Pedagogical Model

A Typology of AI-Assisted Language Teaching Activities

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Introduction

Artificial intelligence is rapidly influencing many fields of education, including foreign language teaching. Building on earlier research into recent advancements of using AI to teach and learn languages, this publication outlines areas in which AI tools can support teaching activities. These activities include both tasks carried out by teachers when preparing lessons or assessing student work, and activities conducted with students in the classroom.

The aim of this work is to organise these activities into a typology that can serve as a pedagogical model for AI-assisted language teaching, identifying where such support is possible while maintaining the central role of the teacher.

Concrete examples of how these strategies can be implemented in task-based language teaching will be presented in a separate teacher's guide that follows this publication to complete the pedagogical framework developed within the AIDED project.

We have identified five major categories of AI-supported activities in foreign language teaching. These activities relate to the four core language skills - reading, listening, writing and speaking - and cover the following areas:

- Learning content development
- Practice and interaction
- Personalisation and accessibility
- Feedback and assessment
- AI literacy and critical evaluation

In each category, we outline specific activity types, the potential advantages of using AI tools, their limitations in the context of school education, and strategies for addressing these limitations. The aim is not to recommend particular tools or ready-made teaching scenarios, but to map out ways in which AI can support foreign language teaching in schools.

Our pedagogical model emphasises that teachers remain central to the teaching and assessment process. AI-generated materials should be treated as drafts or prototypes that require teacher review and adaptation. We thus aim at fostering an approach where technology amplifies human pedagogy rather than replacing it.

1 AI-assisted content development

This chapter details practical ways in which artificial intelligence can support teachers working within a task-based approach. We aim to suggest activity types that teachers can realistically integrate into the different stages of a task cycle. The proposed activities are grouped around the four main language skills (reading, listening, writing, and speaking) so that teachers can easily identify where AI may fit into their existing classroom teaching practice. For each skill area, we approached both the opportunities these AI tools offer and the possible limitations they bring, together with simple strategies that can help teachers use them thoughtfully and efficiently.

Generating Reading Text

Artificial Intelligence tools can be incredibly useful in generating text to support teachers with their lesson objectives, within a Task-Based approach. There are several factors a teacher must consider when creating a task for their students, such as ensuring the reading passage matches the CEFR level, maintaining the thematic focus, showcasing communicative competence, and targeting appropriate vocabulary. This process becomes more effective because teachers can quickly generate these structures with AI tools, rather than searching for suitable texts online and adapting them manually.

For example, when planning a TBLT-type lesson, where the teacher targets reading for gist, specific information and analysis of argument structure, they can generate a text which includes discourse markers, topic, specific

vocabulary, and “for and against” balanced viewpoints, using generative AI tools such as **ChatGPT**, **Gemini** or **Microsoft 365 Copilo**t. These AI tools can save teacher preparation time as they can be progressively integrated into the teaching strategy, evolving into models of flexible lesson planning adaptation.

This type of approach strengthens the level of control teachers have over the complexity of their teaching content or the length of a certain generated text. At the same time, the approach allows teachers the possibility to regenerate or adjust texts as needed. It is important to mention, however, that these types of texts may lack authenticity or can hallucinate on cultural specificity, generating non-factual information, or giving false statistics. The teacher must refine vocabulary and check the accuracy of the generated data before using the text in the classroom, ensuring that the final text is appropriate for the task at hand, or even adding a real-life example or case study to enhance authenticity.

Another example of how AI can effectively be used in the classroom is transforming texts into scaffolded materials. After generating texts for pre, during and post tasks, using AI systems such as GPTs or Microsoft 365 Copilot, teachers can create comprehension-specific questions, various vocabulary exercises, summaries or even discussion prompts. The texts can be broken down into more manageable bits, or the paragraphs could be mixed for the students to match afterwards. Other AI tools can be just as useful, for example, **DeepL AI** can offer alternative versions for critical analysis discussions or text translation comparisons and reading tasks to showcase contrast.

This approach makes it possible to create content that evolves into a complete, rounded-up lesson. The teacher may generate gist and detailed comprehension questions, and lead-in or post discussion tasks, connected to the text topic. This process is highly time-efficient, gives structure and coherence, and tasks become aligned with the learning outcome, although AI-generated questions can sometimes be superficial and emphasise surface-level comprehension. For this reason, teachers must evaluate tasks,

revise and adapt generated material, and ensure the texts provided for the lesson have the necessary depth to help students challenge their critical thinking skills and make progress in their language competencies.

Role of AI	Generates or adapts texts aligned with CEFR levels, thematic focus, and task objectives.
Pedagogical benefits	Saves preparation time and enhances easy adjustments of text length, level, or vocabulary.
Limitations	Lack of authenticity or includes inaccurate information.
Teacher strategies	Verify accuracy, refine, and adjust vocabulary and questions for better comprehension.
Possible tools to use	**ChatGPT, Gemini, Claude**, or **Microsoft 365 Copilot; DeepL, Google Translate** for alternative text versions; **Perplexity** or **Bing Cha**t for summaries.

Enhancing Listening Materials

In the TBLT approach, teachers mainly rely on coursebook recordings or audio scripts provided by the textbook. When creating listening skills materials, teachers can make use of AI tools to generate audio content, which can be tailored to the objectives of a lesson. They can create short scripts which include specific functional language and vocabulary, using the most common generative AI tools such as ChatGPT or Gemini. These scripts can later be transformed into audios, using voice-generating tools such as **ElevenLabs**, where they can adjust the accent, tone and speed of the generated bit.

These AI tools help with creating a sequenced listening material, where the teacher can easily include the specific TBLT tasks, such as listening for gist,

specific information and identifying suitable functional language, for instance, polite disagreement or suggestions. The functionality of this approach is given by allowing more control over pacing, accent breakdown and level difficulty management.

Although these tools are magnificent in helping teachers create authentic tasks faster, AI-generated audio can show a lack of natural hesitation, emotional tone or awkward word phrasing. Teachers can address this limitation by modifying the initially generated script to include natural filler words or pauses and ensuring that the listening task is followed by a live role-play, where the teacher can have more control over correction.

Other modern adaptations and uses of audio AI tools include interactive listening simulations, where the teacher can design scenarios in which students interact with an AI App such as **Suno** to create songs based on specific vocabulary and grammar. They can also use audio AI apps to simulate booking an accommodation, participating in a simple interview or resolving everyday tasks in real time with AI tools such as **Talkpal** AI or **Langotalk.** These tools allow listening skills to be integrated with speaking skills and encourage spontaneous language production in real-life contexts, without having to deal with the anxiety of possible misunderstandings. This way, students can repeat the interaction multiple times to improve their skills and overall performance.

These types of blended learning models can also be part of homework assignments, where teachers may create short listening tasks through platforms such as **Duolingo** or **Mondly**, helping students become more independent in language use and challenge their pronunciation and fluency capacity.

