

Teacher's Guide

Task-Based Language Teaching with AI Support



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Introduction

This publication presents five Task-Based Language Teaching (TBLT) scenarios that integrate artificial intelligence (AI) into school education, with a focus on secondary school learners (approximately ages 15 – 19). The scenarios are intended for practical classroom and homework use. They are not theoretical models but concrete examples that teachers can adapt to different languages, levels and curricular goals.

The central premise is that AI can support TBLT when it is used as a tool within a clearly defined pedagogical framework. In these scenarios, AI does not replace communication, interaction or teacher guidance. Instead, it provides support at selected stages of the task cycle. The tasks remain communicative, outcome-oriented and learner-driven.

The scenarios are presented in the core Chapter II of this guide. Chapter I serves as an introductory outline of the role of TBLT in school education. It explains why AI is relevant in this context and discusses both the opportunities and the challenges of integrating AI into task-based instruction. It also presents the design logic behind the five scenarios included in this publication. Chapter III is a concise overview of AI tools that can be used by both teachers and students engaged in tasks that develop foreign language competences.

I. Opportunities and Challenges of Using AI for TBTL

1. TBTL in school education

Task-Based Language Teaching is based on the idea that learners develop language competence through using language to achieve meaningful goals. In school contexts, this means designing activities where students need to express ideas, produce concrete results, exchange information or solve problems using the target language.

A task in this sense is not an exercise focused on isolated language forms. It has a communicative purpose and leads to a clear outcome. For example, students may be asked to prepare a short presentation, write a post for a specific audience or collaborate on a solution to a problem. The emphasis is on meaning first, with attention to form emerging as part of the learning process.

In secondary education, TBTL must also align with curriculum requirements, time constraints and assessment practices. This often requires a well-planned sequence of activities, teaching scenarios, in other words, that includes preparation, pre-task introduction, task performance, reflection/debriefing and assessment. In this approach, there is space for integrating AI tools that can support both teachers and students.

The following table summarises key characteristics of TBTL in school settings and their implications for classroom practice.

Aspect	Description	Classroom implication
Focus on meaning	Language is used to achieve a goal	Tasks must have a clear communicative purpose
Defined outcome	Each task leads to a product or result	Students know what they are working towards

Learner activity	Students actively use language	Pair/group work is essential
Integration of form	Attention to language emerges during or after the task	Teacher supports language use and refinement
Sequence of activities	Pre-task, task, post-task stages	Lessons need clear staging and timing

2. Why AI is relevant for TBLT

From a pedagogical perspective, AI aligns with several needs of TBLT. Tasks require input, opportunities for output and feedback. AI can contribute to all three. It can generate texts or examples, support students during production and provide feedback that can be used for revision.

At the same time, AI changes the conditions under which tasks are performed. If not managed carefully, it can reduce the need for students to produce language themselves. This makes it necessary to define clearly how AI is used and what remains the responsibility of the learner.

The table below outlines the main reasons for integrating AI into TBLT.

Dimension	Potential value	Key consideration
Input	Quick access to varied texts and examples	Quality and appropriateness must be checked
Output support	Helps learners start and structure tasks	Risk of copying rather than producing
Feedback	Immediate responses during drafting	Students need to interpret feedback critically
Accessibility	Available outside the classroom	Requires guidance for independent proper use

3. Opportunities of using AI in TBLT

One of the main advantages of AI in TBLT is the ability to provide flexible and adaptable input. Teachers can generate multiple examples of a text type, adjust their level and tailor them to specific topics. This supports differentiation without significantly increasing preparation time.

AI also supports the early stages of task performance, particularly when students need to generate ideas. Many students experience difficulty when starting a speaking or writing task. AI can provide prompts, outlines or example responses that help them move forward. This is especially useful for less confident learners, who may otherwise disengage.

Another important area is feedback. In traditional classroom settings, feedback is often delayed and limited by time. AI allows learners to receive immediate responses on aspects such as clarity, grammar or organisation. When used appropriately, this supports revision and encourages learners to improve their output before presenting it to others.

AI can also be used in the post-task phase to support reflection. Learners can compare their own work with AI-generated versions, identify differences and discuss value. This helps develop awareness of language use and strengthens analytical skills. The following table summarises key opportunities and their pedagogical relevance.

Opportunity	How it supports TBLT	Example classroom use
Adaptable input	Provides multiple models for analysis	Comparing different versions of a text
Idea generation	Helps learners start tasks	Generating outlines before writing
Immediate feedback	Supports revision during tasks	Editing drafts before sharing
Reflection support	Encourages analysis of language	Comparing student and AI outputs

4. Challenges of using AI in TBLT

Despite its potential, the use of AI in TBLT presents several challenges that need to be addressed at the design stage.

A primary concern is over-reliance. If students depend on AI to generate content, the task loses its value as a language learning activity. The focus shifts from using language to managing a tool. This can be mitigated by designing tasks that require personal input, interaction and decision-making that cannot be delegated to AI.

Another issue is the quality and reliability of AI-generated content. AI systems can produce inaccurate or inappropriate language, and they may reflect biases present in their training data. This makes it necessary to include evaluation as part of the task. Learners should not treat AI output as authoritative but as material to be analysed and improved.

Assessment is also affected. When AI is involved in producing texts, it becomes more difficult to determine what a student can do independently. This requires a shift towards assessing processes as well as products. Teachers may need to rely more on in-class performance, oral work and evidence of revision. Ethical use is another important area. Students and teachers need clear guidance on acceptable use of AI, including when and how it can be used and how to acknowledge it. Without this, there is a risk of misuse.

Finally, there is the issue of teacher readiness. Not all teachers are familiar with AI tools, and integrating them effectively requires time and experimentation. Exemplary scenarios can help reduce this burden by providing tested approaches.

The table below summarises the main challenges and possible responses.

Challenge	Description	Pedagogical response
Over-reliance	Students let AI do the task	Design tasks requiring personal input

Output quality	AI may produce incorrect or biased content	Include evaluation and comparison stages
Assessment	Difficulty to measure individual performance	Focus on process and in-class work
Ethical use	Unclear boundaries for AI use	Establish clear rules and expectations
Teacher readiness	Limited experience with AI tools	Start with using exemplary, adaptable scenarios

5. Design principles of the scenarios

The five scenarios in this publication are based on a consistent set of design principles. These principles ensure that AI supports, rather than disrupts, the logic of TBLT.

- First, each scenario is built around clearly defined tasks with a communicative goal. AI is introduced only where it adds value to the task. It is not used continuously but at specific stages, such as providing input, supporting drafting or enabling reflection.
- Second, the scenarios emphasise interaction between learners. Pair and group work remains central. Even when AI is used, students are required to discuss, compare and make decisions together. This maintains the social dimension of language learning.
- Third, the scenarios include elements of critical use. Students are asked to evaluate AI-generated content, identify strengths and weaknesses and justify their choices. This supports both language development and digital literacy.
- Fourth, each scenario includes a clear outcome and a focus on observable learning. Teachers are guided on what to look for during the task and how to provide feedback.

6. Overview of the five scenarios

The five scenarios included in this publication represent different types of communicative tasks that can be used in secondary language education. Each scenario demonstrates how AI can be integrated without changing the core structure of TBLT.

The scenarios cover areas such as awareness-raising communication, expressing and supporting opinions, processing information, creative production and critical evaluation. Together, they provide a range of examples that reflect typical language classroom needs.

While the contexts differ, the underlying structure remains consistent. Each scenario includes a preparation stage, a task cycle and a reflection phase. AI is integrated in a controlled way within this structure.

The table below provides a general overview.

Scenario title	Description	CEFR level and skills
1. Synthetic media detection challenge	Develops students' ability to critically analyse AI-generated or manipulated visual content while building communicative competence in a foreign language	B1+ Reading, writing, speaking
2. Understanding accessibility	Enhances students' understanding of the challenges faced by people with disabilities; gives them practical information on inclusive writing and accessible digital materials	B1+ Reading, writing, speaking, listening
3. Cultural heritage in the AI age	Invites students to explore the cultural heritage of their own region through foreign language learning and AI-assisted interaction	B1 - B2 Reading, writing, speaking

II. Exemplary AI-assisted TBTL Scenarios

1. Learning scenario - AI helping schools go green

This teaching scenario connects language learning with environmental education through the theme “Green Transition in Schools.” Using a task based learning approach, students explore sustainability issues in their school community while developing their speaking, writing, collaboration, and critical thinking skills.

Throughout the project, learners use AI tools responsibly to support activities such as debates, campaign creation, speech practice, and persuasive writing. They investigate environmental challenges, develop practical solutions, and create awareness campaigns that encourage more sustainable behaviour within the school.

By the end of the project, students improve their communication and digital literacy skills while becoming more active and responsible participants in promoting sustainability in their community.

This scenario presents AI:

- as a means of generating solutions for environmental issues in schools
- as a practical aid in creating campaigns to bring more awareness about "Green Transition in Schools"

Students participate in tasks which will help them:

- generate debates about environmental problems in their school
- write a "Green Transition" action plan
- create a "Go Green" campaign with posters and audio messages
- practise "Pronunciation" and "Speaking" fluency
- engage with AI responsibly and learn to use their critical thinking skills

General overview

Approach	Task-Based Language Teaching (TBLT)
Level	B1- B1+
Age group	11 -18
Duration	180 minutes (4 × 45 min) + homework
Language	Any foreign language
Skills	Speaking and Writing
Grammar focus	Expressing opinions and giving simple suggestions using modal verbs (could, should), basic cause and effect linkers (so, because), and simple persuasive language for environmental discussions
AI tools	Microsoft 365 Copilot, Leonardo AI, ElevenLabs, Gliglish
Final outcome	Students create a "Green Transition" campaign for their school

Learning outcomes

By the end of the project, students will be able to:

- identify and describe at least 3 environmental problems in their school and propose practical sustainability solutions
- express and justify opinions during group debates and oral presentations using appropriate discussion language
- create short campaign materials, including slogans, posters, and a simple action plan related to the Green Transition
- correctly use key “Green Transition” vocabulary related to schools, recycling, energy saving, and sustainability in speaking and writing activities
- use AI tools responsibly to generate ideas, improve language accuracy, and support presentation and writing tasks while respecting ethical guidelines

Lesson 1 – What does “Going Green” mean in our school?

Objective

Students understand the idea of green transition and connect it to everyday school life.

Language focus

Expressing opinion

I believe that... / In my opinion... / I agree because... / I do not agree because... / I think this is a good idea because...

Talk about problems

Our school uses too much energy... / We waste a lot of water... / There is too much plastic in school... / Recycling is not used enough... / Pollution is a serious problem...

