows students to practice second conditional sentences in a dynamic and interactive way. By simulating real-life situations, students can better understand the practical use of these sentences.

Example: Create scenarios where students have to make decisions based on hypothetical situations, such as:

- "If you won the lottery, what would you do?"
- "If you were the president, how would you improve the country?"

2. Conditional Sentence Matching Cards

Rationale: This activity helps students recognize and form second conditional sentences by matching the "i clause with the main clause. It reinforces sentence structure and encourages collaborative learning.

Example: Provide cards with different "if" clauses and main clauses. Students must find the correct matches, such as:

- "If I had more time, I would learn a new language."

5. Interactive Quizzes and Games

Rationale: Quizzes and games make learning fun and engaging. They provide immediate feedback and hel reinforce the correct use of second conditional sentences.

Example: Create an online quiz or a classroom game like "Jeopardy" with categories related to second conditional sentences. Questions could include:

- "If you could travel anywhere in the world, where would you go?"
- "If you had a superpower, what would it be?"

These materials should help your students practice and develop their understanding of second conditional sentences in an engaging and effective way. Would you like more detailed examples or additional suggestions?

Gen AI to create learning materials

Ideas generator

- You can use Gen AI to generate some ideas for follow-on activities.

Please suggest 8 follow-on activities that English language learners at level B2 could do after reading an authentic text about tiredness and exhaustion. They have already done some comprehension tasks.

Perplexity

Here are 8 follow-on activities that English language learners at level B2 could engage in after reading an authentic text about tiredness and exhaustion and completing comprehension tasks:

1. Vocabulary expansion:
   Students create a mind map or word web with "tiredness" at the center, branching out to related words, phrases, and collocations found in the text. They can then add their own ideas and synonyms to expand their vocabulary further.
2. Role-play:
   In pairs, students act out a scenario where one person is experiencing extreme fatigue, and the other is a friend or family member offering advice. This activity encourages the use of relevant vocabulary and expressions while practicing speaking skills.
3. Writing a personal reflection:
   Students write a short essay about their own experiences with tiredness or exhaustion, incorporating vocabulary and concepts from the text. They should describe causes, effects, and strategies they use to combat fatigue.
4. Debate:
   Organize a class debate on a topic related to the text, such as "Is modern society causing more exhaustion than in the past?" or "Should companies implement mandatory rest periods for employees?" This activity promotes critical thinking and speaking skills.

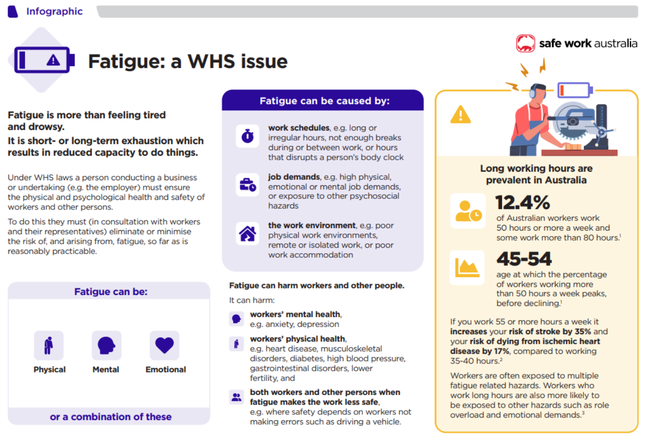
Follow up prompt:

Please find an infographic on the topic of tiredness and exhaustion.

Here ar …d exhaustion that you might find useful:

1. Fat… …is infographic lists the signs of tiredness, exp… …at work, and offers tips for managing it. It is ava… …ed for printing on 11 by 17-inch paper [1].
2. Fat… …Work Australia: This infographic outlines the imp… …afety and provides strategies for managing the risks associated with it [3].
3. **Bupa's Six Steps to a Sound Night's Sleep Infographic**: While not exclusively focused on tiredness, this infographic provides tips on improving sleep quality, which is crucial for managing fatigue. It is available as a PDF download [5].

safeworkaustralia.gov.au
Fatigue: a WHS issue - infographic | Safe Work Australia
Fatigue is more than feeling tired and drowsy. It is short- or long-term exhaustion which results in reduced capacity to do things. This infographic outlines the WHS…



5. Problem-solving task:
   In small groups, students brainstorm and present solutions for reducing tiredness and exhaustion in specific scenarios (e.g., for a busy student, a new parent, or a shift worker). T… should use language from the text and justify their suggestions.
6. Infographic creation:
   Students design an infographic summarizing the main points from the text about causes, symptoms, and remedies for tiredness. This task encourages information synthesis and vis… communication skills.
7. Listening and speaking activity:
   Play a short video or podcast about sleep hygiene or combating fatigue. Students take no… and then summarize the main points to a partner, comparing the information with what the… learned from the original text.
8. Research and presentation:
   Students conduct additional research on a specific aspect of tiredness or exhaustion (e.g., sleep disorders, caffeine's effects, or cultural differences in rest habits). They prepare and deliver a short presentation to the class, incorporating new vocabulary and information fro… their research and the original text.