Nevertheless, when it comes to using Audio AI tools, some limitations can be addressed. AI feedback may not always catch subtle language nuances, and it may not always be appropriate in the given context. For these reasons,

teachers should include a reflection stage after each simulation, where students can analyse their responses and identify areas for improvement.

Role of AI	Generates listening scripts and converts them into tailored audio materials..
Pedagogical benefits	Control of pace, difficulty and functional language focus.
Limitations	Control of pace, difficulty and functional language focus.
Teacher strategies	Adjust scripts, add natural pauses and follow-up listening tasks with live practice and interaction.
Possible tools to use	**Generative AI systems(ChatGPT or Gemini**); **EvenLabs** for audio; **Talkpal AI** or **Languatalk** for interaction, **Duolingo** or **Mondly** for independent listening practice.

Editing and Supporting Writing Assignments

When considering AI integration, which can help support writing assignments, one of the best uses of these tools can be generating structured, clear and transparent revision materials. Instead of using AI tools to simply evaluate writing tasks, teachers can integrate these tools by asking students to first produce a draft independently, and then analyse its use of grammar structures and clarity with tools such as **Grammarly** or **LanguageTool**. In the end, students can reflect on variations and corrections before submitting the assignments.

This way, the student becomes more autonomous and more responsible for the progress of this specific language competence. Another great strength of this

approach is reducing the volume of paper correction and evaluation required from the teacher.

However, although these methods seem successful for both parties, students may be tempted to accept all AI corrections without truly understanding them, or they can spend extensive time online in their quest to research a specific correction and its meaning. Teachers can tackle this limitation by asking students to explain the error patterns in their writing and offering extensive explanations and corrective models.

Another excellent example of how AI GPT tools can assist teachers in generating authentic writing materials is, for example, when preparing students for international exams. Chat GPT, Gemini, or Microsoft 365 Copilot AI models can be used in preparing students for writing correct argumentative essays. This way, teachers can clarify students' expectations by generating sample essays and showcasing exact models, asking students to examine introduction techniques, paragraph development or correct linker usage and phrasing. The strength here lies in transparency and visible, concrete assessment criteria. However, the generated texts might seem overly polished and unnatural in academic phrasing.

In this case, teachers can show both strengths and weaknesses of such generated models and invite students to debate, making sure they understand the limitations and that they are avoided consciously when they begin the actual writing process.

Role of AI	Editing and analysing grammar, coherence and structure after drafting the writing task.
Pedagogical benefits	Enhances reflection and reduces teacher correction.

Enhancing Speaking Tasks

When it comes to using AI tools to enhance students' speaking skills, one of the simplest methods is to look at how effective monologue recordings are. One of the best ways to show learners' progress in speaking is to measure this ability with the help of simple recordings made by students on given tasks and evaluated over time, for example, over the course of two or three level progressions. When students are confronted with their previous speaking patterns, they are always surprised to notice the improvement and the usefulness of being able to access their work over the course of time. An analysis of recorded speech with feedback on pronunciation, fluency, or recurring language mistakes can help teachers identify areas for improvement more easily and guide learners with more targeted speaking practice.

A great advancement in this area could be any type of generative AI systems that can provide speech transcription, Microsoft 365 Copilot, for example, which can now help students with analysis of fluency markers, hesitation patterns or overall discourse organisation. This makes the whole process measurable and quite visible. The strength here lies in reflective learning and self-evaluation; however, the student may overanalyse their discourse, and they may develop a certain anxiety towards performing in a perfect way.

Teachers here should be supportive with feedback rather than focus on error detection, ensuring that the student sees the progress over time.

Using ChatGPT or a similar generative AI system, teachers can generate targeted pronunciation content, linked to the vocabulary students need when practising various presentations or debates. Students can rehearse this vocabulary and pronunciation with AI tools such as ELSA Speak or Gliglish before performing live. This way, students receive immediate feedback and can independently practice pronunciation and fluency. Nevertheless, these tools can mainly focus on isolated words rather than connected speech patterns, and teachers should combine AI practice with class repetition and rhythm-based exercises to ensure integration.

Certainly, AI can also support generating interview prompts or help with simulated speaking scenarios. Students can rehearse and practice with AI conversation platforms such as Talkpal AI or Langotalk, having the opportunity to experiment with language in a controlled environment. This approach is highly desirable because it fosters repeated practice to increase fluency; however, this method may not fully create the unpredictability of human interaction. Teachers must, therefore, ensure that peer communication remains the main focus of the lesson.

Role of AI	Analyses recorded speech, supports pronunciation practice and simulation of speaking tasks.
Pedagogical benefits	Measurable speaking progress and allows repeated practice.
Limitations	May cause overanalysis and cannot replace real authentic interaction.

Teacher strategies	Focus on progress, combine AI practice with authentic interaction and reflection.
Possible tools to use	**Microsoft 365 Copilot, Whisper** for transcription; **ELSA Speak, Gliglish** for pronunciation;**Talkpal AI, Languatalk** for simulation; **Generative AI tools** for prompt creation.

2 Practice and interaction

Learning a foreign language is not merely about acquiring vocabulary, but about being able to use language meaningfully and purposefully in different communicative situations. For many learners, one of the main obstacles is the fear of making mistakes, as well as limited opportunities to practise the language regularly. Artificial intelligence can offer additional support in this regard by enabling language practice independent of time and place.

AI-based systems can create an environment in which learners practise without immediate social judgment. This may help reduce anxiety and encourage experimentation with new expressions or pronunciation patterns. Contemporary tools are capable of simulating various communicative contexts, such as job interviews or everyday service encounters, thereby offering diverse practice opportunities.

One of the key strengths of AI lies in its ability to provide immediate and, to some extent, personalised feedback. Systems can detect recurring patterns and suggest further practice based on learner input. However, such interaction does not replace communication with real people; rather, it can serve as a preparatory or supportive stage. Vocabulary development and increased

confidence gained through AI-supported practice may facilitate subsequent interaction with classmates, teachers or other interlocutors.

AI can therefore be understood as a complementary pedagogical tool that helps make language learning more practical and continuous, while preserving the central role of the teacher and human interaction in the learning process.

Collaborative Writing with AI

Collaborative writing with AI can function as a support mechanism in contemporary foreign language learning, particularly in the development of writing skills. It should not be understood as automatic text generation by students, but as a structured and guided process in which AI may assist either learners or teachers in drafting, revising or analysing written texts. When pedagogically framed, such use can support learner autonomy by offering scaffolding that helps clarify ideas and improve linguistic accuracy.

In classroom settings, it is important to distinguish between two situations: students using AI as part of the writing process, and teachers using AI to generate or adapt learning materials. When students use AI, its role should be supportive and limited, ensuring that independent writing remains central to skill development. When teachers use AI, it may assist in differentiating tasks, reformulating texts, or preparing materials adapted to different proficiency levels. In both cases, AI should complement rather than replace human effort.