Making suggestions	We should recycle more... / Students could save water and energy... / The school should use less plastic... / We can make the school cleaner and greener...
Grammar focus	Expressing opinions and discussing environmental problems using <i>Present Simple</i> , <i>modal verbs</i> (<i>should, could</i>), and simple reason clauses with "because"
Key vocabulary:	recycling, pollution, climate change, energy, water waste, plastic waste, public transport, reusable products, green energy, environment, sustainable school, eco-friendly, saving energy

Pre-task

- Start the lesson by explaining to students that the "Green Transition" is about making better choices in the way we live, learn, travel, and use resources, so we can take better care of the environment. Invite them to think about their own school and the small everyday actions that affect the planet, such as lights being left on, using too much paper, plastic bottles, food waste, heating or air conditioning, and how students travel to school.
- Put students into pairs and ask them to talk about three questions:
What is already environmentally friendly in our school?
What is not very green yet?
What should we improve first?
- Encourage them to give real examples from their school experience and to think of simple changes that could make a difference.

Task

- Ask students to use Microsoft 365 Copilot to organise their ideas about the "Green Transition" in their school. First, tell them to instruct Copilot to create a simple table suitable for B1 level language with the following categories: school problem, possible solution, people involved, and expected result.

- Divide students into groups and ask them to complete the table together by discussing environmental challenges and possible improvements in their school.
- After the discussion, tell each group to choose one school problem from their table and prepare a short spoken explanation. In their presentation, students should explain what the problem is, why it is important, and what solution they suggest. Invite each group to present their ideas to the class in a one minute presentation.

Debriefing

- Ask students the following questions and be patient with their analysis
Which school problem was mentioned most often?
Which solution is easiest to start?
Which solution needs support from teachers or school leaders?
Did Copilot help you organise ideas?
Did you check if the AI suggestions were realistic for your school?

Homework

- Ask students to observe their daily habits at home and at school, and identify three actions that are environmentally friendly and three actions that are not very sustainable. Tell them to write short notes using the lesson vocabulary and opinion phrases, for example: *"In my opinion, we waste too much water at home"* or *"I think using reusable bottles is climate-friendly."*
- Then ask students to choose one problem and write a short paragraph explaining why it is important and what solution they suggest. Encourage them to use Microsoft 365 Copilot to help organise their ideas, check vocabulary, or create a simple list of possible solutions, while also reminding them to check whether the AI suggestions are realistic for their everyday life.

Lesson 2 – Designing a “Green School” campaign

Objectives

- Students write a clear campaign message and create a visual poster.
- Students identify the features of effective persuasive campaign writing.
- Students will use key vocabulary related to campaigns and environmental action accurately.
- Students will reflect critically on the strengths and limitations of AI-generated content.

Language focus

Persuasive writing:	Let's... / We should... / Join us... / Help our school...
Short slogans:	<i>Save energy. Reduce waste. Bring your bottle. Walk to school.</i>
Grammar focus	writing simple persuasive campaign messages using imperatives, modal verbs, short persuasive sentences and basic purpose expressions
Key vocabulary	<i>campaign, poster, slogan, message, target audience, action.</i>

Pre-task

- Show students several examples of school campaign messages and guide a short class discussion about what makes them effective. Ask students whether the messages are short, easy to understand, and whether they encourage people to take action.
- Discuss whether the images used are inclusive, respectful, and appropriate for a school audience. Encourage students to identify the features that make the campaigns clear and engaging.

Task

Students work in groups:

- to create a campaign slogan and a short message about an important environmental issue in their school. Encourage them to keep the slogan short, clear, and memorable, and to write a message that explains the problem and encourages positive action. For example, students might write the slogan "Switch off. Save energy." with the message "Our school can reduce energy waste. Turn off lights and computers when you leave the room."
- After writing their text, students use Leonardo AI to generate a poster image. Provide students with a prompt such as: "Create a friendly school campaign poster about saving energy. Show a diverse group of European students switching off lights and computers. The style should be positive, modern and realistic. Do not include text." Students then add

their own slogan and message manually to the final poster so they can practise their writing skills.

Debriefing

- Ask students the following questions, and be patient with their analysis
Does the poster match the message?
Is the image clear for all students?
Are there any stereotypes in the image?
Did Leonardo AI create anything unrealistic or confusing?
Why should humans check AI images before using them?

Homework

- Students create an individual mini-campaign poster about a different environmental issue at home or in their community, such as recycling, saving water, reducing plastic use, or walking to school. Students should write one slogan and one short persuasive message, then generate an image using Leonardo AI.
- They should also write 3 to 5 sentences explaining why they chose the topic, who the target audience is, and how the image supports their message.

Lesson 3 - Speaking for Change

Objective

Students consolidate detection strategies and draft a concise guide while practising speaking and recommendation language.

Language focus

Making suggestions:	<i>First..., next..., finally...</i> <i>In conclusion...</i>
Explaining reasons:	<i>because... / this means that... / as a result...</i>
Grammar focus	Structuring short presentations using sequencing expressions (first, next, then, after that, finally), explaining reasons with "because", and using future forms with "will"

Key vocabulary

solution, action, responsibility, community, impact, future

Pre-task

- Before beginning the task, play a short model speech created with ElevenLabs. For example: "Hello everyone. Our school can become greener. We waste too much paper every day. We suggest using digital homework when possible and printing only when necessary. This small action can save paper, money and trees. Let's work together for a greener school."
- After listening, guide students to identify the main parts of the speech by discussing the problem, the proposed solution, the reason the solution is important, and the call to action. Encourage students to notice how the speech is short, clear, and persuasive.

Task

- Students work in groups to write a short campaign speech of 100 to 130 words about an environmental issue in their school. Remind students to organise their speech with a clear structure, including a greeting, the problem, a possible solution, the expected result, and a final call to action.
- After writing their first draft, students use Microsoft 365 Copilot only to improve the clarity and fluency of their work, not to generate the entire speech. Provide students with a prompt such as: "Improve this student speech at B1 level. Keep the same ideas. Make it clear and easy to say aloud."
- Students then use ElevenLabs to listen to their speech as audio and identify any words or sentences that are difficult to pronounce or understand. Finally, students practise presenting their speeches in pairs and give each other feedback on pronunciation, clarity, and persuasive language.

Debriefing

- Ask students the following questions:

Which words were difficult to pronounce?

Did listening to the AI voice help?

Did the AI voice sound natural?

What is the difference between listening to AI and listening to a real classmate?

How can we use AI voices responsibly?

Homework

- Students prepare and record their own short environmental campaign speech of 1 to 2 minutes. They should write the speech independently using the structure practised in class: greeting, problem, solution, expected result, and call to action. Students may use Microsoft 365 Copilot only to check clarity and grammar, not to generate the full text.
- After finalising the speech, students use ElevenLabs to listen to and practise pronunciation. Students should then reflect in 4 to 5 sentences on which words were difficult to pronounce, whether the AI voice helped them improve fluency, and how AI voices can support language learning responsibly.

Lesson 4 - Green Transition Debate and Final Writing

Objective

Students practise speaking interaction and write a final action plan.

Language focus

Agreeing and disagreeing politely:	I agree with you because... / I see your point, but... / I have a different opinion.
Writing an action plan:	First... / Then... / After that... / Finally...
Grammar focus	Agreeing and disagreeing politely using simple discussion phrases, expressing obligation with "must" and "need to", and sequencing ideas in an action plan
Key vocabulary	<i>awareness/ warning/ advice share/ spread affect/ protect/ respect responsible/ irresponsible</i>

Pre-task

- Before starting the main activity, students use Gliglish to practise short conversations about environmentally friendly schools. Provide students with speaking questions such as: "What can students do to make school greener?", "Should schools ban plastic bottles?", "Is digital learning always better for the environment?", and "How can teachers help?"

- Students practise speaking individually or in pairs and focus on answering clearly and naturally. While listening and speaking, encourage students to write down useful phrases, expressions for giving opinions, and language for making suggestions that they can later use in their own discussions and presentations.

Task

- Organise a class discussion around the question: "What is the best green action our school should take first?" Give each group time to present its environmental idea and explain why it would improve the school community. Encourage the other students to ask questions, give opinions, and suggest improvements after each presentation. After the discussion, each group works together to write a short action plan titled A Green Action Plan for Our School. Students should organise their ideas into clear sections by explaining the problem that needs to change, the action they want to take, the people who can help, the time needed to complete the action, and the expected result or improvement. Encourage students to use persuasive and cooperative language while creating realistic and achievable plans.

Debriefing

- Ask students the following questions:

Which idea is most realistic?

Which idea has the biggest impact?

What did you learn from other groups?

How did AI help your speaking and writing?

Where did human thinking matter most?

Final project

Students combine all the work completed throughout the unit into one final campaign project.

- Each group presents a campaign poster created with Leonardo AI, a campaign speech practised with ElevenLabs, speaking ideas and discussion practice developed through Gliglish, and a written action plan improved with Microsoft 365 Copilot.
- Organise a final classroom event called the "Green Transition Fair," where groups present their campaigns to classmates, teachers, or school leaders. Encourage students to explain their environmental problem, proposed solution, campaign message, and action plan clearly and confidently while responding to audience questions and feedback.

AI Integration

This teaching scenario uses AI as a support tool to help students explore the topic of “Green Transition in Schools” through speaking, writing, collaboration, and critical thinking activities. Students use Microsoft 365 Copilot, Leonardo AI, ElevenLabs, and Gliglish to organise ideas, practise communication, create campaign materials, and improve language accuracy responsibly. AI supports learning, but students remain responsible for checking information, making decisions, and creating realistic environmental solutions for their school community.

Building Better Prompts Step-by-Step

Teachers should encourage students to improve prompts by making them more specific, contextualised, and connected to the lesson objective.

Lesson 1 - What Does “Going Green” Mean in Our School?

Tool: Microsoft 365 Copilot

Basic prompt:

“Give ideas about environmental problems in schools.”

Improved prompt:

“Create a simple B1 level table about environmental problems in our school. Include these categories: school problem, possible solution, people involved, and expected result. Focus on recycling, energy saving, plastic waste, and water waste.”

Tips for teachers:

- Encourage students to include real examples from their own school.
- Remind students to check if AI suggestions are realistic and achievable.
- Ask students to improve prompts by adding more detail about their school environment.

Lesson 2 - Designing a “Green School” Campaign

Tool: Leonardo AI

Basic prompt: “Create a green school poster.”