These activities provide a mix of skills practice, encouraging students to engage with the topic… more deeply while reinforcing and expanding their language skills at the B2 level.

Gen AI to create learning materials

Activity creation - Grammar

- You can then choose one of the suggested activities and ask Gen AI to create it for you

Please create a worksheet for learners of Business English at level B2 of the CEFR to practice the formation of the second conditional. Please create a matching activity in table form that requires learners to match the if clause as one part of the sentence in one column and the result / main clause as another part of the sentence in another column. Make the sentence halves appropriate for a business context. Make sure that the If clause and the main clause appear randomly in either the right or the left-hand column.

Gemini

Business English Second Conditional Matching Activity

Instructions: Match the "if" clause with the appropriate main clause to form complete second conditional sentences. Write the letter of the main clause in the space provided.

If Clauses	Main Clauses
1. If our company **expanded** into new markets,	A. we **would attract** top talent.
2. If the CEO **approved** the budget increase,	B. we **would see** a significant increase in sales.
3. If we **offered** more flexible working hours,	C. we **would gain** a competitive edge.
4. If the marketing team **launched** the new campaign,	D. we **would meet** our sustainability goals.
5. If we **invested** in new technology,	E. we **would be able** to start the next phase.
6. If the client **signed** the contract,	F. we **would increase** our market share.
7. If we **reduced** our carbon footprint,	G. we **would improve** our brand reputation.
8. If the project **was completed** on time,	H. we **would have** the resources to expand our team.

Answer Key:

1. F
2. H
3. A
4. B
5. C
6. E
7. D

Note: AI stuck with the «If clause» in the first column. It could take several iterations to produce a table the way you would like it to be.

Gen AI to create learning materials

Activity creation - differentiation

- Gen AI can help you create differentiated learning materials more quickly.

Please create a Word document with a gap-fill activity that is differentiated for learners at different levels of ability in English language learning. Remove 12 words related to transport and trains. Remove the words from different paragraphs. Remove both verbs and nouns. I will provide the text. The first version should simply have gaps. The second version should have gaps and a word box with the words that have been removed from the text. The third version should have gaps, a word box and the first letter of the words that have been removed should be in front of the corresponding gap. Please number the gaps and provide a separate answer key for each version of the activity.

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Version 1: Gap-Fill (No Word Box)

Fill in the gaps with the correct transport-related word. There are 12 gaps in total.

Swiss Federal _____ (1) plans to create several new _____ (11)s to connect Europe, including a direct line to London that could be operational as early as 2030. However, adaptations are necessary for Swiss _____ (4)s and _____ (2) _____ (3). If the project proceeds, new direct trains from Geneva and Zurich will arrive at London's St Pancras station.

The project was recently formalized in an agreement between the British station and the Getlink group which manages the Channel _____ (5).

Both British and Swiss _____ (6) are enthusiastic. "We feel so disconnected after Brexit. This kind of direct connection would be incredible," says one Briton. Swiss Railways welcomes the project but notes that Swiss stations will need adaptation for new passengers.

Version 2: Gap-Fill (With Word Box)

Fill in the gaps with the correct word from the word box. Use each word once.

Word Box: Railways, train, routes, station, Tunnel, passengers, platform, terminal, route, transport, line, airport

Swiss Federal _____ (1) plans to create several new _____ (11)s to connect Europe, including a direct line to London that could be operational as early as 2030. However,

Word of caution: some of the gaps were too close to each other making it difficult / impossible for learners to choose the right word. This would need to be corrected manually But you would still be quicker than if everything had to be developed By the teacher.

Version 3: Gap-Fill (With Word Box & First Letters)

Fill in the gaps with the correct word from the word box. Each gap includes the first letter of the word.

Word Box: Railways, train, routes, station, Tunnel, passengers, platform, terminal, route, transport, line, airport

Swiss Federal R_____ (1) plans to create several new l__ (11)s to connect Europe, including a direct line to London that could be operational as early as 2030. However, adaptations are necessary for Swiss s_____ (4)s and t___ (2) r____ (3). If the project proceeds, new direct trains from Geneva and Zurich will arrive at London's St Pancras station.

Gen AI to create learning materials

Activity creation – reading and vocabulary

- You can ask Gen AI to create activities for you related to a text you have chosen from the news, for example.