The use of AI in writing tasks requires critical awareness. AI-generated content may contain inaccuracies, bias, or oversimplifications. Learners need guidance in evaluating outputs, checking reliability, and understanding the limits of automated suggestions. Chatting with AI does not constitute a social interaction and cannot substitute for communication with real people; therefore, writing tasks should continue to prioritise meaningful human engagement. The teacher's role remains central in framing tasks, modelling

critical use, and clarifying expectations regarding authorship and academic integrity.

AI-supported writing can therefore be considered a complementary pedagogical tool that connects linguistic practice with digital competence. Tools such as ChatGPT, Gemini, or specialised language-learning applications may provide structured assistance, but they do not replace creativity, critical thinking, or human judgement. Their pedagogical value depends on careful integration, transparent boundaries, and sustained emphasis on learners' independent writing development.

Role of AI	Acts as editor, advisor, and co-author.
Pedagogical benefits	Adapts to individual level, reduces stress, and supports learner autonomy
Limitations	May produce errors and bias; always verify from external sources.
Teacher strategies	Guide students to prompt effectively and critically evaluate AI outputs.
Possible tools to use	**Chatbot systems (ChatGPT, Gemini)** and tutoring apps **(Langua, Gliglish).**

Role-Playing and Situational Communication

Role-playing and situational communication with artificial intelligence can provide additional opportunities for structured language practice. Unlike static textbook dialogues, AI systems are able to generate varied scenarios that

require learners to respond to changing prompts. This can support the development of oral and written expression by encouraging learners to formulate responses in context-specific situations, such as medical appointments, job interviews, or service encounters.

One potential advantage of AI-mediated role-play is the possibility of practising without immediate peer evaluation. For some learners, this may reduce speaking anxiety and allow repeated attempts at difficult tasks. However, AI interaction should not be understood as equivalent to real social communication. It can function as preparatory practice, but it does not replicate the full complexity of human interaction.

Effective pedagogical use requires careful task framing by the teacher. AI-generated scenarios depend on clear prompts and defined objectives. At the same time, AI outputs may include linguistic inaccuracies or culturally inappropriate responses. Therefore, follow-up discussion, verification and critical analysis remain essential components of the learning process.

AI-supported role-play can thus be considered a supplementary practice tool. When integrated carefully, it may support language development and confidence-building. However, its value depends on critical mediation, clear boundaries and continued emphasis on human interaction in the classroom.

Role of AI	Replaces static textbook dialogues, adapting to the learner's level.
Pedagogical benefits	Low-pressure practice with scalable challenges reduces speaking anxiety.

Limitations	May produce inaccurate or inappropriate responses; outputs need verification.
Teacher strategies	Design clear role prompts and lead post-activity reflection to build critical thinking.
Possible tools to use	Chatbot systems **(ChatGPT, Gemini)** and tutoring apps (**Langua, Gliglish**).

Development of Oral Expression Skills

The development of oral expression skills is one of the most dynamic areas of modern language learning, addressing a long-standing challenge: how to provide each learner with sufficient opportunities for individual speaking practice. In traditional classroom settings, oral practice is often limited by time constraints or learners' anxiety about speaking in front of peers. Artificial intelligence, however, can function as an additional conversation partner, allowing learners to practise pronunciation, intonation, and sentence formation in real time. Such interaction goes beyond mechanical repetition, as AI can analyse learner input and provide immediate feedback on grammar and pronunciation.

One of the main pedagogical benefits lies in the potential to personalise the learning process according to individual needs. If a learner struggles with specific phonemes or aspects of rhythm, AI-based tools can be adjusted to target these areas, offering exercises that are appropriately challenging. This supports inclusive learning, as even learners with a low initial proficiency level can practise speaking in a low-pressure environment. Regular spoken interaction helps consolidate vocabulary and supports the transition from

passive knowledge to active language use, which is essential for developing fluency.

However, the use of AI in developing oral expression also involves certain limitations that teachers need to consider. Although current systems are highly advanced, they may occasionally misinterpret pronunciation or provide responses that are linguistically or culturally inaccurate. In some cases, AI systems may also generate misleading feedback if prompts are unclear. Therefore, the teacher's role remains crucial in fostering critical awareness and guiding learners in evaluating AI-generated responses. Students should be encouraged to reflect on their spoken output and compare it with reliable language models or authentic sources.

In conclusion, AI-supported development of oral expression can help bridge the gap between classroom learning and real-life communication. It enables learners to build confidence and prepare for interaction with other speakers. Tools such as Langua or Gliglish, which are designed for speaking practice, can provide structured support; however, they do not replace meaningful human communication. Instead, AI serves as a complementary tool that supports learners in developing the skills needed for effective real-world interaction.

Role of AI	Gives real-time feedback on pronunciation and fluency without time limits.
Pedagogical benefits	Personalised practice in a low-pressure environment reduces speaking anxiety.
Limitations	May misjudge errors or miss cultural nuances; critical verification is essential.

Teacher strategies	Encourage students to compare AI feedback with authentic sources and reflect critically.
Possible tools to use	Chatbot systems **(ChatGPT, Gemini)** and tutoring apps (**Langua, Gliglish**).

Reflection and Self-Regulation with AI Support

Reflection and Self-Regulation with AI Support is a deep layer of the learning process that helps the learner to change from a passive receiver of information to a conscious and strategic learner. This topic focuses on how AI can support the learner in monitoring, evaluating, and adjusting their learning process. In traditional learning, students often lack time to think about their strengths and weaknesses, but AI can provide personalized reflection immediately after completing a task. AI does not only provide the right answers here, but also helps the learner understand why a certain error occurred and how to avoid it in the future, thereby fostering deeper learning and meta-cognition.

One of the main pedagogical benefits is AI's ability to act as a critical interlocutor that asks guiding questions. For example, after a writing assignment or role-play, the learner can ask the AI to analyze their progress compared to previous performance. It supports engagement by giving each student the opportunity to receive individualized feedback tailored to their specific goals. AI can highlight repetitive patterns in a learner's language use, helping them set new, achievable goals. Such self-regulation is critical to the success of long-term language learning, as it increases the learner's motivation and sense of responsibility for their results.

At the same time, self-analysis with the help of AI is accompanied by certain limitations, the most important of which is the need for human control. The feedback provided by AI can be fast, but it can also include internal bias or

"hallucinations" where the system misinterprets the learner's intent. The learner must be aware enough not to blindly trust the criticism of the AI, but to compare it with their intuition and the instructions given by the teacher. The teacher's role in this process is to teach students the skills of proofreading and fact-checking so that they can distinguish constructive advice from technical error. In addition to language skills, it also develops broader digital literacy.