Improved prompt:

“Create a realistic and positive school campaign poster about saving energy. Show diverse secondary school students switching off lights and computers in a modern classroom. Use bright natural colours and an eco-friendly atmosphere. Do not include text.”

Tips for teachers:

- Explain that detailed prompts create clearer and more accurate images.
- Encourage students to check for stereotypes or unrealistic details in AI-generated images.
- Remind students that the slogan and campaign message should be written by them, not by AI.

Lesson 3 – Speaking for Change**Tools: Microsoft 365 Copilot and ElevenLabs**

Basic prompt: "Improve my speech."

Improved prompt:

"Improve this student speech at B1 level. Keep the same ideas and structure. Make the sentences clearer, shorter, and easier to pronounce aloud. Keep a persuasive and positive tone."

Example ElevenLabs task:

Students listen to the generated audio and identify difficult pronunciation, unclear sentences, or unnatural pauses.

Tips for teachers:

- Remind students that AI should improve clarity, not generate the entire speech.
- Encourage students to compare their own pronunciation with the AI voice.
- Discuss how AI voices can support fluency practice responsibly.

Lesson 4 – Green Transition Debate and Final Writing**Tool: Gliglish**

Basic prompt:

"Talk about green schools."

Improved prompt:

"Ask me B1 level speaking questions about environmentally friendly schools. Include questions about recycling, plastic waste, saving energy, and public transport. Correct my grammar and suggest better phrases for giving opinions and polite disagreement."

Tips for teachers:

- Encourage students to practise natural interaction, not memorised answers.

- Ask students to write down useful expressions from the conversation.
- Remind students that speaking improves when prompts are connected to specific lesson topics.

Critical Questions After Every AI Activity

Encourage students to always ask:

- *Is this information realistic for our school?*
- *Is anything important missing?*
- *Does the AI response sound natural and clear?*
- *Did AI help organise ideas, or replace student thinking?*
- *How can we use AI responsibly in school projects?*

The key idea for students is that better prompts produce more useful AI responses. The more specific the prompt is about the school context, audience, task, and language level, the more effective the AI support becomes.

2. Learning scenario - Cultural heritage in the AI age

This scenario invites students to explore the cultural heritage of their own region through foreign language learning and AI-assisted interaction. It is designed to be fully adaptable: each teacher chooses a local heritage site – a castle, a historical building, a monument, a landscape – that is meaningful in their own country or region.

The scenario focuses on AI as a tool for Practice and Interaction – helping students use the target language actively while researching, discussing, comparing and presenting cultural heritage content.

AI is used in this scenario as a tool that supports:

- researching and gathering information about local heritage in the target language
- practising language through interaction with AI-generated content
- collaboratively creating multilingual cultural content
- critically evaluating how AI represents local and regional history

General overview

Approach	Task-Based Language Teaching (TBLT)
Level	B1 - B2
Age group	15 -19
Duration	180 minutes (4 × 45 min) + homework
Language	Any foreign language
Skills	Reading, writing, speaking
AI tools	Practice and Interaction
Final outcome	AI-assisted multilingual heritage presentation or post

Learning outcomes

Upon completion of this scenario, students will be able to:

- use descriptive and comparative language to discuss historical places and their cultural significance (Language skills)
- formulate effective prompts in the target language to research and refine cultural information using AI (AI literacy)
- collaborate to create a short multilingual heritage presentation combining their own text and AI assistance (Collaboration and creativity)
- evaluate AI-produced content about local history for accuracy and potential gaps (Critical thinking)
- recognise the value of local heritage as part of shared European cultural identity (Cultural awareness)

Lesson 1 – Discovering a Local Heritage Site

Objective

Introduce students to a local heritage site chosen by the teacher. Students activate prior knowledge, explore the site using AI, and begin using descriptive language in the target language.

Note for teachers: Choose a heritage site that is meaningful and accessible in your local context. It could be a building, a natural landmark, a historical figure's home, or a cultural tradition. The more local and specific, the better.

Language focus

Describing places and buildings	<i>It was built in..., It is located..., It is known for..., It features...</i>
Expressing historical significance	<i>At that time..., It was considered..., It represented..., Compared to...</i>
Expressing surprise or interest	<i>What is remarkable is..., Surprisingly..., What makes it unique is...</i>
Key vocabulary:	<i>heritage / monument / landmark / restoration / tradition / architecture / identity</i>

Pre-task

Introduce the chosen heritage site with a short teacher presentation (3–5 minutes): name, location, basic history, and why it matters locally. Show one or two images.

Ask students to open an AI assistant (ChatGPT, Claude, Gemini or similar) and type the following prompt in the target language:

"Tell me about [name of heritage site] in [country/region]. What makes it historically significant?"

Students read the AI response individually and identify:

- three facts they find most interesting or surprising
- one thing that seems inaccurate, missing or unclear

Task

Students work in pairs. Each pair is assigned another heritage site from the same country or from elsewhere in Europe to compare with the main site. They use AI to find out:

- When was it built or established, and by whom?
- What is it used for today?
- What is one important difference from the main heritage site?

Pairs present a short spoken comparison (2–3 minutes) using a structure such as: "[Main site] was built in... whereas [other site] was... What they have in common is... The most interesting difference is..."

Whole-class discussion. Guiding questions:

- Which site would you most like to visit? Why?
- What do these places tell us about the history of this region?
- Was the AI response helpful? What was missing?

Debriefing

Guide students to reflect critically on the AI responses:

- Did the AI give a detailed and accurate account of the local site?
- Were there surprising gaps – things the AI did not know or got wrong?
- What does this tell us about how AI represents local versus internationally famous heritage?

Homework

Students ask the same question about the heritage site in two different languages (e.g. the target language and their home language). They note:

- Are the answers the same or different?
- Which language produced a richer, more detailed response?
- What does this tell us about AI and the representation of different cultures and languages?

Students bring their notes to the next lesson.

Lesson 2 – Telling the Story with AI

Objectives

Students use AI to co-create short narrative texts about the heritage site and practise guided storytelling, prompting and language editing skills.



Language focus

Narrative past tenses	was built / had been / used to / over the centuries...
Sequencing and time markers	<i>At first..., Eventually..., By the [century]..., Today...</i>
Adding atmosphere and detail	<i>Surrounded by..., Rising above..., Known throughout the region...</i>
Key vocabulary	<i>legend / restoration / ruins / courtyard / exhibition / ancestor / visitor / tradition</i>

Pre-task

Students share their homework findings in small groups (3–4 students). Each group discusses:

- Which language gave a richer AI response?
- Were there facts that appeared in one language but not the other?

Introduce the concept of AI-assisted storytelling: AI can help generate a first draft, but the student is the author – they decide what to keep, change and add.

Task

Each group chooses one heritage site (the main site or one discovered in Lesson 1) and uses

AI to generate a short story (150–200 words) set in a historical period of their choice. They write the following prompt together in the target language:

"Write a short story set in [name of site] in [time period]. Include at least one character, a problem they face, and how [site] plays a role in the story. Write in [target language] at B1–B2 level."

Groups then:

- read the AI story aloud within the group
- mark what they like and what feels inaccurate, flat or missing
- edit and improve the story together – adding at least three original sentences
- give the story a title

Each group reads their final story to the class. The class votes on:

- Most atmospheric story
- Most historically convincing story
- Most creative use of AI

Debriefing

Whole-class reflection:

- How did it feel to edit AI writing? What was easy or difficult?
- Did the AI capture the atmosphere of your local place accurately?
- What is the difference between AI-generated text and a human story?

Homework

Students individually refine their group story or write a new one (150–200 words) about a local place they personally find meaningful. They use AI as a starting point but write at least half of the final text themselves. They keep this for Lesson 4.

Lesson 3 - Heritage and Community

Objective

Students consolidate detection strategies and draft a concise guide while Students explore the living dimension of heritage – its role in today's communities – and practise oral interaction, discussion and opinion exchange in the target language.

Language focus

Expressing and justifying opinions	<i>In my view..., I believe..., The reason for this is..., This matters because...</i>
Discussing challenges and solutions	<i>One of the main problems is..., A possible solution would be...</i>
Agreeing, disagreeing, qualifying	<i>That's a good point, but..., I partly agree..., On the other hand...</i>
Key vocabulary	<i>preservation / funding / tourism / community / identity / sustainable / accessible / restoration</i>

Pre-task

Present students with a real local situation: the chosen heritage site faces a challenge – for example, it needs funding for restoration, or there is a debate about turning it into a commercial venue, or it is at risk of being forgotten by younger generations.

Note for teachers: *adapt this to your local context. Use a real news story, a school survey, or a community discussion if possible – this makes the task authentic and meaningful.*

Ask students to use AI to research:

"What are the main challenges of preserving [type of heritage site] in [country]? What solutions have worked in other countries?"

Students note:

- two challenges they find most serious
- one AI-proposed solution they agree with
- one solution they want to question or improve

Task

Students work in groups of 3–4. Each group receives two AI-generated descriptions of the same heritage site – one in the target language and one in another language chosen by the group (e.g. their home language or any other language they have encountered).

Each group generates both texts using AI with these prompts:

"Describe [heritage site] in 100 words for a young visitor. Write in [target language]."

"Describe [heritage site] in 100 words for a young visitor. Write in [second language]."

Groups read both texts and discuss (10 minutes):

- What details appear in one language but not the other?
- Does AI use different words, images or emotions depending on the language?
- Which description feels more authentic and local – and why?
- Whose perspective or voice seems to be missing from both descriptions?

Each group presents their comparison to the class (3–4 minutes), using specific examples from both texts to support their observations. The class then discusses together:

- What does it tell us when AI describes the same place differently in different languages?
- How would you rewrite one sentence in the target language to make it feel more accurate and local?
- Why might it matter that AI represents some cultures and languages better than others?

Debriefing

Guide students to reflect on what the comparison revealed:

- Which language produced a richer, more nuanced description of local heritage – and why might that be?
- What does this activity tell us about the relationship between language, culture and identity?
- Is AI a reliable source for learning about local cultural heritage in the target language? What should learners do to verify or enrich what AI provides?

Homework

Students choose one sentence from the AI description that they feel is inaccurate, too general or missing something important. They rewrite it in the target language using their own knowledge or additional research. They bring their rewritten sentences and a short explanation (2–3 sentences) of what they changed and why to the next lesson.

Lesson 4 - Creating a Multilingual Heritage Presentation

Objective

Students combine language skills, AI tools and cultural knowledge to create a short bilingual or multilingual presentation about their local heritage site. This is the final outcome of the scenario.