Claude AI

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Act as an instructional designer.
Use the text I enter to create a vocabulary matching activity.
The aim of the activity is to improve learners'
understanding of business vocabulary.
Focus on vocabulary related to reorganisations and efficiency.
Rules:
Include instructions for students and an answer key.
```

AB Here is the text: Nestlé plans to close its factory in Germany at Neuss, near Düsseldorf, by mid-2026. The Swiss food giant also plans to sell its Conow plant, near the Polish border, early next year.
The 145 employees at the Neuss site, which produces Thomy oil as well as mayonnaise and mustard in glass jars and tubes, were informed on Thursday, according to a press release from Nestlé's German subsidiary.
The company justifies its decision by "increased consumer sensitivity to prices and rising costs, which in recent years have led to a fall in volumes and overcapacity" at the North Rhine-Westphalia site.
Part of the production, in particular mustard and mayonnaise tubes, will be transferred to the Lüdinghausen site, south of Münster and more than a hundred kilometres from Neuss. Nestlé plans to invest €13 million (CHF12.4 million) to modernise the site, including the creation of a new production line. Thirty additional jobs will be offered to workers in Neuss. Nestlé's aim is to "increase the competitiveness of food factories in Germany and take advantage of synergies at European level". Other production, in particular products sold in glass, will be relocated elsewhere in Europe.

Business Vocabulary Matching Activity

Reorganizations and Efficiency: Nestlé Case Study

Instructions for Students:

Match each term in Column A with its correct definition in Column B by writing the appropriate letter next to each number. All terms are related to business reorganizations and efficiency improvements, as illustrated in the Nestlé factory closure case.

Column A: Terms

1. Closure
2. Overcapacity
3. Transfer of production
4. Modernization
5. Competitiveness
6. Synergies
7. Relocation
8. Profitability
9. Subsidiary
10. Multinational
11. Consumer sensitivity
12. Divestment
13. Downsizing
14. Investment

Column B: Definitions

A. The process of updating facilities or equipment to improve efficiency and productivity
B. Moving business operations from one location to another
C. A company that operates in multiple countries
D. The complete shutdown of a facility or business unit
E. The ability of a business to remain viable against market competitors
F. A company owned or controlled by a parent company
G. The responsiveness of buyers to changes in product characteristics, especially price
H. The selling of an asset, business unit, or investment
I. A situation where production capability exceeds market demand
J. Moving manufacturing processes from one site to another
K. The allocation of capital to improve or expand business operations
L. Combined benefits achieved when companies integrate their resources
M. An extreme or significant business decision with far-reaching consequences
N. The measure of a company's ability to generate earnings relative to costs
O. Reducing the size of an organization, typically through job cuts

Answer Key:

1. D - Closure: The complete shutdown of a facility or business unit
2. I - Overcapacity: A situation where production capability exceeds market demand
3. J - Transfer of production: Moving manufacturing processes from one site to another
4. A - Modernization: The process of updating facilities or equipment to improve efficiency and productivity
5. E - Competitiveness: The ability of a business to remain viable against market competitors
6. L - Synergies: Combined benefits achieved when companies integrate their resources
7. B - Relocation: Moving business operations from one location to another
8. N - Profitability: The measure of a company's ability to generate earnings relative to costs
9. F - Subsidiary: A company owned or controlled by a parent company
10. C - Multinational: A company that operates in multiple countries
11. G - Consumer sensitivity: The responsiveness of buyers to changes in product characteristics, especially price
12. H - Divestment: The selling of an asset, business unit, or investment
13. O - Downsizing: Reducing the size of an organization, typically through job cuts
14. K - Investment: The allocation of capital to improve or expand business operations
15. M - Radical measure: An extreme or significant business decision with far-reaching consequences

Gen AI to create learning materials

Games: Speaking / Vocabulary

- Do you want your learners to practise their vocabulary *and* their speaking?
  - Get Gen AI to create a Taboo Game.
  - Including instructions on how the document should be formatted will save you time.

Please create a vocabulary game of taboo for learners of English at level B1. The topic is cooking verbs. You should include 3 taboo words for each word to be defined. Please create the game in a Word document with a table with two column and 10 rows. In each cell of the table have the word to be defined centred and in bold font; place the 3 taboo words under this word to be definied. .

Copilot

Vocabulary Game: Taboo (Cooking Verbs)

Bake Oven Cake Bread	**Roast** Oven Meat Potatoes
Boil Water Pot Egg	**Steam** Water Vegetables Heat
Fry Oil Pan Chicken	**Whisk** Eggs Mix Beat
Grill Barbecue Meat Fire	**Sauté** Pan Oil Vegetables
Chop Knife Vegetables Cut	
Mix Combine Ingredients Stir	

Gen AI to create learning materials

Speaking

- You can use Gen AI to create role cards for a debate. The more clearly you phrase your prompt and the more detail you provide, the better the quality of role card produced.