In conclusion, self-analysis and self-regulation with the help of artificial intelligence is a bridge that connects technology and the human mind. By using tools such as ChatGPT, Gemini, or dedicated language learning platforms, learners can create a personal development diary for themselves. An AI-assisted reflection makes learning transparent and measurable, giving the learner a clear overview of their journey and the necessary steps to move forward. It is a continuous development cycle where technology supports the learner in improving their language skills.

Role of AI	Gives immediate feedback on errors and their causes, turning passive learners into strategic ones.
Pedagogical benefits	Highlights patterns in language use and asks guiding questions to help learners set individual goals.
Limitations	AI may misread intent or hallucinate; never trust its feedback blindly.
Teacher strategies	Teach students to fact-check and distinguish useful AI feedback from technical error.
Possible tools to use	Chatbot systems **(ChatGPT, Gemini)** and tutoring apps (**Langua, Gliglish**).

3 Personalisation and accessibility

One of the strengths of AI tools is their ability to quickly provide personalised feedback and adapted exercises to match the specific needs of the students. While it cannot replace the individual approach and personal connections, AI can make the production of learning materials easier.

It is important to mention that while AI can be used to provide specific adaptations, not all AI-generated content is inclusive by design. Generative tools produce content based on the most popular examples from the internet, which are not always adapted to the needs of people with disabilities or Specific Learning Disorders. Moreover, chatbots, such as Chat GPT or Gemini, have a tendency to generate complicated pieces of text, using advanced vocabulary. The teachers still need to know the rules of inclusive content creation and think critically about the automatically generated materials to be able to spot the issues and correct them. The key to success in working with AI tools is careful proofreading.

In this chapter, we will present some of the typical ways AI can be used for a personalised learning experience. This includes the preparation of the exercises, checking their accessibility, or working with the student to catch and correct their typical mistakes.

Simplifying or expanding texts

Written materials are among the most basic tools in language teaching. However, choosing the right text for the student's level can be challenging, especially in big and diverse groups. Students from privileged backgrounds often have extra exposure through cultural capital, creating a learning gap in the classroom. At the same time, students with learning difficulties can easily be left behind if they don't get additional attention.

A piece of text analysed in a classroom should be challenging enough for the students to learn from it, but still understandable. AI tools can be used to simplify the text for students with difficulties or expand it for those with high reading skills. This way, a similar text can exist at different levels of difficulty. Because all the students receive the same content, with only slight changes in style, the common discussion is still possible. The students with difficulties are not alienated, and they can still participate in the lesson.

The adapted texts can be useful not only for students at the lower levels of language but also for students with dyslexia. The reading and writing difficulties make it difficult for some of the students to move forward, even if they have high communication skills in the language they learn. Providing adapted text is one of the ways teachers can help alleviate some of their difficulties.

Apart from simply improving readability, AI can further adapt materials by converting them into different formats. For students with dyslexia or lower proficiency levels, simplified texts can be paired with text-to-speech or speech-to-text tools. This provides multimodal learning resources, allowing a student to read and listen simultaneously to improve pronunciation and comprehension.

In this context, it is useful to distinguish between different types of AI tools. General chatbot-based systems (such as ChatGPT, Gemini, Claude or Microsoft Copilot) can support teachers in adapting texts, reformulating passages or generating simplified versions tailored to different proficiency levels. In contrast, specialised language-learning applications (such as Langua or Gliglish) are primarily designed to support speaking practice and pronunciation development, often integrating text-to-speech or interactive dialogue functions. Their role in text adaptation is therefore indirect, functioning mainly as complementary tools within a broader pedagogical strategy rather than as primary material generators.

Role of AI	Simplifying text	Expanding text
Pedagogical benefits	Allows students with low reading skills to participate in the lesson.	Allows students with high reading skills to continue to learn.
Limitations	I**nherent Bias**: The text generated by AI requires proofreading to ensure inclusive language and design	**Hallucinations:** AI-generated text can include false information.
Teacher strategies	**Precise Prompting:** Include accessibility requirements in the instructions. **Proofreading**: Checking for accessibility issues.	**Fact-checking:** Information provided by AI tools should be checked with external sources.
Possible tools to use	Generative AI: ChatGPT, Gemini.	Generative AI: ChatGPT, Gemini.

Catching and correcting the most common mistakes

An important aspect of personalised work with a student is finding their most common mistakes. For the student to continue to learn and grow, it is crucial to pay special attention to the areas they struggle with, otherwise they will continue to repeat the same errors.

Unfortunately, the schools do not offer enough personalised feedback. Moreover, it often takes weeks before the student receives their corrected work. In the meantime, repeated errors are reinforced and become habits.

An important strength of AI tools is their ability not only to immediately correct mistakes and identify problematic areas, but also to provide exercises based on them. Platforms like Duolingo use a scaffolded approach, meaning learners review concepts in increasingly difficult contexts as they level up. These systems trace students' knowledge to model whether they have mastered a specific concept before allowing them to move on. This logic ensures that foundational errors are corrected through repeated trials and assessment before the student is exposed to more complex material. Some educational tools might also create sets of exercises based on the previous mistakes.

While simple repetition is not always the best way to learn, this strategy is helpful for fighting the tedious kinds of errors, especially with spelling or simple grammar. The important thing is for the teacher to stay careful and notice when the mistakes go beyond bad habits or inattention. When the students do not understand the rules, they often require personalised explanations, which AI tools can provide only to a certain extent.

Despite its many strengths, AI tools for identifying errors also have limitations. They may recognise that a word is wrong without being able to explain the "why" in a way that resonates with a student's personal learning style. Human teachers remain essential for providing emotional support, cultural context, and nuanced explanations for complex rules that AI might only correct superficially.

Role of AI	**Error Management:** Immediately identifying and correcting mistakes and providing targeted practice.
Pedagogical benefits	**Immediate Feedback:** Prevents the reinforcement of bad linguistic habits that occur during long feedback delays.
Limitations	**Nuance Gaps:** Limited ability to replicate cultural context or explain the "why" behind complex rules.

Teacher strategies	**Critical Review:** Proofread AI content to spot and correct inclusion issues or persistent errors.
Possible tools to use	Tutoring Apps: **Duolingo, ELSA Speak.**

Generating personalised exercises

Ideally, the exercises should match not only the curriculum and the student's areas for improvement, but also their interests and needs. AI tools can help with that to an extent by generating exercises on a specific topic. While traditional curriculum often focuses on universal scenarios, AI allows for:

- **Contextual Flexibility:** AI can simulate real-life scenarios relevant to a learner's specific field, such as social interactions or travel, ensuring that students gain practical wording connected to their actual lives.
- **Themed Learning:** Educational apps organise skills around specific themes (e.g., travel), but generative AI tools such as ChatGPT or Gemini can expand this by generating custom topics for role-plays that match a student's specific interests.
- **Immersive Scenarios:** Specialised apps like Langua and Gliglish offer varied role-play modes, such as "In a taxi" or "At a restaurant," which can be adapted to the user's requirements. Some of them even allow for highly specific scenarios, such as practising a job interview for a magician.