Language focus

Writing for an audience	Did you know that...?, Discover..., Visit..., Don't miss...
Descriptive and promotional language	Nestled in..., A must-see..., Step back in time..., Dating back to...
Cross-cultural connection	Shared heritage..., Connected by history..., A symbol of...
Key vocabulary	<i>heritage / landmark / legacy / discovery / architecture / tradition / itinerary / region</i>

Pre-task

Students share their homework presentations (2–3 min each, 4–5 students).

Class discusses:

- What strategies worked well for preserving heritage in those examples?
- Could any of those strategies be applied locally?

Introduce the final task: each group creates a short bilingual heritage presentation for a fictional multilingual platform promoting local cultural heritage in Europe.

Task

Students work in groups of 3–4. Each group creates a short heritage post or presentation that includes:

- a title and engaging opening sentence
- a brief history of the site (50–70 words)
- what visitors can experience there today (50–70 words)
- one practical tip or personal recommendation
- a description of an image they would generate with AI (written prompt only)

The post must be written in the target language and one additional language. AI may assist with translation, but students must review and correct the AI output.

Note for teachers: *Encourage groups to choose different sites so the final collection represents a variety of local heritage. This makes the activity richer and allows students to learn from each other's local knowledge.*

Groups present their posts to the class. Peer feedback using three questions:

- What did you learn from this presentation that you did not know before?
- What is one thing that could be improved?
- How well did the group use AI as a tool – rather than letting AI do all the work?

Debriefing

Final whole-class reflection:

- How has your view of local cultural heritage changed during this scenario?
- What is AI good at when exploring cultural topics – and where does it fall short?
- Why might it matter that AI knows more about famous international landmarks than about local heritage sites?

Collect all posts or presentations digitally. Consider sharing them with a local heritage organisation or the school community as a form of real outreach.

AI Integration: Practical Notes for Teachers

Suggested AI Tools - the following tools are suitable for classroom use:

Text generation and research	ChatGPT (chat.openai.com), Claude (claude.ai), Gemini (gemini.google.com)
Image prompt practice	DALL-E (via ChatGPT), Adobe Firefly, Leonardo.ai
Translation checking	DeepL (deepl.com), Google Translate
Fact-checking and research	<i>Perplexity.ai, ChatGPT with browsing enabled</i>

Claude and ChatGPT in the Classroom: A Practical Comparison

Both Claude (claude.ai) and ChatGPT (chat.openai.com) are large language model assistants widely used in education. This scenario was developed and tested using the free versions of both tools, which are sufficient for all tasks described in this scenario.

Similarities: Both tools generate fluent text in multiple languages, respond to detailed prompts, support translation and text editing, and are accessible via a standard web browser with no installation required.

Key differences

	Claude	ChatGPT
Tone	Tends to be more precise and cautious	More varied; can be more creative
Cultural content	Sometimes less detailed on local/regional topics	Broader general knowledge base
Image generation	Not available in free version	Available via DALL-E in free version
Usage limits	Daily limit on free tier	Daily limit on free tier

Disadvantages to be aware of both tools may produce inaccurate or incomplete information about local heritage sites – this is a known limitation and is addressed critically in Lesson 3. Free tier users may encounter usage limits during longer class sessions; if this happens, students can simply switch between the two tools and continue the task. Neither tool should be used as the sole source of information.

A practical tip having both tools available in the classroom is actually an advantage: students can compare responses from Claude and ChatGPT to the same prompt, which adds an extra layer of critical thinking to the tasks in this scenario.

Building Better Prompts: A Step-by-Step Approach

Teach students to write more effective prompts by building up in layers:

Basic prompt (Lesson 1):

"Tell me about [heritage site]."

Tips for teachers:

- Before the lesson, try to prompt yourself with your chosen heritage site so you know what to expect and can guide students more confidently.
- If the AI response is very long, ask students to read only the first paragraph – this keeps the focus on noticing what is there and what is missing.
- Showing one or two images of the site before students use AI helps them spot gaps or inaccuracies in the AI response more easily.
- If students struggle with the comparison task, provide a simple sentence frame on the board: "[Site A] was built in... whereas [Site B] was..."

Improved prompt (Lesson 2):

"Tell me about [heritage site] in [country] in 150 words. Focus on why it was considered significant in [time period]. Write in B1 level. "

Tips for teachers:

- Remind students before they start that their job is to be the author – AI writes the first draft, but every decision about what to keep or change is theirs.
- If a group is stuck on editing, ask them one question: "Is there anything in this story that a local person would find wrong or missing?" This usually unlocks the discussion.
- Encourage groups to add at least one detail that only they could know – something from personal experience or local knowledge that AI could not have included.
- When groups read their stories aloud, ask the class to listen for the moment where the human voice takes over from the AI voice.

Comparison prompts (Lesson 3):

"Describe [heritage site] in 100 words for a young visitor. Write in [target language]."

"Describe [heritage site] in 100 words for a young visitor. Write in [second language]."

Tips for teachers:

- Use the same prompt word for word in both languages – this ensures students are comparing AI behaviour, not different questions.
- If students struggle to choose a second language, suggest they use their home language or a language they have studied before – the contrast is most valuable when one language is closely tied to the heritage site.
- Expect that AI will often produce a richer response in English than in a minority or regional language. Use this as a teaching moment rather than a problem to avoid.
- Before the lesson, try the prompts yourself with your chosen heritage site – this helps you anticipate what students will find and prepares you to guide the discussion confidently.

Advanced prompt (Lesson 4):

"Write a 60-word promotional text about [heritage site] for a travel website. The audience is young adults interested in history and local culture. Use an engaging, friendly tone. End with a call to action."

Tips for teachers:

- Before the lesson, share two or three example posts from previous years or from other sources so students have a clear picture of what a good final post looks like.
- Remind students that the AI translation is a starting point only – they must read it aloud to check it sounds natural before including it in the final post.
- During peer feedback, encourage students to be specific: "The second sentence could be stronger if..." is more useful than "it was good."
- If time allows, consider sharing the final posts with a local heritage organisation or displaying them in the school – a real audience motivates higher quality work.

The key insight for students: the more specific and contextualised the prompt, the more useful the AI response.

Critical Questions After Every AI Response

Encourage students to always ask:

- Is this information accurate? How could we verify it?
- Is anything important missing – especially local or regional detail?
- Does the AI represent this place fairly, or does it rely on generalisations?
- Would a local person recognise their home in this description?

Tips for teachers:

- Remind students before they start that their job is to be the author – AI writes the first draft, but every decision about what to keep or change is theirs.
- If a group is stuck on editing, ask them one question: "Is there anything in this story that a local person would find wrong or missing?" This usually unlocks the discussion.
- Encourage groups to add at least one detail that only they could know – something from personal experience or local knowledge that AI could not have included.
- When groups read their stories aloud, ask the class to listen for the moment where the human voice takes over from the AI voice.

Inclusive Adaptations

- Students with lower language proficiency can write prompts in their home language first, then translate the task
- Students with stronger proficiency can add style or register constraints to their prompts (formal, journalistic, poetic)
- The comparison task in Lesson 1 can be simplified by providing pre-written prompts for students who need support
- The structured discussion in Lesson 3 can be adapted with pre-assigned roles and sentence starters for less confident speakers

Assessment Suggestions

Lessons 1–2: Formative	Teacher observation of spoken interaction quality; accuracy and range of vocabulary used
Lesson 3: Peer feedback	Simple rubric: clarity of argument, use of evidence, language accuracy
Lesson 4: Summative	Multilingual heritage post assessed for content accuracy, language quality, and critical use of AI

3. Learning scenario - Understanding digital accessibility

This scenario describes a series of lessons focused on digital accessibility, specifically in the context of democratic participation. It not only equips the students with new language skills but also enhances their understanding of the challenges faced by people with disabilities. It gives them practical information on inclusive writing and the creation of accessible digital materials.

In this scenario, AI is treated as:

- A tool to help with the adaptation of the learning materials.
- An accessibility tool to assist people with disabilities.
- A tool to fix accessibility issues.

Students engage in tasks that help them:

- Practice their language skills.
- Learn about democratic participation and active citizenship.
- Get a better understanding of the challenges faced by people with disabilities.
- Gain the skills needed to adapt digital materials and make them inclusive.

General overview

CEFR level	B1+
CEFR skills	Reading, writing, speaking, listening
Age group	15 -19
Duration	180 minutes (4 × 45 min) + homework
Language	Any foreign language
Final outcome	Accessible versions of documents in a foreign language

Learning outcomes

Upon completion of this scenario, students will be able to:

- Simplify official documents and make them more accessible.
- Use screen readers and accessibility checkers.
- Express their thoughts in a clear and simple manner, in a foreign language.
- Read and understand official documents in a foreign language.
- Navigate websites in a foreign language.

Lesson 1 - Simplifying an official document

Objective

- Showing students the importance of plain language for the democratic participation of people with disabilities.

Language focus

Expressing understanding or lack of understanding	That's clear/unclear. That's accessible/inaccessible. Can you elaborate on / clarify...?
The rules of formal language	Formal vocabulary, i.e.: to postpone, to proceed, to enquire, to be beneficial... Other rules, such as avoiding abbreviations (in English).
Giving instructions and speaking in imperatives	Explain..., Shorten..., Summarise...
Key vocabulary	A document, a law, clear/unclear, accessible/inaccessible, a summary, an instruction.

Pre-task

Find an official document in the language that you are teaching. The document should concern something important for democratic life, for example, how to register to vote. The document should be written in typical bureaucratic language, too difficult to understand for most students in the group.

Task

Ask the students to read the document and write everything that they understood from it in points.

Then, open an AI text generation tool, such as ChatGPT or Claude, and share your screen. Ask the students to write a prompt that they would use to simplify the text they were given and make it understandable at the B1 level without changing its main contents. Then, one volunteer will dictate their prompt. After the simplified text is ready, ask the students to re-read their previously noted points and correct them, based on the simpler text.

Debriefing

Lead the discussion with the following questions:

- Which text was easier to understand for you?
- Would you be able to follow the instructions from the first document?
- What are the consequences when people can't understand the legislation of their country?
- You had trouble understanding the text because you aren't a native speaker of the language in which it was written. What other groups can need simplified instructions?

Explain that when possible, the important documents should be understandable from the start, and that simplifying them with AI should not be the default method, since the information in the summary can be distorted.

Homework

The students find information on plain language and the basic rules of accessible writing and prepare a 5-minute oral presentation about the topic.

The presentation should answer the questions:

- What does it mean to write in an accessible way?
- What are the main rules of accessible writing?
- What are the advantages of implementing them?