Please create a set of role cards with 5 different scenarios for interaction. Student A is a business representative with questions about the difference between tax exemption (according to article 23) and exemption from tax without credit (according to article 21). Student B is a tax expert of the Swiss Federal Tax Authority and will supply the answers. For Student A start the role card "Please ask your tax auditor how to report VAT ....". For student B start the role card "Please explain to your taxpayer what the rules are for VAT reporting ...". Please set up the role play cards in table format with two columns, one for Student A and one for Student B.

Copilot

Student A (Business Representative)	Student B (Tax Expert)
Scenario 1 Please ask your tax auditor how to report VAT for medical services provided by your hospital.	**Scenario 1** Please explain to your taxpayer what the rules are for VAT reporting for medical services under Art. 21.
Scenario 2 Please ask your tax auditor how to report VAT for goods transported directly abroad by your logistics company.	**Scenario 2** Please explain to your taxpayer what the rules are for VAT reporting for goods transported directly abroad under Art. 23.
Scenario 3 Please ask your tax auditor how to report VAT for nursing services provided by your healthcare facility.	**Scenario 3** Please explain to your taxpayer what the rules are for VAT reporting for nursing services under Art. 21.
Scenario 4	**Scenario 4**

Learners using AI

Gen AI to improve written work

- Think about training learners to use AI to help them during the writing process.
- You could help them create a prompt:

- "I am a B2-level English learner. Please give me feedback on my essay based on the following areas:
  - Content: Have I included all the necessary ideas? Are my arguments well-developed?
  - Organisation: Is my essay well-structured and logically connected? Are my paragraphs clear?
  - Communicative Achievement: Does my writing suit the purpose and audience? Is the tone appropriate?
  - Language: Are there any grammar, vocabulary, or spelling mistakes? Can you suggest improvements?

- Here is the instruction for my essay …
- Here is my essay ...

Learners using AI

Gen AI to improve written work

🧠 Content

Strengths:

- You clearly express your opinion and respond to the quotation.
- You provide **relevant examples** to support your points: technology, ecology, and language learnin

Suggestions:

- Consider **explaining your arguments more fully.** For instance, when you mention teenagers teaching older people about ecology, you could give an example of a specific project or its impact
- In the introduction, clarify **what the quotation is**, or rephrase it so the reader understands the reference without needing to see the original page.

📦 Organisation

Strengths:

- Your essay has a clear **introduction, body, and conclusion.**
- You use some linking words like "Moreover" and "Besides this."

Suggestions:

- The **first paragraph** could be more clearly structured. Separate your opinion from the quotation, and make your thesis statement (your main idea) clearer.
- Improve transitions between paragraphs: use more varied linkers such as **"In addition," "Another example is," or "Furthermore."**
- Consider grouping related ideas together more clearly — e.g., all ideas about education or communication.

Chat GPT

🗣️ Communicative Achievement

Strengths:

- The tone is appropriate for a short essay or opinion piece.
- You make your point **as a teenager** addressing adults — that perspective is consistent and engaging.

Suggestions:

- Watch the **register:** phrases like "don't think they have any adult senses" are a bit unclear or informal. Try:
  "Some adults believe that teenagers lack maturity or the ability to think wisely."
- You could vary your sentence structure to make the tone more fluent and natural.

📄 Language

Grammar, vocabulary and spelling:

Here are some **specific examples** and how to improve them:

Original	Corrected	Comment
"I'm not agree"	"I don't agree"	"Agree" is not used with "to be"
"the great knowledge"	"a good knowledge" or "a lot of knowledge"	"Knowledge" is uncountable, so avoid "the great knowledge"
"concerned on"	"concerned about"	Wrong preposition
"environment on classes"	"the environment in class"	Article and preposition needed
"olympiades"	"olympiads" or "competitions"	Use the correct term or a simpler synonym
"won them"	"often win them" or "have often won them"	Watch tense consistency
"come by the new knowledge"	"gain new knowledge"	"Come by" is awkward in this context
"that what they have"	"what they already know"	More natural phrasing

✨ Improved Sample (Opening Paragraph)

> Adults often describe teenagers as noisy, childish, or even violent. Some believe that young people lack maturity and wisdom. However, as a teenager, I believe we are intelligent and capable of teaching others valuable things. For this reason, I disagree with the quotation mentioned above.

✅ Final Thoughts

You're doing a great job expressing your ideas and supporting them with real examples. Your passion and confidence come through clearly — that's fantastic! To take your writing to a strong B2 or even C1 level:

- Keep polishing your grammar and phrasing.
- Vary your vocabulary and linking expressions.
- Work on clarity and cohesion in your paragraphs.

Would you like help rewriting the full essay with corrections and improvements? Or would you prefer a checklist you can use for future writing?

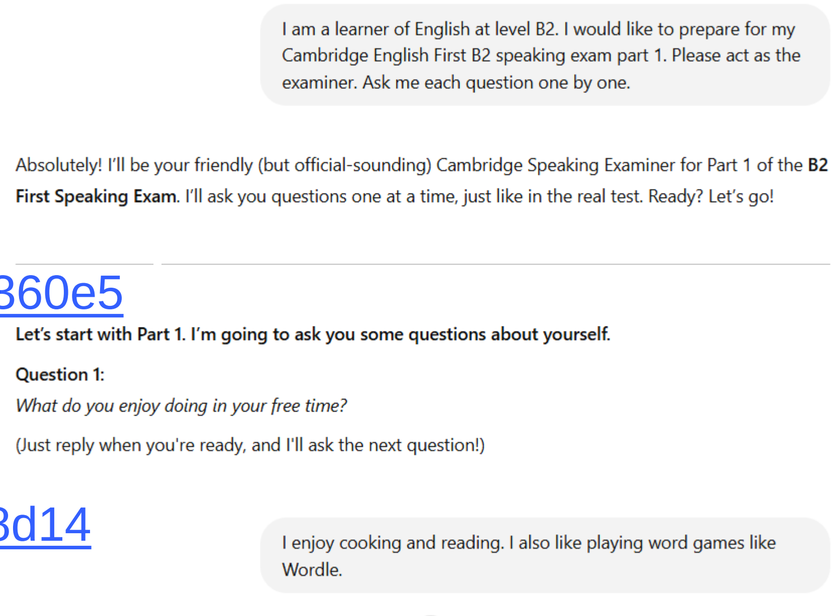
Follow up task:

- Learners rewrite the essay using the AI feedback.
- Learners submit the original essay, their prompt and the AI feedback and their reworked text to the teacher.

Learners using AI

Gen AI to improve speaking

- As a teacher, you can train learners to interact with Gen AI to practice the kind of conversations they need to work on. They provide an initial context and the chatbot can act as the interlocutor. For example:



