

AI for creating, adapting, and curating FL materials

Key concepts

What AI can do for FL material creation

- **Generate across multiple skill areas:**
 - Reading texts at specified CEFR levels
 - Listening scripts and audio overviews from source documents
 - Speaking prompts, roleplay scenarios, discussion questions
 - Vocabulary lists with definitions and usage examples
- **Adapt existing materials:**
 - Re-level a text for a different CEFR band
 - Change register, topic, or exercise format
- **Support assessment:**
 - Generate comprehension questions, answer keys, feedback scripts

What can go wrong — and why it matters

Quality risks

- Linguistic inaccuracies — grammar, vocabulary, register
- Inappropriate CEFR level calibration
- Culturally biased or stereotyped content
- Pedagogically unsound task design

Accuracy risks

- Fabricated or unverifiable information
- Content not grounded in the source provided
- Tool cannot point to the origin of a claim
- Copyright and authorship ambiguity

Two AI skills for this module

Prompting & iteration

- A minimal prompt gives a minimal result
- Specifying CEFR level, topic, register, format, and number of items systematically improves output
- Each iteration is a design decision — log what changed and why
- The prompt is part of the material

Source grounding

- Non-grounded tools generate from general training data — output may include invented content
- Source-grounded tools (e.g. *Gemini Notebook*) anchor output in your uploaded document
- Always ask: "Where does this come from?" — do not accept output passively
- If the tool cannot point to a source, treat the content with caution

Tools used in this module

- **Google Gemini (gemini.google.com)**
 - General-purpose generative AI — produces output from training data
 - Used without an uploaded source in Exercises 2 and 3
 - Represents the non-grounded condition
- **Gemini Notebook (notebook.google.com)**
 - Upload a source document — all generated content is anchored to it
 - Can point to the sentence in the source that supports each output
 - Includes Audio Overview: generates a spoken summary from your document
 - Represents the source-grounded condition

Exercises

Exercise 1 — Spot the AI (Introduction Activity)

STEP 1

Read

Receive three FL materials labelled A, B, C at the same CEFR level

STEP 2

Evaluate

Work in pairs: tick the checklist for each material (usability, level, human/AI authorship)

STEP 3

Reason

Note at least one specific feature per material that led to your answer

STEP 4

Share

Plenary: reveal which is which — discuss what surprised you

Exercise 2 — First Attempt vs. Iterated Prompt (Application)

STEP 1

Prompt A

Enter the minimal prompt exactly as written

STEP 2

Iterate

Add specifications one at a time: CEFR level, topic, register, format, number of items

STEP 3

Log

Complete the Prompt Iteration Log — compare outputs on 5 criteria

STEP 4

Share

Report the single addition that made the biggest difference

Exercise 3 — Grounded or Not? (Application)

STEP 1

Gemini

Generate from the article topic with *Gemini* — no source uploaded

STEP 2

Notebook

Upload the article, generate again — then ask each tool to cite its source

STEP 3

Audit

Complete the Material Quality Audit Card — compare both outputs on 5 criteria

STEP 4

Share

Discuss: did *Notebook* actually cite a source, or did it still hallucinate?

Reflection & close

Reflection

- What is one type of FL material — beyond writing exercises — where AI now helps you more efficiently?
- When you compared the grounded and non-grounded outputs, what difference did you notice in reliability?
- What changed between your first prompt and your refined one — and what does that tell you about the role of iteration?
- How would you explain to students or your institution that AI was used in developing a course material?

Key takeaways

- **AI can generate FL materials across all skill areas — not writing alone**
- **Prompt quality determines output quality — iterate deliberately**
- **Source-grounded tools are more reliable for fact-sensitive materials — but still require verification**
- **Always ask: "Where does this come from?" — never accept AI output passively**
- **AI is a production partner, not a replacement for editorial and pedagogical judgement**

Questions?