Lesson 2- Navigating a website with a screen reader

Objective

- To show the everyday reality of blind and hard-of-seeing people.
- To discuss the effects of accessibility or its lack on democratic life.
- To practice the vocabulary related to the internet and websites.
- To practice listening skills in a foreign language.

Language focus

Website navigation	Skip, enter, proceed, scroll, switch
Giving instructions	To open the link, you have to... To find this, please...
Key vocabulary	Website, Main page, Header, Footer, Menu, Language switcher, Link, Button, Keyboard, Mouse

Pre-task

For this task, you will need one computer or tablet with a keyboard per student, plus headphones to avoid the noise of multiple students turning on their screen readers at once.

Check what system the devices in your school are using and how to access the screen reader function. In Windows, you have to go to: Settings/ Accessibility/ Narrator. Microsoft Narrator, as well as the analogical tools in the other systems, use advanced text-to-speech generation and AI-driven accessibility enhancements to ensure smooth navigation. In a rare situation when you do not have access to built-in accessibility features or they are insufficient for the exercise, you can try an external tool, such as NV Access (available at: [nvaccess.org](https://www.nvaccess.org)). Read the instructions and practice using the tool on your own before opening it with your class.

Choose the website that your students will try to navigate with the screen reader. It should be a website relevant to active citizenship, and containing practical information that your students could potentially need in the future, i.e. the instructions on how to vote, how to apply for an ID card, or what to do in case of a flood.

Choose the information that your students will need to find on the website. It should be easy to find, but not so easy that it stops being a challenge.

Additional suggestion: If you have a possibility to, as a part of this lesson, invite a person who uses screen-readers on a daily basis as an accessibility tool, do not hesitate to do that. Automatic checkers are practical but the impact of sharing real-life experience is stronger.

Task

The students open the chosen website and turn on their screen readers. They take some time to figure out how to navigate the website with it.

Then, you give them instructions on what information they need to find on the website without using their mouse or reading the text. If possible, you can cover the screen or turn it away from the students to make cheating more difficult.

The students search for information using the generative voice from the screen reader and note their findings in points.

Discussion

You lead a discussion with the following questions:

- Was it easy to navigate a website without looking at it? Did you succeed in finding what you searched for?
- If a website isn't possible to navigate without looking at it, what does it mean for people who can not see?
- Is it possible to take an active part in the life of your community if the information on how to do it is not available to you?

To provide additional information, you can share your screen and conduct a quick scan using an automatic tool, such as [accessibilitychecker.org](https://www.accessibilitychecker.org), to show the students if the website they tried to navigate meets the accessibility standards.

Homework

These students reflect on the accessibility of their own school and its website. They propose what could be changed to make it more inclusive.

Lesson 3 - Accessibility checking**Objectives**

- To spread awareness about digital accessibility.
- To equip the students with the practical skills to improve accessibility of the digital materials.
- To practice language skills, such as describing a picture or providing instructions.

Language focus

Assessing the situation and expressing opinions	I think (...) needs to be changed. (...) looks good enough, but we have to work on (...).
The first and second conditional	If someone is colourblind, they won't be able to read this. If I couldn't use the mouse, I wouldn't be able to click on this button.
Key vocabulary	Document, page, button, picture, alternative text, font size, spacing, colour contrast, justified (to left/right/centre).

Pre-task

To prepare for this lesson, you will first need to find a PDF document in the language you teach for the students to work on. We recommend choosing the materials connected to active citizenship and accessibility. Prepare as many documents as needed - the students will work in groups of 3-4 to review one. You will need one computer or tablet per group.

Note: This task will require some amount of digital skills from you and the class. Before the lesson, download an accessibility checker on your computer, and see if you understand how it works. If you have trouble with it, consider asking for help, i.e. from the teacher of informatics. In addition to that, do some research on adapting the PDF accessibility. Some of the sources we can recommend are:

- Accessibility.build: [link](#)
- WCAG 2.0 Guide: [link](#)

You can also see our instructions at the end of the chapter, under "AI Integration".

Task

The students receive a list of the basic requirements of an accessible PDF:

- **The document contains tags.** Tags are invisible labels that explain what each part of the document is. All elements of the text, such as headings, paragraphs, and lists, must be marked with proper tags.
- **Images must have alternative text.** Alternative text is a short description for people who cannot see the picture.

- **The colour contrast has to be high enough.** High colour contrast means that the difference between the text and its background is high enough to read it easily.
- **The language of the text must be understandable.** The document should be written in a simple, understandable way. You should be able to understand it at B1 level.
- **The font is simple and in the right size to read comfortably.**

Next, divide the class into groups of 3-4. Each group downloads a PDF accessibility checker. We recommend PAC by axes4, as it is free, contains no ads, is available in 5 different language versions, and uses AI for more accurate analysis. You can download the programme using this link: pac.pdf-accessibility.org.

You explain how to use the programme. The students check the accessibility of the document they've got and note their findings.

Then, they note additional comments, based on their own observations:

- Is the document easy to understand for you?
- Can you see the text easily? Is the font size and colour contrast right for you?

Discussion

The students from different groups compare their findings. They can choose the most and the least accessible of the materials.

Homework

The students read how to create an accessible PDF using MS Word. This information will be needed during the next lesson.

Some sources we recommend:

- Make Things Accessible: [link](#)
- Microsoft Support: [link](#)

Lesson 4- Creating an accessible PDF

Objective

Translating already existing documents used by the school and creating their accessible versions.

Language focus

Rephrasing and practising synonyms	Finding several ways to explain something, i.e. "to buy something", instead of "to purchase something".
Describing pictures	The picture shows... In the right corner... In the background...
Key vocabulary	Accessibility, to check, to verify, to assess, alternative text.

Pre-task

Choose the documents to adapt, i.e. the School Rules and Regulations, the Rules and Regulations of the Computer Lab, etc. If your school has a website, you can also use the text from there.

The students will work in groups of 3-4. You can use several shorter documents or one longer document divided into chapters.

To make sure that you can answer the students' questions, read the step-by-step instructions and prepare your own accessible PDF before the lesson begins.

Task

The students divide into groups. Each group receives a piece of text to adapt and the step-by-step instructions:

Step 1: Translate this document into a Word file. You can use an automatic translator, but you have to rephrase the text to make it understandable for someone at B1 language level.

Note: If the document chosen is too complicated for the level of the class, you can let the students simplify it in their own language before starting the translation.

Step 2: Add a picture to illustrate the main ideas behind the text. Add alternative text to the picture (Picture Format → Alt Text).

Step 3: Choose the right styles for each heading and paragraph, i.e. "Heading 1" for the document's title, "Normal" for the main text.

Step 4: Choose a simple sans serif font, i.e. Calibri, Arial, Verdana. Set the font size to 12 and the spacing to 1,5.

Step 5: Check the document's accessibility. Go to Review → Check Accessibility. See if there are any issues with your document and fix them if needed.

Step 6: Save your document as a PDF. Go to File → Save as → More options...

In the "Save As Type" field, choose PDF. Below, add the document's title, subject, and tags.

Then, go to Options. Make sure that the "Document structure tags for accessibility" field is checked. Click ok. Now, you can save your document.

Debriefing

After all the groups finish their documents, lead the discussion by asking:

- Do you want to share any reflections on the task?
- Was it difficult to create an accessible document?
- What was the most difficult part of the task? What was the easiest one?

Together with the class, consider your options for publishing the accessible documents created by the students and putting them to use. In some cases, it may not be possible, but if it is, doing so will show the students that they created something usable, and it will validate their efforts.

Homework

The students try to navigate their own PDF documents with a screen reader at home, using the skills from Lesson 2. They note their reflections and potential places for improvement based on that experience.

If the class includes a person who uses screen-readers on a daily basis because of a disability, or if the students know someone who does, it is advised to check the accessibility of the document directly with them.

AI Integration

AI is integrated into each of the tasks separately. In this summary, we will provide you with additional technical information on how to use the tools mentioned above.

Conducting an accessibility scan

To prepare for lesson 3, you will need to know how to conduct an accessibility assessment on a PDF document. To do that, you will need to:

1. **Download the PAC accessibility checker.**
2. Click "**open document**" and choose the document you want to assess.

3. Read the results. The programme will show you if your document is compliant with the **international guidelines, such as PDF/UA and WCAG**. In addition to that, it will show you the results of the **AI analysis** of the document.
4. If you find something that you do not understand, you can see the detailed results and click on a question mark next to the point you are interested in. It will redirect you to an internet page with an explanation.

Those instructions regard PDFs only, but there exist similar tools for checking other kinds of media. To check a website, you can use accessibilitychecker.org. To do the same with a Word document, open it and go to Review → Check Accessibility.

Using a screen reader

You might be interested in knowing that you do not need any of the paid tools in order to access basic text-to-voice functions on your computer. This technology has existed long before the AI text, image, and video generation became popular, and is implemented in almost every modern computer as a part of the system. Now, the technology has become more advanced, using more naturally sounding voices and additional functionalities, such as image description powered by AI.

On a Windows computer, the built-in tool is called Narrator. To turn it on and use it, follow the instructions:

1. Go to **Settings > Accessibility > Narrator**, and switch it on. There, you can also adjust the voice, speed, and language.
2. After turning the narrator on, you will see a **step-by-step guide** on using it. It will include the crucial keyboard shortcuts for navigation.
3. If you are an able-bodied person, you can still use your mouse for navigation in the traditional way, and only turn on the Narrator when you need it for a specific task or to help a student with low vision.

4. Learning scenario - Synthetic media detection challenge

This scenario develops students' ability to critically analyse synthetic (AI-generated or manipulated) visual content while simultaneously building communicative competence in a foreign language.

A key focus of the scenario is the relationship between AI, inclusion and diversity. Synthetic media is increasingly used to misrepresent, ridicule or target specific social groups, reinforcing stereotypes or enabling hate speech.

At the same time, AI can be used to detect harmful content and support critical awareness.

In this scenario, AI is therefore not treated as a neutral tool, but as:

- a source of risk (bias, manipulation, exclusion) and
- a detection tool

Students engage in tasks that help them:

- recognise the scope and simulation accuracy of AI-manipulated media
- discuss these issues using appropriate language
- develop strategies to respond critically

General overview

Approach	Task-Based Language Teaching (TBLT)
Level	B1+
Age group	15 -19
Duration	180 minutes (4 × 45 min) + homework
Language	Any foreign language
Final outcome	Social media awareness post

Learning outcomes

Language

- Use topic-specific vocabulary (e.g. fake image, manipulation, misleading, reliable, evidence)
- Express opinions and justify them (I believe this is fake because...)
- Compare and evaluate (This method is more reliable than...)
- Give advice (You should check the source...)