Similar skills can be polished using different contexts and formats. For example, when practising typical dialogues in a shop, the workbooks normally offer scenarios in a grocery store, as the most universal, but there is no issue with generating exercises about other kinds of shops. For example, a student who is interested in music can practice dialogues at a guitar store and a student

interested in art can get the same dialogue at a shop with art supplies. This makes the exercise more interesting for the students and helps them acquire specific words connected to their hobbies, apart from the vocabulary proposed by the curriculum.

Chatbots and AI conversation assistants can play different personas depending on the prompt they get. They can also adjust their style of talking, for example, make it less official, or use regionalisms. Those functions can be used to lead dialogues with characters who are interesting for the student. Some of the tools also allow adjusting the tone of the chat, i.e. funny, serious, or neutral.

Exercises of any kind can be made taking into account the student's characteristics and needs. When practising a grammatical structure, AI tools can provide personalised examples. The sentences to fill in as a part of an exercise can be linked to students' interests. Similarly, the scenarios of reading and listening exercises can be set in a context familiar to the student.

Role of AI	**Exercise Generation:** Creating contextually flexible tasks and role-plays based on specific interests.
Pedagogical benefits	**Student Engagement:** High motivation through exercises linked to personal hobbies (e.g., music, art).
Limitations	**Impersonality:** AI cannot replace the personal connection or individual approach of a human teacher.
Teacher strategies	**Human Attention:** Provide emotional support and cultural explanations.

Possible tools to use	Specialised Bots: **Memrise's MemBot, Talkpal AI, Langotalk**

Checking for accessibility and inclusion

Learning materials should be accessible, meaning that they must be usable for dyslexic students and those with physical disabilities, such as low vision or colour blindness. When it comes to written materials, accessibility is a matter of content, style, and wording, as well as formatting.

Checking the accessibility of the text usually includes comparing it with official standards, such as WCAG (Web Content Accessibility Guidelines). AI accessibility checkers can be used to detect potential issues and to provide instructions on how to fix them. The automation significantly reduces the preparation demands, allowing teachers to transform a single complex source material into multiple accessible versions tailored to the diverse proficiency levels and accessibility needs in a single classroom.

Beyond the issues with formatting and wording, automatic accessibility checkers can identify the problems with the code behind a digital document, and propose changes to make the learning materials easier to navigate with a screen reader. This allows the teachers to fix the technical issues they normally would not spot.

Some of the best accessibility checkers include instructions on what needs to be changed and are built to provide the user with guidance, rather than making the corrections for them. Thanks to this, the teacher can also learn about good practices in the creation of digital materials, and with time they can make more inclusive content, even without the automatic corrections.

Role of AI	**Accessibility Checking:** Detecting technical issues in digital materials using official standards.
Pedagogical benefits	**Inclusion:** Supports students with dyslexia or physical disabilities (low vision) through adapted formatting.
Limitations	**Technical Barriers:** Digital files (like PDFs) may remain difficult for screen-readers without manual technical fixes.
Teacher strategies	**Task Automation:** Use AI for time-consuming technical adaptations to focus more on the "human touch".
Possible tools to use	Checkers: AI accessibility checkers, such as **Equally AI, PAC 2026, Accessibility Checker**

4 Feedback and assessment

Feedback and assessment are core components of foreign language teaching. They shape how learning is monitored, how progress is interpreted and how grading decisions are made. In school teaching, assessment must balance individual pedagogical judgement with transparency, fairness and alignment with curricular standards. This is challenging in the situation teachers face increasing demands related to documentation, comparability and accountability, often under significant time constraints.

Artificial intelligence can support teachers throughout the assessment process. AI should not act as an autonomous evaluator but as a decision-support tool that assists in identifying patterns in student work and relating grades to

chosen criteria. Pedagogical judgement, knowledge of students and final decision-making remain with the teacher at all times.

This chapter surveys AI support in assessment through four interrelated phases: diagnosing student assignments, providing reviewed feedback to students, designing assessment tasks and supporting grading of student work. These activities reflect the assessment cycle in school foreign language education: from analysing student performance, through formative feedback to summative judgement.

Diagnosing student assignments

Diagnosing student assignments is the first step undertaken by the teacher in the process of assessment. Before giving feedback, teachers need to understand the nature of the students' difficulties and identify recurring mistakes. Artificial intelligence can support this process by analysing submitted essays or shorter pieces of texts and providing diagnostic analysis. This diagnosis may concern recurring linguistic patterns, frequent grammatical or lexical errors, task fulfilment, coherence or overall communicative ability. The purpose of such AI-assisted analysis is not to evaluate students directly, but to support teachers in understanding their performance more systematically.

In communicative and task-oriented foreign language teaching, students are expected to use language meaningfully and in context. This makes diagnostic work particularly important, as teachers must evaluate not only linguistic accuracy but also communicative effectiveness. However, school teachers often work with diverse groups and have limited time for detailed qualitative analysis of each student's contribution. AI tools can help address this challenge at both the individual and class levels.

Tools such as Claude or ChatGPT can be prompted to analyse anonymised texts and identify recurring issues related to language use or task fulfilment. Writing-support platforms such as Grammarly or Turnitin can help identify patterns in multiple submissions (e.g. students' essays). In online learning

environments such as Google Classroom, summarisation functions can assist teachers in identifying common tendencies in student responses. Such tools allow teachers to detect patterns that may remain unnoticed when reading texts in isolation.

AI-assisted diagnosis primarily strengthens formative assessment. For example, if analysis reveals recurring problems with tense use or limited vocabulary range, teachers can plan focused revision activities. If students consistently misunderstand task instructions, this may signal a need for clearer explanations. In this way, AI-supported diagnosis contributes to more responsive teaching.

At the same time, AI-based diagnosis has clear limitations. Automated systems tend to prioritise features that are easy to detect, such as grammar or spelling, while deeper aspects of language use, such as argumentation quality or creativity, may be given less attention. They generate probabilistic interpretations and may misread student intent, especially at lower proficiency levels. AI diagnostic analysis must therefore be treated as provisional and interpreted critically.

Data protection and ethical considerations are also central. When using external AI tools, teachers must ensure compliance with school guidelines and relevant regulations. Education-specific versions of AI systems should be preferred over open public interfaces.

Role of AI	Analyses student productions to identify recurring linguistic patterns, frequent errors, task fulfilment issues and overall performance.
Pedagogical benefits	Detects patterns in multiple assignments at individual and class levels. Informs targeted feedback and follow-up activities.