- Practising for an exam:
- Practising for a job interview: https://chat.openai.com/share/69aa5640-8032-4db0-b8d7-3770577360e5
- Practising for a communication situation at work: https://chat.openai.com/share/6398b020-6586-47d5-bfcf-e1ac5da18d14

Gen AI to create a rubric to check work

Creating a rubric

Teachers can use Gen AI to develop a rubric for a specific task o
type of task.

Act as an ESL evaluation and assessment expert.
Create a rubric to help me evaluate my students' assignments.

Follow these rules.

Rules:
The rubric should have five levels, starting from 1 to 5. There should be a total of 5 points available per criterion, with a possible total of 20 points across all criteria.
Include the assessment criteria and what students need to achieve for each score.
The criteria should cover content, organisation of the presentation, range and accuracy of language used and overall effect on the listener.

The rubric should be suitable for evaluating adult learners of business English at level B2 of the Common European Framework of Reference. They are all accountants.

The students have been set a presentation assignment on the importance of internationally agreed accounting standards. The teacher is not an accountant. The students are the experts on the content.

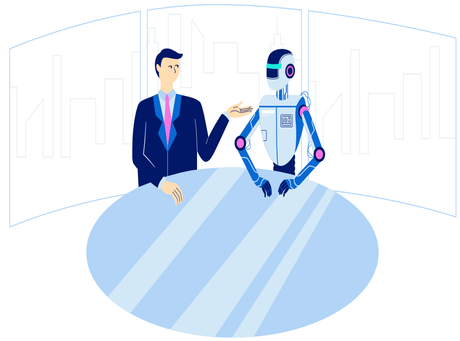
Please layout the rubric in table form so that a teacher can use it to mark the presentations as they are given by the students.

Perplexity

Criteria	1	2	3	4	5
Content	The presentation lacks clarity and relevance to the topic. Key points are not covered or are inaccurate.	The presentation partially covers the topic but lacks depth and accuracy in some areas.	The presentation adequately covers the main points, but supporting details are somewhat lacking.	The presentation effectively covers all major points with relevant supporting details.	The presentation thoroughly and accurately covers all aspects of the topic, providing strong supporting evidence.
Organization	The presentation lacks a clear structure, making it difficult to follow.	The presentation has some structure but is occasionally hard to follow due to poor transitions.	The presentation is generally well-organized with clear transitions, but minor issues exist.	The presentation is well-organized with logical transitions, making it easy to follow.	The presentation is exceptionally well-organized with smooth transitions, enhancing comprehension.
Range and Accuracy of Language	Language use is very limited and often inaccurate, hindering communication.	Language use is basic and sometimes inaccurate, causing minor difficulties in understanding.	Language use is adequate but lacks variety and precision, occasionally causing confusion.	Language use is good with some variety and accuracy, though minor errors occur.	Language use is excellent, demonstrating a wide range of vocabulary and grammatical accuracy.
Overall Effect on the Listener	The presentation fails to engage the audience and lacks clarity.	The presentation somewhat engages the audience but lacks persuasive	The presentation adequately engages the audience but could be more	The presentation effectively engages and persuades the audience,	The presentation strongly engages and persuades the audience, leaving a lasting impression.

If the learners have the rubric before they give their presentation, they know what they will assessed on. If the teacher uses the rubric to give feedback, the learners have a clear idea about areas for development.

Interaction with Gen AI



Some prompting tips:

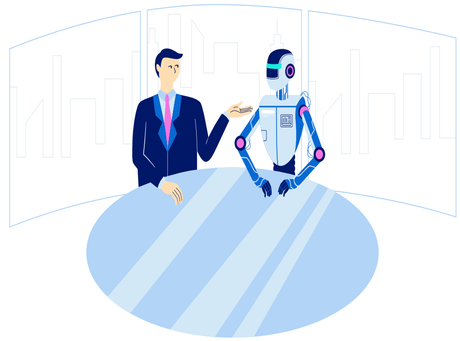
New topic, new chat:
Modern generative AI chatbots tailor their responses based on the context of previous interactions. To ensure clarity, begin a new chat when introducing a new prompt or topic.

Try each prompt multiple times:
Re-entering prompts often yields different results, giving you a broader range of options.

Follow up and refine your prompts:
If you don't get what you want from the prompt, try asking the AI to make specific improvements.

Modify the 'Act as ...' part of the prompt
This guides the AI on which knowledge area to use, such as 'Act as a Materials Writer for XXX Language Learning’.

Interaction with Gen AI



Some prompting tips:

- Think about using the “TAP” framework to help you write your prompts:

- **T = Topic**
  - Make sure the **topic** is precise and concise, detailed and specific and set within a context

- **A = Action**
  - Define what **output** is required: e.g. “write a summary” or “act as a interviewer”

- **P = Parameters**
  - Define the length, the level, the language point etc.

Tools used

- Chat GPT (https://chatgpt.com/)
- Perplexity (https://www.perplexity.ai/)
- Gemini (https://gemini.google.com/)
- Microsoft Copilot (via Microsoft 365)
- Claude AI (https://claude.ai/)

Ilustration: Online illustrations by Storyset

Over to you

- In small groups or pairs, choose an activity area you would like to research, for example:
  - Generating a reading text
  - Generating activities
  - Generating rubrics
  - … or something you would like to try out

- Then use Gen AI to research this point

  - Choose a tool
  - Choose a prompt
  - See what Gen AI suggests
  - Reprompt if necessary
  - Be ready to present your ideas
  - Time limit: 12 minutes

AI as *your* guide on the side

- Think about how you can use AI to help you reflect on your lessons in a structured way.
- There are some frameworks you can use to help you:

The What? So What? Now What? Framework of Reflection

1. What? - Describing the experience/event in detail. Factual questions (What happened? Who was involved? What was the outcome?)
2. So What? - Interpreting the significance of the experience. Critical thinking Why does this matter? What have I learned? How does it connect to my goals or values?)