Digital and critical literacy

- Identify signs of manipulated images
- Apply detection strategies (reverse search, inconsistencies, source check)
- Evaluate online content critically

Social awareness

- Understand risks of synthetic media (bias, hate speech, exclusion)
- Reflect on ethical AI use

Collaboration

- Work in groups to analyse and present findings
- Co-create shared learning resources

Lesson 1 – Synthetic media by AI

Objective

Introduce the topic and activate critical thinking about synthetic media and its social impact.

Language focus

Expressing opinion and uncertainty	<i>I think this image is real/fake because... It might be fake because... I'm not sure, but it looks...</i>
Giving reasons and evidence	<i>because, since, due to... I noticed that..., there is..., it seems...</i>
Agreeing and disagreeing	<i>I agree with you because... I'm not sure I agree... That's a good point, but...</i>
Key vocabulary	<i>fake / deepfake/ synthetic media edited / manipulated detail / background / lighting</i>

Pre-task

- Before the lesson the teacher uses an AI image generator (e.g. DALL-E or Midjourney) to prepare diverse examples of synthetic photos (avoiding harmful stereotypes).
- In class the teacher presents 6 - 8 images (a mix of authentic and AI-manipulated).
- Students individually decide: real or fake?

Task

- Pair/group discussion in the target language:
 - Which images are fake?
 - What clues did you notice?
- Whole-class discussion:
 - What makes images believable?
 - Can fake images be harmful?

Debriefing

- Guided prompts:
 - How can fake images harm people?
 - Which groups are most at risk (e.g. minorities, migrants, people with different views, appearance, etc)?

Homework

- Research AI-manipulated images (in target language)
- Upload 1 example with your short analysis to shared folder in Google Classroom (or another similar edu platform)

Lesson 2 – How to detect deepfakes

Objective

Develop practical detection strategies.

Language focus

Comparing and evaluating methods	<i>This method is more effective than... The best way is... because... This is less reliable because...</i>
Describing processes	<i>First, we checked..., then we analysed... After that, we found...</i>
Reporting findings	<i>We discovered that... Our group found that this image is...</i>
Key vocabulary	<i>source / evidence / tool reliable / unreliable check / verify / analyse</i>

Pre-task

Teacher presents selected detection methods, e.g.:

- Reverse image search
- Checking visual inconsistencies (hands, shadows, reflections)
- Looking at context/source
- Emotional manipulation cues

Task

Students work in subgroups:

- Each group receives a set of image links.
- They analyse using mobiles/computers.
- Fill in a simple checklist:
 - Is it fake?
 - Which method helped?

Debriefing

Groups present findings:

- Which images were fake?
- Which methods worked best?

Homework

- Practice detection methods on real online content (e.g. Instagram)
- Update your file in Google Classroom with new findings

Lesson 3 - Build a class safeguarding guide

Objective

Students consolidate detection strategies and draft a concise guide, while practising speaking and recommendation language.

Language focus

Structuring ideas	<i>First..., next..., finally...</i> <i>In conclusion...</i>
Giving advice	<i>You should always check...</i> <i>It is important to verify...</i> <i>You shouldn't trust...</i>
Explaining importance	<i>This is important because...</i> <i>This helps to avoid...</i>

Key vocabulary

pattern/ purpose/ impact/ consequence
suspicious/ convincing/ trustworthy
be aware of
stereotype/ bias

Pre-task

In sub-groups students compare homework findings and agree on:

- 3 most effective methods
- 1 example for each

Mini-output:

- Groups prepare short statements: *This method is useful because...*

Teacher role:

- Monitor language
- Reformulate where needed

Task

The whole class builds a shared "safeguarding guide"

- Categories:
 - Visual clues
 - Technical tools
 - Contextual checks
- The teacher helps organise content into a short poster on the wall/board.

Debriefing

The teacher facilitates the whole-class discussion:

- Which method is the clearest?
- Which is the most effective/useful?

Homework

Prepare for final task:

- Revise vocabulary
- Review functional language

Lesson 4 - Mobilise peer networks**Objective**

Students use the target language to write a social media post to raise awareness among peers about manipulated visual content, combining persuasive communication and practical advice.

Language focus

Giving advice and warnings	<i>You should..., you need to..., be careful... Don't trust everything you see...</i>
Raising awareness	<i>Many people don't realise that... It is important to understand that...</i>
Persuasive language	<i>This is dangerous because... We must be aware of...</i>
Key vocabulary	<i>awareness/ warning/ advice share/ spread affect/ protect/ respect responsible/ irresponsible</i>

Pre-task

A brief overview of example social media posts that advocate a social cause with guided questions:

- Which post is most effective? Why?
- Which phrases are useful?
- Which post is more respectful and informative?

Teacher elicits useful phrases and builds a mini-board list.

Task

Instruction: Write a short social media post to raise awareness about fake images. Your audience: your friends/your peers. Make sure you include:

- 1 awareness-raising sentence
- 2 practical detection tips
- 1 sentence about impact on people or groups
- respectful and inclusive tone

Sharing and peer response

Selected students read posts aloud or display them. Class votes (informally) on their clarity and possible impact:

- *Is the message easy to understand?*
- *Does it include practical tips/guidance?*
- *Is it convincing?*

Homework

Revise and improve your social media post based on peer and teacher feedback. Upload your final version to Google Classroom for assessment (in the same file as previous assignments).

AI Integration

AI tools can be used at different phases of the scenario preparation and implementation (a selection from a growing number of tools):

Lesson preparation	Perplexity for researching the field Midjourney or DALL-E for generating synthetic media
Main task	Google Lens or FakeCatcher for detecting and identifying AI-manipulated images
Feedback and assessment	Google Classroom with Gemini , teachers.is , Magic School

In this scenario we present more detailed instructions on how AI can support feedback and assessment taking as an example Google Classroom with Gemini.

Key principle

- Gemini acts as a support tool, not an automatic grader
- The teacher reviews, edits and decides on all feedback and grades

Step-by-step workflow

1. Set up the assignment

- Create assignment in Google Classroom
- Attach rubric (e.g. language accuracy, task achievement, clarity)
- Students submit and update work (Google Docs preferred)

2. Open student work for review

- Access submissions via Classroom grading panel
- Open the student's document in Google Docs
- Activate Gemini (sidebar)

3. Use Gemini for targeted analysis

Select a fragment or use the whole text and prompt Gemini:

Examples:

- *Identify the main language errors and explain them briefly*
- *Assess this text at B1+/B2 level and suggest improvements*
- *Find unclear or unnatural sentences*

Tip: include your criteria in the prompt (e.g. grammar, coherence)

4. Generate feedback (Drafting support)

Use Gemini to prepare comments:

- *Write 2 strengths and 1 area for improvement*
- *Suggest 3 grammar points the student should revise*

Copy, adapt, and paste into:

- Private comments (Classroom)
- Comments directly in the document

5. Final teacher review and assessment

- Review AI-generated suggestions critically
- Adjust feedback to:
 - match student level
 - ensure respectful, inclusive tone
- Assign grades using the rubric

Teacher makes the final judgement

6. (Optional) Check originality

- Use Originality Reports in Classroom
- Identify: similarities with online sources

Note: AI-generated text detection is limited and not fully reliable

Good practice tips

- Use AI for support, not replacement
- Keep feedback clear, concise and constructive
- Focus on learning (formative assessment)
- Encourage student revision based on feedback
- Check that AI suggestions are accurate and appropriate

5. Learning scenario - Digital Survival Guide

This scenario takes the students on a journey from physical to digital, using a critical approach to discuss the current issue of digital transformation and dangers of falsehood in an online environment. The scenario is designed as a combination of soft skills and the use of AI tools as supporting resources in critical assessment of digital transformation in youth education. Young people are daily exposed to media content that they absorb through the Internet, with very questionable development of their own critical apparatus. Therefore, this scenario will offer critical thinking tools for analysing such content, as well as interaction with AI tools, which will enable students to examine those issues from multiple perspectives and collaboratively attempt to offer their solutions.

In this scenario **AI is used** as a helping tool:

- For developing research skills
- For developing creative skills

Students engage in tasks that help them:

- Critically examine the main notions around the issues of digital transformation
- Discuss negative trends and explore how they affect them
- Create new content and raise awareness about the issue, while offering their own solutions

General overview

CEFR level	B1+
CEFR skills	Reading, writing, speaking, listening
Age group	15 -18
Duration	180 minutes (4 × 45 min) + homework
Language	Any foreign language
Final outcome	Digital Survival Guide

Learning outcomes

Upon completion of this scenario:

- Students will develop critical thinking skills by interpreting key notions related to AI literacy and digital transformation, while connecting them to real-world situations
- By demonstrating collaborative problem-solving skills, students will reflect on ethical notions of truth, deception, and authenticity, while evaluating motivation behind misinformation in digital environments
- By designing podcasts, campaigns, posters, students will develop digital and AI literacy skills, while using online research methods and AI supported tools to gather and compare information from multiple sources
- Students will develop communication skills and synthesize knowledge about digital transformation, misinformation, online safety, and digital wellbeing into practical guidelines for responsible digital behavior

Lesson 1 – True vs Fake

Objective

Motivate students to think critically about the introductory notions of digital reality through observation and discussion.

Language focus

Expressing opinion	<i>In my opinion... / I think that... / I believe that...</i>
Giving arguments and proof	<i>I think so, because... / This is the proof of... / Due to... / I support...</i>
Making connections	<i>We stopped here, because...</i>
Key vocabulary	Truth, fake, misinformation, fake news

Pre-task

The teacher opens a short discussion on what is true, what is fake and invites students to define those concepts. Ask additional questions, once the students answer: What is true, what is fake? What does it mean to be fake, to act fake? Can there be only one truth? How do we know that something is fake, or that someone acts fake? The discussion should not exceed 10 minutes.

Task

Students are invited to go outside for a walk. They are each given a quote on the truth, fake news, misinformation, digital wellbeing, and the like. The quotes should be provocative and engage students in critical thinking. *Examples: «Artificial Intelligence is potentially more dangerous than nuclear weapons» Elon Musk. «Disinformation is weakening democracy» Barack Obama.*

They walk in silence as a group. They think about their quote. Once they notice something in the surrounding area which reminds them of their quote, they say «Stop !», and the group stops. For example, if their quote is about the dangers of AI, students might spot a road sign which signifies danger, and then they stop the group. Or, students might have a quote about fake news, and if they walk by a news stand on the street, they can stop the group right there. They read the quote, and explain what and why it reminds them of their quote. Other students are encouraged to ask questions and discuss the quote, the idea behind it, and the reasons why the students stopped there, why something reminded them of their quote, and what the connections are. The walk ends after 15 - 30 minutes or if everyone has found their spot. Depending on your surroundings (urban, rural, natural, etc), teachers will determine the best route and duration of the walk. Note: the most inspiring walks are close to water (river, lake, sea), parks or forests, or other natural habitats.