Limitations	Tends to prioritise easily detectable linguistic features. May misinterpret student intent or errors. Requires careful handling of student data.
Teacher strategies	Treat AI outputs only as analytical suggestions. Combine AI insights with classroom observation. Use education-specific AI where possible. Use diagnostic results only as support to assessment.
Possible tools to use	**Claude, ChatGPT** (used under edu licence), **Grammarly, Turnitin Draft Coach, Google Classroom with Gemini**

Providing reviewed feedback to students

AI tools can generate draft feedback comments on students' work based on predefined pedagogical criteria in task descriptors or assessment rubrics. AI processes student output and proposes feedback formulations that address relevant aspects, for example:

- task fulfilment,
- linguistic accuracy,
- vocabulary range,
- textual coherence or communicative effectiveness.

These comments are not delivered directly to students without revision. Instead, they function as preliminary formulations that the teacher reviews, edits, contextualises, and, where necessary, reformulates before sharing them with students.

In school foreign language education, drafting feedback is a time-consuming yet pedagogically central activity. Effective feedback requires alignment with curricular goals, sensitivity to student development and clarity in language.

AI-supported drafting can reduce the routine burden of composing repetitive or similar comments, thereby allowing teachers to focus more on the content of student work.

A key pedagogical advantage of AI-supported feedback lies in efficiency combined with criterion alignment. When AI is prompted using clearly defined rubrics, it can generate comments that correspond to agreed assessment criteria. This supports transparency in feedback and strengthens coherence between learning objectives, instruction and evaluation.

Another advantage is linguistic support. AI can help formulate feedback in clear language, but only when directly asked to do so. In most scenarios, AI-generated text is actually more complicated than human-written text. This should be taken into account in foreign language contexts where feedback may itself model the target-language discourse. Teachers may thus benefit from AI assistance in maintaining precision and consistency in feedback wording.

However, the procedure entails some limitations. AI-generated comments may become generic or insufficiently responsive to individual student learning profiles. Automated drafts may focus on easily detectable features, such as grammar or vocabulary use, while omitting aspects such as argumentation quality or creativity. There is also a risk that feedback tone may become impersonal if AI draft is used with no or minimal adaptation. Another concern is overreliance. If teachers accept AI-generated drafts uncritically, the reflective process of diagnosing student needs and formulating pedagogically valid responses may weaken over time.

AI-supported feedback must therefore follow a clearly defined workflow. First, feedback criteria should be explicitly articulated before AI is used. Second, the AI draft should be treated as provisional text, followed by editing with contextual analysis and personalisation. Third, teachers should retain responsibility for the feedback remaining appropriate in the particular context.

AI-supported feedback thus strengthens rather than diminishes the teacher's role. It functions as a support in the key phase of pedagogical process.

Role of AI	AI drafts preliminary feedback aligned with rubrics to be reviewed before being shared with students.
Pedagogical benefits	Reduces time spent composing repetitive comments. Strengthens coherence between objectives, instruction and assessment. Supports precise and consistent feedback language.
Limitations	Feedback may lack individualisation or sensitivity. Tends to prioritise grammar over deeper communicative aspects.May weaken reflective feedback practices if used uncritically.
Teacher strategies	Define assessment descriptors before generating drafts. Personalise and contextualise AI-generated comments. Retain full authority over tone and pedagogical validity.
Possible tools to use	**ChatGPT (edu use), Claude, MagicSchool AI, SchoolAI**

Designing assessment tasks

Artificial intelligence can support this process by helping teachers generate tasks that correspond to clearly defined competence descriptors and proficiency levels. It is important to note that AI-generated tasks function as draft prototypes that should be reviewed and adapted by the teacher before classroom use.

AI can assist in the design of different types of assessments commonly used in school foreign language education. For reading comprehension tests, teachers

may use tools such as ChatGPT or Claude to generate texts at a specified CEFR level and automatically propose multiple-choice, short-answer or open questions. In platforms such as Twee, teachers can generate text together with vocabulary exercises and comprehension tasks aligned with specific levels. For listening assessment, AI can create scripts that can then be converted into audio using text-to-speech tools. Teachers may request, for example, a dialogue simulating an encounter suitable for lower secondary learners, followed by comprehension questions. For writing assessment, AI can help design writing tasks: a teacher may prompt a chatbot: “Generate a B1 argumentative writing task including a clear communicative purpose and audience.” The system can then propose a task scenario, word limit and evaluation criteria. This is particularly useful when creating parallel test versions for sub-groups to ensure fairness. Eduaide.AI or MagicSchool AI offer task generators that allow teachers to input standards and automatically produce aligned assessment tasks.

AI is also valuable for designing formative classroom assessments, such as exit tickets, vocabulary quizzes or short grammar checks. Tools like QuestionWell can transform learning objectives into sets of quiz items. This supports efficiency when teachers need multiple item variants with a consistent structure.

One major advantage of AI-supported assessment design is explicit alignment with learning objectives and rubrics. When teachers provide clear descriptors, AI can generate tasks that directly reflect those goals, strengthening transparency between instruction and evaluation. AI also facilitates differentiation, for example, by generating the same communicative task at different complexity levels for mixed-ability classes.

However, limitations must also be acknowledged. AI-generated tasks may lack contextual appropriateness, cultural sensitivity or age relevance. Generated texts may contain factual inaccuracies or unnatural discourse features. Also, AI

tends to prioritise formats that are easy to structure, such as multiple-choice questions, which may miss communicative competence visible in the student's work. Therefore, careful review is essential to avoid shifting toward surface-level measurement of language forms rather than meaningful communication.

For these reasons, AI-generated assessment tasks must be treated as prototypes rather than final instruments.

Role of AI	AI generates draft assessment tasks aligned with learning objectives and proficiency levels. Teachers review and adapt these drafts before classroom use.
Pedagogical benefits	Strengthens coherence between learning outcomes and assessment criteria. Enables parallel task versions and level-adapted materials. Reduces preparation time.
Limitations	Tasks may lack age appropriateness or cultural relevance. May overemphasise surface features over communicative competence. Generated items may contain factual or linguistic errors.
Teacher strategies	Treat AI-generated tasks as drafts, not final instruments. Check accuracy, fairness, cognitive level and rubric coherence.
Possible tools to use	**ChatGPT (edu use), Twee, MagicSchool AI, QuestionWell**

Supported grading of student work

Supported grading refers to the use of AI to assist teachers in relating student work to rubrics, descriptors or predefined assessment criteria. AI should not be used to assign grades autonomously. Instead, it can provide analytical input, for example, mapping aspects of student work to rubric categories or summarising strengths and weaknesses according to established criteria.

Grading in school education involves judgments that extend beyond mechanical scoring. It always requires contextual understanding and awareness of student progress. AI-supported grading can thus only be taken as assistance in organising relevant evidence on how student performance corresponds to chosen criteria.

AI-supported grading may involve uploading anonymised student texts into a secure school system and prompting it to analyse how the work aligns with rubric categories such as content fulfilment, organisation, language range, accuracy or communicative effectiveness. For example, Turnitin Feedback Studio allows teachers to use integrated rubrics to systematise grading decisions and summarise how specific passages correspond to particular criteria. Similarly, Gradescope (by Turnitin) supports rubric-based marking, allowing teachers to relate predefined descriptors to segments of student work and maintain consistency in whole-class grading.