3. Now What? - Focusing on actionable steps for growth/change. How to apply what they've learned What will I do differently next time? What specific actions will I take? How can I improve or build on this experience?)

The 4 Fs Framework of Reflection

1. Facts: Describing what happened with focus on key details (lesson plan, learner responses, outcomes). Don't interpret.
2. Feelings: Reflect on the emotions experienced. Were you confident, frustrated, or inspired?
3. Findings: Analyse the experience to uncover lessons learned. What worked well, and what didn't? How your teaching strategies impact student engagement and learning?
4. Future: Use your insights to plan steps for improvement. Set goals and strategies for building on successes/addressing challenges.

Illustration: Business illustrations by Storyset

Credit to Nik Peachy for the reflection frameworks.

AI as *your* guide on the side

Prompt

Act as a teacher mentor.

Help me reflect on my teaching using the The What? So What? Now What? Framework of Reflection Framework.

Guide me through the process by asking questions.

Wait for my answer to each question before going on to the next one.

At the end of the reflection process help me by summarising my learning points.

What?

What happened during your teaching session?

- Describe the events, activities, or interactions that took place.
- What were your objectives for the session?
- Were there any unexpected occurrences?

Take your time to reflect and share your thoughts. Once you're ready, we'll move on to the next part.

Edit in Pages | Copy | AI-generated content may be incorrect

I was working with a group of tax inspectors. The objective was to introduce and practise some vocabulary related to financial accounting and financial statements. We were working with a real balance sheet produced by a Swiss company. There was some debate over the way the balance sheet was presented - not what the students were used to seeing.

So What?

Thank you for sharing that. Now, let's move on to the next part:

So what does this mean?

- How did the debate over the balance sheet presentation impact the learning experience?
- What did you observe about the students' engagement and understanding during this session?
- Were there any key moments or insights that stood out to you?

Reflect on these questions and share your thoughts when you're ready. We'll proceed to the final part after that.

Edit in Pages | Copy | AI-generated content may be incorrect

The students were engaged at this stage because they were trying to understand. The debate showed that there was some uncertainty related to the meaning / translation of the word "liabilities" because the way the balance sheet was presented was unusual. It was a bit stressful.

Now What?

Thank you for your insights. Let's move on to the final part:

Now what will you do moving forward?

- How can you address the uncertainty and stress related to the presentation of the balance sheet in future sessions?
- What strategies can you implement to ensure clearer understanding of key terms like "liabilities"?
- Are there any adjustments or improvements you plan to make based on this experience?

Reflect on these questions and share your thoughts. Once you're ready, I'll help you summarize your learning points.

Edit in Pages | Copy | AI-generated content may be incorrect

I did board up the general rule that assets are what you own and liabilities are what you owe. This hopefully helped clarify that equity belonged in the liabilities side.

Summary of Learning Points

Great job on addressing the confusion! Here's a summary of your reflection:

1. **What?**
   - You worked with tax inspectors to introduce and practice vocabulary related to financial accounting and financial statements.
   - The session involved a real balance sheet from a Swiss company, which led to a debate due to its unusual presentation.
2. **So What?**
   - The debate highlighted uncertainty around the term "liabilities" and its translation.
   - The students were engaged but experienced some stress due to the unfamiliar presentation.
3. **Now What?**
   - You clarified the concept by explaining that assets are what you own and liabilities are what you owe, helping to place equity correctly in the liabilities section.
   - Moving forward, you might consider using more familiar examples or additional visual aids to reinforce key terms and concepts.

Reflecting on these points can help you enhance your teaching strategies and improve future sessions. Is there anything else you'd like to discuss or any other aspect you'd like to reflect on?

Illustration: Business illustrations by Storyset

Over to you

- Talk to the person sitting next to you.
- Tell them about a recent lesson you would like to reflect on.
- Would a reflection framework be helpful in structuring your reflection on your lesson?
- What would you «talk» about with Gen AI?

- Be ready to share what you discussed.

Illustration: Beauty illustrations by Storyset

What I’ve learnt so far

- You need to think about **what** you want to achieve and then **plan** your prompts **carefully**

    - Be as **specific** as you can by providing:
        - Information about your purpose / context
        - Information about the learners’ level
        - Information about the language point for which you want to develop activities
        - Stating the number of examples / the length text you want
        - Give an example:
            - Create a list of keywords about football based on this example:
              [Word] [Definition] [phonemic script]
        - Mention things you want Gen AI to exclude.

