Handout Module 3 (WP4),

Pedagogically sound AI integration for language teaching and interaction

TASK 3 RE-DESIGN

Concept: A conscious bridge must be developed between pedagogy and technology to introduce and use AI tools in the curriculum and/or classroom. Often there is an emphasis on the technology while the pedagogical aspect of SLA is left behind or unknown. Awareness raising for the Common European Framework for Foreign Languages is essential to illustrate how pedagogy drives the use of technology and not vice versa.

Prior Knowledge: CEFR Descriptors for the B1 – B2 level, Familiarization with DigCompEdu, Basic technology skills

Learners will apply, evaluate, and refine AI-supported activities (TTS and/or LanguageTool) through a follow-up redesign task, aligning improved activities with CEFR B1–B2 descriptors.

1. Review

Participants revisit their TTS speaking task and/or LanguageTool writing task created earlier.

Identify: One strength (pedagogical or linguistic) and One weakness (e.g., limited interaction, over-reliance on AI)

2. Enhance Task

Participants must redesign ONE of the tasks:

For TTS Task: Add an interaction layer (e.g. role-play extension, spontaneous response phase)

Move from controlled dialogue → semi-authentic communication

For LanguageTool Task: Add a peer discussion stage before revision. Integrate explicit justification of AI corrections

3. CEFR Mapping

Participants explicitly answer: (1) Which CEFR descriptors (B1/B2) does your improved task now address? (2) How does the task move learners toward B2 independence?