In schools using Google Workspace for Education, teachers may employ Google Classroom with Gemini to generate summaries of student work mapped to rubric descriptors. ChatGPT with an Edu licence can also be used to produce rubric-aligned analytical summaries, for example: “Identify which elements of this essay meet the B1 writing rubric descriptors for organisation and vocabulary range.” These outputs function as evidence overviews, not as grades.

A key advantage of supported grading is criterion transparency. By explicitly linking student performance to rubric categories, AI tools can make the

reasoning behind grading decisions more visible and traceable. This is particularly valuable in contexts where several teachers assess parallel classes and seek consistency.

However, grading remains a normative and context-dependent activity. AI systems operate probabilistically and may misinterpret intention, creativity or developmental progression. A persuasive but unconventional argument, for instance, may not neatly align with pre-programmed rubric language. There is also a risk that AI-generated mappings may be perceived as objective measurements, undermining the teacher's judgment.

Ethical considerations are particularly significant in grading. Marks influence student progression, motivation and self-esteem. For this reason, school policies should clearly define that AI may support this process but must not autonomously assign grades. AI education licences should be preferred over public tools to ensure data protection compliance and clarity regarding data use.

AI-supported grading as outlined above follows a clear principle: AI assists in providing evidence, but teachers exercise judgement, verify interpretations and consider the whole context of student development.

Role of AI	AI analyses student work and maps evidence to predefined rubric descriptors or assessment criteria. It structures strengths and weaknesses but does not assign final grades.
Pedagogical benefits	Makes the link between student performance and rubric criteria explicit and traceable. Supports comparable grading across classes and teachers. Organises evidence systematically, reducing cognitive overload.

Limitations	Cannot fully capture creativity, intention or developmental progress. Risk of over-trusting AI-generated mappings.
Teacher strategies	Retain sole responsibility for final grading decisions. Review and validate AI-generated rubric alignments. Use tools with education licences and follow data protection policies.
Possible tools to use	**Turnitin Feedback Studio, Gradescope, Google Classroom with Gemini, ChatGPT Edu**

5 AI literacy and critical evaluation

When it comes to AI use, in any sense, for an average user, the critical component is of utmost importance. The same goes for the use of any type of media or technology. The first mistake many AI users make is not understanding what AI actually is, using AI in the same manner as they used different search engines. This makes them think that AI is there to provide answers on facts, rather than seeing AI as a language model. The second mistake they make is taking for granted what AI provides them with in terms of answers to those questions. Same as in many cases before, in the age of AI the development of critical thinking and judgement plays a crucial role in deeper understanding and using a tool which we interact with on a daily basis now.

In this chapter, we will propose several teaching activities, aimed both at teachers and students. The main goal we wish to achieve is to present those activities not as a ready-made solution, but rather as an introductory approach toward how AI can be seen within the teaching experience. The strong component which we will advocate here is mainly related to a critical approach

to the subject, especially in the Teacher-AI-Student relations. These tasks will demand that both students and teachers approach AI with critical observation, deeper analysis of the work that needs to be done, and of course, all of these activities should serve as a mere guide, not a strict rule.

Comparing AI-generated and human-produced texts

One of the most pressing problems of teaching today refers to the possibility of students using AI to complete tasks for them. Usually, teachers don't know how to check whether students use AI to cheat, and often don't even have a sense if texts students produced were AI-generated. The same goes for all kinds of texts, news, blogs, even poetry or literature; as humans, we are often unequipped to recognize the difference. This is why it is important both for students and for teachers to engage in such teaching activities, which would help them understand how predictive AI models function, and to understand the writing style of a human author and an AI model. Such tasks could be implemented in the classroom in different ways, helping students understand why it's firstly wrong, and secondly, especially in foreign language learning, why it might be harmful for their progress to act in such a way.

In one example, after training an AI to mimic a specific authorial style, students could attempt to distinguish authentic human excerpts from AI-generated imitations, followed by reflection on stylistic markers and their limits. Such activity would require teachers to introduce the students to a specific authorial style and their key elements, while at the same time prepare them for a critical approach to detecting the fundamental differences between what is a mimicked AI model, and a human-made text. This exercise could be a motivational introduction, or a whole course on the subject, depending on the dedication and the need for such practice. If we imagine an English as a foreign language class, learning about Mark Twain or Edgar Allan Poe, their specific writing styles, or specific writing styles of their historical periods, AI can try to trick students with false quotes or even entire excerpts from non-existing

novels or poems, as a means to practicing recognition skills, or even critical thinking skills when it comes to literary analysis.

The issue which may occur here is in training the AI model to “sound” like a specific author, or sounding too much like them. If it turns out that the false quotes are indistinguishable from the originals, students might find themselves confused and unable to finish the tasks. With the right amount, especially for the practice, of mixture between false and the original, we can also motivate students to approach their research with keen interest and curiosity. If we exaggerate, we might get a negative effect.

On the other hand, students might find such tasks motivational for developing a sense of style on their own. There is a possibility that in some cases, like literature, AI use might turn out to be just a passing trend, and that future students will seek the real deal, instead of an easy way out. At least, for those students who would like to perfect their writing skills, AI could be used as a good style teacher. Here, the use of a critical approach to text itself, or rather learning how a text is produced in different ways, plays a vital role in possible scenarios teachers might develop for their students, developing their own sense for style and writing skills along the way.

Role of AI	Model of Comparison: Generating imitative texts
Pedagogical benefits	Critical Awareness: Strengthening Critical Thinking & Analysis
Limitations	Confusion & Demotivation: Difficulty in distinguishing stylistic differences
Teacher	Reflective Discussion: Guiding & managing balance between

strategies	authentic & AI-generated texts
Possible tools to use	**Chat GPT, Gemini, Galaxy**

Source Attribution and Hallucination Detection

Research has always been the most verifiable activity students can undertake to make sure for themselves what is true and what we can believe or find likely to be true. Research can also be done in many ways, and AI will open new ways for us to check some of the claims, ideas, thoughts, or practices others might present us with. Learning how to conduct valuable research is a long-lasting and demanding work which develops several important skills. Doing research in a traditional manner requires dedication, persistence, patience, and an investigative or inquisitive mind. It also promises a pleasant reward. At the end of each research, a conclusion is made, the truth is uncovered, and there is a sense of purpose.

There are such activities through which we could, with the help of AI, set ourselves on this investigative journey of research. In a foreign language class, students might be given a task of differentiating between verifiable, unverifiable and fabricated references with AI-generated texts. This is a task both for teachers and students, as preparation for this task also demands a dose of research on the teacher's part. AI is there to help with the sources for this task, while students engage in research, using a variety of other sources, to fact-check the claims or the entire texts. Students will develop their research skills, and they will be able to learn more about fact-checking, false claims, or mere AI hallucination, or rather, learning that AI is still in its beginners phase, and that its outputs aren't always reliable. Such a task can teach the students how to defend a stance using respectable evidence.