- Unless you tell GenAI to act as something specific, it will respond – obviously – as a chatbot. For some activities (e.g. students rehearsing something), you need to tell the AI to “act as” otherwise you will get the response: *As an artificial intelligence language model I ….*

- You can edit prompts and ask follow-up questions.

Other AI tools

Writing

- **Write Tone:** A tool to rewrite a text using a different tone or to expand or shorten a text.
  - https://writetone.com/
- Storywizard: For YL teachers: Create personalised stories for your young learners
  - https://www.storywizard.ai/
- **Angry Email Translator:** Another fun tool that allows you to enter an angry email that you would like to write and it translates it to much more reasonable language.
  - https://angryemailtranslator.com/

Reading:

- **TLDR:** A tool to quickly summarize or paraphrase text.
  - https://tldrthis.com/

Exercises

- **Twee:** A tool that, amongst many things, can write questions for You Tube content:
  - https://twee.com/
- **Questgen:** This tool allows you to enter a text and have it write different question types (MCQs, gap-fill, T/F and questions pitched to different levels of Bloom's taxonomy). You can also edit the questions to add synonyms to make the questions trickier.
  - https://dashboard.questgen.ai/
- **Curipod:** A range of tools and activities as well as full lesson plans. More for pupils than adult learners.
  - https://curipod.com/

Other AI tools

Listening

- **Audyo:** A tool that helps you create listenings by submitting written text, the tool provides the voice.
  - https://www.audyo.ai/

Speaking

- **Interviewsby.ai**: A tool that can generate questions for a particular position → could help learners prepare for a new job
  - https://interviewsby.ai/
- **Debateai**: A fun tool to help learners debate
  - https://debateai.org/debate
- **Speechcoach**: A tool to provide feedback on spoken input. Learners answer a question, recording their answer. They get AI-feedback and corrections. Free version gives limited time and responses.
  - https://speechcoach.io/

Questions and thoughts

Illustration: People illustrations by Storyset

Illustration: < href="https://www.flaticon.com/free-icons/thank-you" title="thank you icons">Thank you icons created by Voysla - Flaticon

Note down one way you've already used or considered using AI in your teaching

lesson planning
worksheets
translation
résumé

correcting and commenting students work
generating ideas in general

Make a note of one concern or question you have about AI in education

what sense has it to teach orthography, grammar, punctuation in a traditional way when students can review texts by chat-GPT ?

Does it make sense to let them write standardized forms of texts ?

Note down one way you've already used or considered using AI in your teaching

Chat GPT as Textcreator/

Make a note of one concern or question you have about AI in education

How to teach the way to read a Text using AI, and to improve the interest on the lecture for the pupils.

Note down one way you've already used or considered using AI in your teaching

- preparation of grammar/vocabulary activities
- develop a teaching sequence

Make a note of one concern or question you have about AI in education

How could I introduce the use of AI in the classroom?

Note down one way you've already used or considered using AI in your teaching

- gap exercises
- shortened scientific texts for teaching
- ChatGPT has made additional practice material for TELC B2 German for me.
- Created practice material for a pharmacist for German Qu's Answers: at the Chemist's (illnesses/medicine/advice

Make a note of one concern or question you have about AI in education

Note down one way you've already used or considered using AI in your teaching: As a recommendation to learners who are faced with writing emails, meeting agendas + minutes using language beyond their own language skill. To write it first, ask Chat GPT to correct it, check it to make sure it's what you want to communicate.

Make a note of one concern or question you have about AI in education

Convincing learners of its usage as a tool not as a substitute for your own work/words!

Note down one way you've already used or considered using AI in your teaching

- generating a summary of a concept etc.?
- generating additional exercises of the same type

Make a note of one concern or question you have about AI in education

- using "bad" sources for summaries.

Note down one way you've already used or considered using AI in your teaching

- To create a model text

Make a note of one concern or question you have about AI in education

- How can lower primary use A.I ?

Note down one way you've already used or considered using AI in your teaching

- to create relevant + age-appropriate vocabulary lists

Make a note of one concern or question you have about AI in education

- a concern is how to keep students focused on process rather than end-product when using AI as a tool

Note down one way you've already used or considered using AI in your teaching

Creating a test/Exam based on material used in class including solutions and mark-sheme

Make a note of one concern or question you have about AI in education

How can I get students to use AI as a help* not to do their work for them

* and independently

Note down one way you've already used or considered using AI in your teaching

Schreiben von Zusammenfassungen, Überprüfen, verbessern von Texten

Make a note of one concern or question you have about AI in education

Angst, dass die SuS nicht einsehen, warum sie Texte selbst schreiben müssen.
Hausaufgaben, die mit AI gelöst werden
→ wie muss ich die Arbeitsaufträge anpassen und wo kann AI einsetzen? sinnvoll

Note down one way you've already used or considered using AI in your teaching

- preparing exercises → sheets
- how to explain a topic in an easy way

Make a note of one concern or question you have about AI in education