Debriefing

After the walk, during a short discussion, depending on the time left, students are encouraged to share what was the most difficult for them during the exercise: the walk, to think about the quote, the quote itself, to find a good spot which reminds them of the quote, and why that was.

Lesson 2 – Role Play

Objective

Students will critically analyse how identities and truths are constructed and how they can be manipulated on social media and in digital culture.

Language focus

Modal verbs	<i>Might, could, must, should</i>
Media literacy	<i>Online, influencer, constructing stories, Instagram, games, movies</i>
Comparison	<i>True/false, real/online</i>
Key vocabulary	Conspiracy theory, Influencer, content, story

Pre-task

Students are shown a short video titled **Are You Living an Insta Lie? Social Media Vs. Reality**, available online for free use (Ditch the Label YouTube channel). After the video, teachers can engage students in a critical dialogue about the video and what they saw. Questions like – Are you living an Insta Lie? Why do people lie on social media? Can we benefit from lying? Can lying on social media be good for you?

Task

Students are then divided into several groups. They should imagine themselves in the roles of the following people, divided by groups: Politician; YouTuber; Influencer; Actor; Musician.

After a short group discussion, where they will try to imagine what it would be like to live the life of a given character, especially with the emphasis on their online presence and public image, their task is to create a table with True vs Fake in the online lives of those characters, considering them in general terms. They can be instructed to pay attention to what their lives look like in private VS what they look like in public; how truthful are their public appearances, their public interviews, their beliefs, their understanding of the world.

After they have finished with their short presentation of the tables, the teacher will ask additional questions – why do these people have private and public personas; how they construct those public images of themselves; what does the truth mean to those people, why do they fake their lives, their content, their stories; why do people construct stories; do we need fake(ness) to survive, or is the truth more important, and why; is there something that all these characters have in common, in what way are they different from each other.

Debriefing

Students are presented with a quote from M. Foucault: «It is dangerous to tell the truth.» They are asked about the meaning of this quote, and to present several cases in which telling the truth can be dangerous.

Lesson 3 – Dangers of the Digital

Objective

Students are investigating potential digital dangers and using AI-supported tools to create awareness materials that promote responsible digital use.

Language focus

Discussion	<i>In my opinion.../The problem is.../I think that...</i>
Persuasive language	<i>Stay safe / Think before... / Protect... / Don't share... / Be aware...</i>
Collaborative language	<i>I agree/disagree... / Our main idea... / Let's divide the task...</i>
Key vocabulary	<i>Digital danger, cyberbullying, malware, phishing, privacy, AI, anxiety</i>

Pre-task

The teachers ask a question: What is the biggest digital danger students can face today?

Students use the Mentimeter app to answer the question.

The teacher briefly comments on their answers and discusses repeating answers, draws similarities in their answers, or asks students to reflect upon their answers and why they chose them.

Task

The teacher will highlight the most important answers students provided and put them on a board (blackboard, smart board, flip chart).

The students will take time to research those dangers in detail. Their task is to research, using the internet, AI or other digital media, why those concepts are dangerous, what is so dangerous about them, how those dangers could be overcome, and what should be done about them.

They need to use several sources for each danger from the board, and map out an outcome in several possible forms, while teachers divide them into groups.

During the class, they can make: a) mini podcasts, b) social media awareness campaigns, c) digital posters, d) short video posts or commercials, or e) interactive boards, covering different dangers which they named at the beginning. For this task, students will be instructed to use various AI tools, such as Perplexity AI, Descript, ElevenLabs, Canva, Midjourney, Desygner, Runway, etc. This task takes time and effort, so students will be instructed to continue their work at home.

Homework

Students will continue their group work and collaboration at home, where they can deepen the research and prepare the materials for their podcasts, boards, or campaigns. They will be instructed that during the final class they will need to present their findings.

Lesson 4 – Digital Survival Guide

Objective

Students use collaboration to create practical strategies for safe digital participation, while critically evaluating the role of AI in shaping digital communication.

Language focus

Instructional language	<i>Use.../avoid.../take.../think.../limit...</i>
Conditional	<i>If you do this...you should.../ if...then.../If you...you should...</i>
Comparing opinions	<i>However, whereas, on the other hand, unlike, compared to...</i>
Key vocabulary	<i>Digital safety, wellbeing, balance, mental health</i>

Pre-task

Students will present their homework to the rest of the class. The teacher will set the rules for time management and the way each group will present their work. After each presentation, students can comment on each other's work.

Task

During this final task, students are asked how we can feel safer in the age of digital transformation and all the challenges we face as humans. They started with the discussion on truth, moved to the challenges of living a digital lie, and they have researched the biggest dangers within digital communication. They deserve to be heard on what they think about the future of digital integration. Students should work together with the AI in creating a Digital Survival Guide. The Guide should be short, and it should answer some of the basic questions: How can we protect ourselves from misinformation? How do we manage screen addiction? What helps us stay safe online? What are healthy digital habits?

Besides that, students should write 5 – 10 simple rules or tips & tricks on digital survival, especially with the focus on teenagers.

First, they should be divided in groups and work as a group on their Guides. After they are finished, they should use AI to prompt their own tasks for the AI's guide. For this task, they can use ChatGPT or any other AI tool of their own choosing.

Debriefing

Students will now compare their own work with that of an AI, and comment on each other's ideas, suggestions, and tips & tricks. Students will pick the best ones, both their own and those of AI, and turn them into one Digital Survival Guide for each group.

Homework

Each group will use AI to turn their Digital Survival Guide into a poster or a bulletin, and will have the task to publish it on social media, or print it in the school and share it with their peers.

AI Integration

AI is integrated into this scenario as both a learning support tool and a subject of critical analysis. Students use AI not only to gather information and create digital content, but also to reflect the ethics and influence of AI-generated media. Through collaborative activities, AI is a partner in research, creativity, communication and critical thinking, while students learn to question and evaluate outputs produced by digital technology.

In these scenarios, teachers and students can use Perplexity AI. It can be used simply as a research and idea-generation tool, which helps explore digital dangers, misinformation, or healthy digital habits. A teacher's role is to guide



students in asking questions, comparing answers, and checking whether information is true.

Teachers can use **Perplexity AI** to:

- Demonstrate how to ask clear research questions
- Show students how to compare information from different sources
- Encourage students to check if the AI answer is realistic, biased, true
- Help students simplify difficult notions

Students can use Perplexity AI to:

- Research digital dangers such as cyberbullying, fake news, screen addiction, and privacy risks
- Search for examples connected to teenagers & social media
- Generate ideas for posters, podcasts, and campaigns
- Summarise long texts into short notes
- Create slogans and campaign messages

Simple prompt examples:

"Explain fake news for teenagers"

"Why is cyberbullying dangerous?"

"How can students stay safe online?"

"What are healthy digital habits?"

"Give us five tips for dealing with misinformation"

In the second scenario, students can research why influencers or politicians create fake personas, why they act differently when under the spotlight. In the third scenario, groups can research digital dangers and collect definitions, examples, or prevention tips. In the fourth scenario, students will ask AI to create a Digital Survival Guide, and they will compare it to their own.

Teachers and students can also use **Padlet**, as a tool with integrated AI features.

Padlet can help teachers to:

- Create a shared board for the whole group
- Upload instructions, links or tasks
- Monitor student progress through the scenarios
- Leave feedback and comments to students

When it comes to students, they can use Padlet to:

- Share research and comments with their classmates
- Upload campaign ideas, slogans, posters
- Post links, images or videos connected to their tasks or group topics

- Compare AI-generated ideas with their own work
- Collaborate with each other in real time

For some more creative tasks, students can also use **Canva**, with the AI features, where they can:

- Create posters about fake news or online safety
- Design social media campaigns
- Turn research into infographics
- Create presentations with visual slogans
- Use AI suggestions for graphics, background, and layouts

These tools are used in order for educators to combine collaboration, creativity, communication, and AI-assisted learning. Teachers can use these tools to organise teaching activities, share instructions, upload materials, and monitor student progress. Students can use them to learn more about research, sharing information, collaborating, and presenting their findings. By using these tools, students will significantly improve access, participation, and learning outcomes.

These tools can be used to reduce language barriers, expression problems, and boost confidence in terms of collaboration or presentation. By using these AI tools, teachers offer more equal participation to students with different backgrounds, while supporting alternative ways to research and learn. With more auditory and visual help, more collaboration, and dialogical exchange during the discussions, students are more open to each other, they participate in a circle where critical evaluation is not based on biased judgement, but on common sense. These scenarios, together with different AI tools, can help students with motivation, openness, research, organisation, and flexibility.

III. Resources for Classroom Use

Throughout the AIDED pedagogical framework, we have referred to a range of AI tools that can enhance foreign language teaching and learning, including both general-purpose AI systems, such as ChatGPT or Claude, and specialised platforms designed specifically for language education. The first category includes tools that are already widely used by both students and teachers. For this reason, and also in order to keep this publication within a manageable and readable length, this chapter focuses primarily on specialised language-learning tools. We include only those that, as a project team, we know directly from experience of their use or have carefully examined to check their educational potential and classroom applicability.

The purpose of this chapter is to introduce the tools as practical resources for the classroom or for individual use outside school. Alongside basic information presented in the tables, we address three key questions for each tool:

- What foreign language activities can the tool support?
- How is the tool relevant for TBLT?
- Does it offer an educational version or other mechanisms that help ensure safe and ethical use?

These are important questions that teachers should consider before selecting and implementing any AI tool in their educational practice.

The question about safety is particularly important. Not all the tools listed here have an educational version, which refers to a modified variation of the software. It implies that the tool has specific features for teachers or stricter content filters compared to the commercial version. An edu licence typically offers additional safeguards designed for school and institutional use. However, even using a tool with an educational licence, teachers should avoid sharing sensitive student personal information, confidential assessment records or unnecessary identifiable student data. Teachers should also provide guidance to students on responsible AI use.

Given the rapid development of the AI education sector, this collection is not intended to be exhaustive. Rather, it aims to provide teachers with a practical point of departure for expanding their educational toolbox in informed, pedagogically meaningful and ethically responsible ways.