The advantage students may take from such exercises lies in the adventure of research. The whole process can be presented as a project task, and it can be done within several hours, up to several days, depending on the level of difficulty. Students can also develop their skills in teamwork and cooperation, as well as discover on their own the difficulty of producing valid evidence for certain claims. This is also an exercise in critical thinking, as it touches on fallacy recognition, refines the research skills, and improves problem-solving skills.

However, if we set a bar too high for the students, they might find the task extremely challenging. Providing students with an AI hallucination which may contain several truths and an amount of misinformation, which may be hard to uncover in regular means, can turn out to be frustrating for them. Also, what teachers need to have in mind is that such tasks can be demanding even for them when it comes to distinguishing between what is verifiable truth and what may be AI fabrication.

Dealing with these issues, an experienced educator will do their own research beforehand, or set a task for which they are already familiar in a detailed manner, as well as adjusting it to their students' capabilities, depending on their age, range of previous knowledge, or their readiness to do the research on their own.

Role of AI	Research Stimulant: Generating claims & references
Pedagogical benefits	Research literacy: Deepens research competencies, skills & abilities
Limitations	Task Load: Demands careful consideration with the scope & students ability

Teacher strategies	Adaptive Platform: Calibrating students competence & managing research stages
Possible tools to use	**Chat GPT, Gemini, Galaxy**

Argument Quality Detection

One of the most important skills in critical thinking is argumentation. It has been listed as one of the most important skills in the 21st-century workplace by various sources and in many analyses. Similar to general research, learning about building, defending and producing arguments is a long-lasting process, and it requires learners to be able to switch from merely a subjective stance toward a more general one, without allowing it to affect personal feelings.

If we presume that learners have already mastered the basic argumentative skills, the introduction of AI in this manner could go in a deeper and more meaningful way. Given that the AI model already "sounds" analytical, it can be used to produce even large sets of arguments for students to analyse, and it can do so in a manner of seconds. In that sense, teachers can have a great use of AI in practice with students on how to build arguments, how to attack them, defend them, or analyse them. However, these could also be understood as basic tasks regarding learning about arguments. If we wish to go deeper, a set of tasks could be made in which students are engaged in argument evaluation.

The main use of argumentation is to improve critical thinking and a very practical approach on *how* to think, rather than *what* to think. This can be practiced on a beginner's level with an easy set of tasks. Going beyond that, going *meta*, goes in line with the reasoning behind what was used within the arguments. Evaluating arguments provides students with skills in logic, defining key issues or points, and rhetorical competencies, all important for the general

development of critical thinking. For example, students might be presented with a set of questions and a set of provided answers and arguments which support the claims. Their main focus can then shift to the arguments themselves. Teachers can use AI in terms of building solid and objective arguments, where the main challenge lies in human capacity to criticise. Even if students know what they are up against - we may tell them, or not tell them that the arguments were made by the use of AI - there is an inherent human need to find flaws, or notice weak points in certain, if not all, claims.

If we divide the task into three main groups, like: 1. Logical Coherence; 2. Use of Evidence, and 3. Rhetorical Strategies; students can evaluate how well AI built upon their arguments, or the reasoning which it provided. Students may grade the provided arguments, or group them within certain limits or categories. In whichever way a teacher could imagine that students' evaluation should go, the greatest benefit of such an approach would be in developing deeper analytical and critical thinking among students.

Role of AI	Argument generating: Producing structured arguments
Pedagogical benefits	Meta-reasoning: going beyond mere analysis toward deeper critique
Limitations	Abstraction Confusion: Higher demand with meta-level evaluation
Teacher strategies	Analytical Evaluation: Systematic argument analysis
Possible tools	**Chat GPT, Gemini, Galaxy**

to use	

Prompt-Output Traceback

In the context of one of the contemporary pedagogical concepts, *critical digital literacy* emerges as an idea according to which secondary school students, in particular, should be engaged in a critical approach to the content they receive through the internet. Within this framework, teachers should prepare students for a whole set of skills related to the analysis, evaluation, and creation of digital content, largely relying on an understanding of how the digital content to which they are exposed functions and is shaped, as well as whom and what it serves and for what purposes - ranging from manipulative to purely consumerist and promotional ones.

At the beginner's stage of learning about AI, it is important that students understand what a prompt is, this is the key defining point from which students can take a path toward a deeper understanding of how to use it to their benefit. That would be the second step in any type of activity where we wish to integrate AI into our learning curriculum. After these basics are covered, students could turn to a more critical position towards using prompts to optimize the outputs. Once the students are skillful with the prompts and how they are used, the reversed exercise could be done, where they would need to recreate what the prompt could have been like.

Simply put, the students might be given a text, which was completely AI generated, but going through a set of various tasks - for example, topic analysis, structure, tone, formatting, etc - students need to take a few steps back, and figure out what would the prompt for such output sound like. In other words, students should not write the prompt for the output, but analyze the output in order to get to the original prompt, or as close as they can get. Going full circle, from learning how to write a prompt to figuring out what the prompt

might be for a finished text, students change their perspectives in various manners. Used also in drama, psychology, literature or some other dialogical exercises, these tasks are used in order for students to change their views, have different perspectives and engage in different roles within a single process, in order to get to know the process in its entirety.

This approach has several notable strengths. These tasks promote critical digital literacy, with students learning that many of the outputs are not neutral or objective *per se*, but rather shaped in a manner close to their human inputs. Students need to learn that AI in general is still pretty much designed and governed by human input, and that there is a lot of bias within the results AI generates. Further, students are engaged in close reading and learning about details, which is strengthening their analytical skills, while their focus is aimed at the tone of the text, its topics, or structure, depending on the key points teachers have given them to solve. Given that they will almost never get to the original prompt in detail, their creative freedom of expression should be encouraged, and as long as the main elements are met, the task can be done successfully.

Surely, we can meet some limitations here. Teachers need to be aware that students might overestimate their ability to recreate the original prompt. Teachers need to make sure to tell the students that their prompt doesn't have to be completely the same as the original. Also, we need to prepare students that their task isn't just about recreating the original prompt, but learning about the deeper way the AI works. If they misunderstand the task, the learning process may never occur. We also need to make sure that the students are familiar with the basics of prompt understanding and key issues, before going toward this more advanced task. Our main goal here is not to find the original prompt, but to learn about the process from a different perspective in order to better understand the process as a whole.

Role of AI	Generated Output: Output use for reverse analysis
Pedagogical benefits	Critical Digital Literacy: recognition of AI functions & its deeper sense
Limitations	Concept misunderstanding: process analysis, not reconstruction
Teacher strategies	Perspective Shift: process oriented understanding & role guiding
Possible tools to use	**Chat GPT, Gemini, Galaxy**

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