- what else than exercises can I do with AI

Note down one way you've already used or considered using AI in your teaching

To plan project

Make a note of one concern or question you have about AI in education

The students not reflecting on what they get with AI.

Note down one way you've already used or considered using AI in your teaching

- create/write a Christmas Play for kindergarten

Make a note of one concern or question you have about AI in education

- text losing personal touch. sounding robotic

Note down one way you've already used or considered using AI in your teaching

- vocabulary inputs. for lessons.
- writing feedback
- lesson plans (occassionally)

Make a note of one concern or question you have about AI in education

- speaking bots used by students to practice speaking
- writing assignments done by students using chatgpt
- ~~th~~ As online/ assisted apps are cheaper, enough how do we retain engagement.

Note down one way you've already used or considered using AI in your teaching

Sourcing text examples to extend genre study (i.e. haiku)

Make a note of one concern or question you have about AI in education

Learning impact / memory — will students at primary level retain skills/ info as well as without AI?

Note down one way you've already used or considered using AI in your teaching

to create reading comprehensions, to make a plan/schedule for a quarter, to get ideas for games or activities

Make a note of one concern or question you have about AI in education

- examples for tasks or tools to improve vocabulary → Are there already AI tools that the kids could use?

Note down one way you've already used or considered using AI in your teaching

Review a text for grammatical, syntactical, orthographical correctness. Explain the nature of every mistake, if any are found, and propose a correct solution

Make a note of one concern or question you have about AI in education

Some learners will use it as an easy way out to get to a solution without having understood the problem, i.e. without learning anything.

Note down one way you've already used or considered using AI in your teaching

- weekly spelling test with sentence examples
- collecting ideas for school events
- Proof-reading emails

Make a note of one concern or question you have about AI in education

- as teachers, we fact check the information but what about for students?! (never used with students yet)
- how to advocate 'safe' 'fair' use for students

Note down one way you've already used or considered using AI in your teaching

Preparation for B2 examination

Make a note of one concern or question you have about AI in education

How to make sure that they learn to write texts on their own ~~by technic~~ without using AI

Note down one way you've already used or considered using AI in your teaching

lesson plan

Make a note of one concern or question you have about AI in education

~~The meaning of~~

How to make my student learn? using AI

Note down one way you've already used or considered using AI in your teaching

- worksheets
- spellcheck/proofreading
- rubiks
- projects for individual learning
- marking criteria

Make a note of one concern or question you have about AI in education

- cheating
- giving the students less motivation to learn a language

Note down one way you've already used or considered using AI in your teaching

- EMAIL.
- PRESENTATION.
- DEVELOPMENT OF P.E. LESSEN

Make a note of one concern or question you have about AI in education

IT IS VERY GOOD FOR MY WORK. IS HELPING ME

I'M AFRAID IN TIME THE CHILDREN WILL USE TO MUCH AI AND THEY WILL NOT USE THEIR MINDS

Note down one way you've already used or considered using AI in your teaching

Differentiation of teaching materials eg simplifying texts.

Make a note of one concern or question you have about AI in education

That schools will not be able to keep up with technological development required to harness potential of AI.

Note down one way you've already used or considered using AI in your teaching

Writing a newsletter

Make a note of one concern or question you have about AI in education

1. Students won't learn foundational skills
2. How can kindergarten students use A.I? :)

Note down one way you've already used or considered using AI in your teaching

I've used it to generate a specialized lesson plans, worksheets, ideas for lessons

Make a note of one concern or question you have about AI in education

I worry about quality. AI facilitates creating lesson but editing is absolutely required.

Note down one way you've already used or considered using AI in your teaching

Creating exercises, worksheets

Make a note of one concern or question you have about AI in education

- getting to dependend of AI
- students delivering „always" perfect results

Note down one way you've already used or considered using AI in your teaching

- Give it prompts / gapfill exercise + ask for a second set for students to practice with
- Separate the vocab. list by language when exporting from quizlet

Make a note of one concern or question you have about AI in education

- How do I get it to do even more of the time-consuming formatting etc. in Word to make material clear, useful, + accessible in Word?

Note down one way you've already used or considered using AI in your teaching

Have used in 'Biology' as it is my core subject.

Make a note of one concern or question you have about AI in education

In another domains where I don't have basic knowledge, how can we assess the correctness of „truth" of „Fact" what ever it is?

Note down one way you've already used or considered using AI in your teaching

Planning lessons

Make a note of one concern or question you have about AI in education

That teacher & student become, effectively, proxies for two AI models speaking to each other.