1. Grammarly

Type	AI writing assistant and feedback tool
Supported languages	Multilingual support for over 30 languages, including English, French, German, Italian and Spanish
Free or paid	Free version available; advanced features require paid Pro or Education licence
Educational version	Grammarly for Education
Link	www.grammarly.com

What foreign language activities can it support?

- writing drafts and revisions
- grammar and vocabulary practice
- peer review and collaborative writing
- paraphrasing and reformulation of text
- genre-based writing activities
- multilingual drafting and translation support

For L2 teaching, it is particularly useful for writing, revision and feedback-focused tasks.

How is the tool relevant for TBLT?

Grammarly can support students while they are completing meaningful communicative tasks rather than isolated grammar exercises. It can:

- provide immediate feedback during authentic writing tasks
- encourage learner autonomy and self-correction
- support iterative task cycles (draft → feedback → revision)
- help students focus on clarity and communicative effectiveness

2. ElevenLabs

Type	AI voice generator
Supported languages	Multilingual support for over 30 languages, including English, French, German, Italian and Spanish
Free or paid	Free version available; advanced features require paid Starter, Creator or Pro licences
Educational version	No
Link	https://elevenlabs.io

What foreign language activities can it support?

- listening comprehension activities
- pronunciation and intonation practice
- dialogue and role-play creation
- creation of synthetic audio materials
- multimodal tasks combining text and audio
- accessibility support for learners with reading difficulties
- multilingual voice generation for communication tasks

For L2 teaching, it is particularly useful for creating authentic-sounding audio materials quickly and adapting listening tasks to different proficiency levels.

How is the tool relevant for TBLT?

ElevenLabs enables students to engage with spoken input and communicative tasks. It can:

- support listening and interaction tasks
- help teachers create contextualised audio materials
- facilitate role-play, simulation and scenario-based tasks
- expose students to different accents, speaking styles and speech rates
- encourage multimodal communication and learner creativity

It is especially valuable for pre-task preparation and for creating communicative scenarios without requiring professional recording equipment.

3. Gliglish

Type	AI speaking and pronunciation practice platform
Supported languages	Multilingual support for over 30 languages, including English, French, German, Italian and Spanish
Free or paid	Free version available with usage limits; Plus paid subscription available
Educational version	No
Link	https://gliglish.com

What foreign language activities can it support?

- speaking fluency practice
- pronunciation and accent training
- role-play and simulated conversations
- listening and response activities
- question-and-answer interaction tasks
- oral rehearsal before presentations or exams
- conversational repair and clarification practice
- everyday communication scenarios
- confidence-building speaking activities

For L2 teachers, it is particularly useful for providing learners with low-anxiety opportunities for repeated oral interaction and spoken task rehearsal.

How is the tool relevant for TBLT?

Gliglish centres on spoken interaction and communicative goal completion. It can:

- support spoken task performance and rehearsal
- facilitate interaction-based and role-play tasks
- provide immediate conversational feedback
- promote fluency through repeated communicative practice
- help learners engage in authentic everyday scenarios

It is especially useful for pre-task preparation, task repetition and independent oral practice outside classroom time.

4. MemBot

Type	AI memory and personalised learning assistant
Supported languages	Primarily English; supports multilingual input and note processing in several major languages including, French, German, Italian and Spanish
Free or paid	Free version available; advanced features require paid subscription
Educational version	No
Link	www.memrise.com

What foreign language activities can it support?

- vocabulary retention and review
- personalised revision and study support
- preparation for presentations and discussions

For L2 learning, it is particularly useful for supporting student autonomy in speaking and writing practice.

How is the tool relevant for TBLT?

- Pre-Task support: the teacher can assign a specific Memrise vocabulary list before a classroom task to give students the necessary lexical building practice.
- Language review & repetition: after a communicative task is completed, a teacher can direct students to MemBot to systematically drill and review the core vocabulary relevant to that task.
- MemBot itself can act as a simulated oral task before students perform a real-world version of that task in class.

5. Talkpal AI

Type	AI conversational language-learning and speaking practice platform
Supported languages	Multilingual support for over 100 languages, including English, French, German, Italian and Spanish
Free or paid	Free version available with daily limits; premium paid subscription required for full access
Educational version	No
Link	https://talkpal.ai

What foreign language activities can it support?

- conversational speaking practice
- role-play and simulated dialogues
- pronunciation and fluency development
- listening comprehension activities
- vocabulary development in context
- spontaneous interaction tasks
- everyday communication practice

For L2 teaching, it is particularly useful for increasing learner speaking time and providing opportunities for repeated communicative interaction outside classroom settings.

How is the tool relevant for TBLT?

Talkpal supports learners in completing meaningful communicative tasks through interaction. It can:

- facilitate authentic communication and role-play tasks
- support information-gap and problem-solving activities
- promote fluency through repeated oral practice
- allow learners to rehearse and repeat communicative tasks
- support learner autonomy and self-paced interaction

It is especially useful for pre-task preparation, oral task repetition and independent communicative practice.

6. Duolingo

Type	AI-supported language-learning platform
Supported languages	Multilingual support for over 40 languages, including English, French, German, Italian and Spanish
Free or paid	Free version available; premium features require paid Super Duolingo or Duolingo Max subscription
Educational version	Yes, Duolingo for Schools
Link	www.duolingo.com

What foreign language activities can it support?

- gamified vocabulary, grammar and conversational practice
- reading and listening comprehension
- pronunciation and speaking exercises
- translation and sentence-building activities
- spaced repetition and revision
- microlearning and daily language routines
- autonomous learning and self-assessment

For L2 teaching, it is particularly useful for supplementary practice, homework, vocabulary recycling and maintaining student engagement outside classroom time.

How is the tool relevant for TBLT?

Duolingo can support TBLT as preparation or reinforcement around communicative classroom tasks. It can:

- help students build vocabulary and language resources needed for tasks
- support pre-task preparation and recycling of target language
- encourage learner autonomy and regular language exposure
- provide immediate feedback during practice activities
- reinforce language forms emerging from communicative tasks

- However, many Duolingo activities remain form-focused and structured, so teachers need to complement the platform with authentic communicative tasks and interaction-based classroom activities. Students should avoid relying on the platform alone for communicative competence development and combine app-based learning with collaborative classroom interaction and authentic tasks.

7. Mondly

Type	AI-supported language-learning platform
Supported languages	Multilingual support for over 40 languages, including English, French, German, Italian and Spanish
Free or paid	Free version available with limited access; premium paid subscription required for full content
Educational version	No
Link	www.mondly.com

What foreign language activities can it support?

- vocabulary and grammar practice
- listening and reading comprehension
- pronunciation and speaking exercises
- dialogue and conversational practice
- role-play and situational communication
- mobile-assisted language learning
- independent homework and self-study
- beginner-level communicative practice

For L2 teaching, it is particularly useful for supplementary practice, vocabulary recycling and extending learner exposure to the target language beyond classroom time.

How is the tool relevant for TBLT?

Mondly is useful as reinforcement for communicative classroom tasks. It can:

- help students build vocabulary and functional language needed for tasks
- support pre-task preparation through thematic practice
- provide repeated exposure to situational communication
- encourage student autonomy and self-paced practice
- support the task language repetition outside class
- includes Virtual Reality features

However, many activities remain structured and controlled, so teachers need to complement the platform with more open-ended communicative and collaborative classroom tasks.

8. ELSA Speak

Type	AI pronunciation and speaking coaching platform
Supported languages	Primarily focused on English language learning
Free or paid	Free version available with limited access; Pro and Premium paid subscription required for more features
Educational version	Yes, https://elsaspeak.com/en/enterprise/schools
Link	https://elsaspeak.com

What foreign language activities can it support?

- pronunciation and accent training
- speaking fluency development
- listening discrimination activities
- oral repetition and shadowing exercises
- speaking confidence-building activities
- preparation for oral presentations and interviews
- autonomous speaking practice outside class

For ESL teaching, it is particularly useful for targeted pronunciation support and increasing opportunities for individualised speaking practice.

How is the tool relevant for TBLT?

ELSA Speak can support students develop the speaking confidence needed for communicative task performance. It can:

- support pre-task preparation for oral communication tasks
- help learners rehearse spoken interactions before classroom activities
- provide immediate pronunciation feedback during speaking practice
- encourage task rehearsal
- strengthen learners' confidence in authentic communication situations

It is especially useful for preparation and task rehearsal related to spoken communication.

9. LanguageTool

Type	AI writing assistant and grammar-checking tool
Supported languages	Multilingual support for over 30 languages, including English, French, German, Italian and Spanish
Free or paid	Free version available; premium paid subscription required for advanced features
Educational version	No
Link	https://languagetool.org

What foreign language activities can it support?

- writing drafts and revision
- grammar and vocabulary practice
- proofreading and editing activities
- paraphrasing and reformulation tasks
- multilingual writing support

For L2 teaching, it is particularly useful for supporting process writing, learner self-correction and feedback-focused activities.

How is the tool relevant for TBLT?

LanguageTool is well suited to support students while they are engaged in written communication tasks. It can:

- provide immediate feedback during authentic writing activities
- support drafting, revision and editing stages of tasks
- encourage learner autonomy and self-monitoring
- reduce teacher workload during writing feedback
- support iterative task cycles (draft → feedback → revision)
- help students focus on communicative clarity and accuracy

It is especially useful during post-task reflection and revision phases of writing-focused tasks.

10. DeepL

Type	AI translation and writing assistant tool
Supported languages	Multilingual support for over 30 languages, including English, French, German, Italian and Spanish
Free or paid	Free version available; advanced features require paid DeepL Pro subscription
Educational version	No
Link	www.deepl.com

What foreign language activities can it support?

- translation activities
- vocabulary and phrase comparison
- multilingual writing and revision
- reading comprehension support
- paraphrasing and reformulation tasks
- contrastive language analysis
- writing support
- learner self-correction and editing

For L2 teaching, it is particularly useful for supporting learners during drafting and revision processes.

How is the tool relevant for TBLT?

DeepL can support various writing and communicative activities. It can:

- support translation tasks
- facilitate drafting and revising written task output
- encourage reflection on lexical and grammatical choices across languages
- support student autonomy during task completion

It is especially useful for writing and post-task revision activities. Teachers should, however, encourage critical evaluation of AI-generated translations rather than passive acceptance.

This teachers' guide on task-based language teaching with AI support represents the third intellectual output of the **AIDED** European project, completing the initial research findings and the pedagogical model of teaching activities related to the use of AI in teaching and learning languages.

AIDED is an Erasmus+ Cooperation Partnership in the field of school education, implemented through the collaboration of the following partner organisations:

[Centrum Edukacyjne EST, Poland](#)



[Bridge Language Study House, Romania](#)



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