AI-NYELV TRAINING COURSE
Pedagogically sound AI integration for language teaching and interaction

1. Module Title

Module Title	**Module 3:** Pedagogically sound AI integration for language teaching and interaction
Module Duration	2 hours
CEFR level	B1 – B2

2. Module Overview

Teaching skill being developed	Activate prior knowledge of the CEFR and introduce pedagogical evaluation of AI tools
Why this skill matters	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.
How TEL supports learning	The experiential learning of and use of technology enhances motivation, engagement, collaboration and personalization. Skilling-up instructors/students for the AI epoch.
Example of a TEL tool or approach relevant to this module.	Mentimeter poll; ChatGPT; TTS; LanguageTool.
Alignment with DigCompEdu framework	The module addresses all 6 areas of DigComEdu but focuses on 2.2, 2.3 / 3.3,3.4 / 4.2,4.3/ 5.1,5.2,5.3 / 6.1, 6.2, 6.3, 6.4, 6.5
Estimated workload	Contact hours: 2 hours face-to-face. Self-study hours: approximately 1-2 Total workload: approximately 4 hours.

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3. Target Learners

Learner profile	Higher Education Instructors/Learner
Prior knowledge / prerequisites	Pedagogy: CEFR Descriptors for the B1 – B2 level Familiarization with DigCompEdu Basic technology skills
Learning context	face-to-face with TEL support.
Accessibility & inclusion considerations	Describe specific accessibility and inclusion measures relevant to this module, including provisions for learners with disabilities, multilingual learners, and learners with limited digital access. Discussion supported by PowerPoint Slides, Demos, Videos. Provide Prompts
Group size	10 - 20

4. Learning Outcomes - DigComEdu

DigComEdu Area	DigComEdu: **Area 1 (Reflective Practice):** evaluating and improving teaching design **Area 2 (Digital Resources):** learning about, designing, and applying two different AI tools **Area 3 (Teaching & Learning):** redesigning learning activities with the use of the CEFR descriptors and technology. **Area 4 (Assessment):** integrating feedback cycles **Area 5 (Empowering Learners):** promoting autonomy and independence **Area 6 (Facilitating Learners' Digital Competences):** upskilling information and media literacy, content creation, responsible use and problem-solving.
Learning Outcome 1	On successful completion, learners will be able to critically evaluate the use of AI tools in foreign language teaching based upon CEFR B1 and B2 descriptors.

Learning Outcome 2	On successful completion, learners will be able to successfully experience the design of AI-supported language activities: design pedagogically sound AI-supported language learning activities that develop speaking, listening, and writing skills aligned with CEFR B1–B2 descriptors.
Learning Outcome 3	On successful completion, learners will be able to successfully apply AI for FL language development: apply multilingual AI tools (TTS and LanguageTool) to support learner language production through guided practice, feedback, and revision.
Learning Outcome 4	On successful completion, learners will be able to critically reflect on the limitations, risks, and ethical implications of AI use in language teaching.

5. Assessment Strategy

Assessment type	Formative & Summative
Assessment methods	Participants will undertake 3 – 4 different tasks that involve experiential learning, automated feedback, peer feedback and instructor feedback. The Assessment of the activities will focus on awareness building of the use of AI Tools and the CEFR B1- B2 Descriptors through collaborative work and reflection.
Digital tools used	TTS, LanguageTool, Padlet, Google Docs, Mentimeter
Feedback approach	Four different types of feedback are available for the three tasks: automated feedback, peer feedback, instructor feedback and self-assessment.
Assessment rubric / criteria	Learner performance across the three tasks will be evaluated through a set of integrated criteria that combine pedagogical understanding, language competence (CEFR B1–B2), and digital competence (DigCompEdu).

	In the introductory scenario analysis task, evaluation focuses on learners' ability to identify the pedagogical purpose of AI use, assess whether the technology meaningfully supports language learning, and demonstrate critical awareness by recognising potential risks such as over-reliance or lack of interaction. Learners are expected to justify their evaluations and suggest improvements, showing developing B2-level abilities to interpret, evaluate, and justify viewpoints, alongside DigCompEdu competences in reflective practice and informed selection of digital resources. In the main application task (TTS speaking and LanguageTool writing), assessment emphasizes both language performance and effective AI integration. For the TTS activity, learners are evaluated on spoken interaction, fluency, and pronunciation, progressing from B1 intelligibility to B2-level fluency, spontaneous interaction, and clear intonation. For the writing task, criteria include coherence, organisation, and grammatical accuracy, aligned with B1 ability to produce simple connected texts and B2 ability to produce clear, detailed, and well-structured writing. A key component of evaluation is learners' ability to monitor and revise their work using AI feedback, demonstrating progression from guided correction at B1 to independent self-correction and refinement at B2. Additionally, learners are assessed on how purposefully they use AI tools, the degree of learner autonomy and engagement demonstrated, and their ability to critically evaluate AI outputs. These criteria reflect DigCompEdu competences in digital resource use (Area 2), teaching and learning design (Area 3), formative assessment (Area 4), learner empowerment (Area 5) and information & media literacy, communication, and content creation (Area 6). In the summary task (exit ticket and reflection), evaluation focuses on learners' ability to synthesise their learning, connect AI tools to pedagogical

	principles, and articulate how they will transfer this knowledge into their own teaching practice. Learners are expected to demonstrate B2-level reflective and explanatory abilities, including the capacity to justify decisions and express informed viewpoints. Additional emphasis is placed on conceptual understanding—such as linking AI tools, pedagogy, and learning outcomes—and on self-assessment, where learners evaluate their own development and readiness to integrate AI effectively. This stage aligns strongly with DigCompEdu competences in reflective practice (Area 1), teaching and learning (Area 3), and learner self-regulation (Area 5). Overall, the evaluation approach ensures a balanced assessment of language development, pedagogical competence, and critical AI literacy, supporting learners' progression toward independent, B2-level performance and reflective, digitally competent teaching practice.
Alignment with learning outcomes	**LO1** (evaluation of AI use) and partially to **LO4** (critical and ethical awareness) are addressed in the introductory scenarios where learners analyse/ evaluate how AI tools support or hinder pedagogical goals in reference to the CEFR B1-B2 descriptors. This directly assesses their ability to identify pedagogically sound uses of AI and demonstrate critical reflection. **LO 2,3,4:**The main application task (TTS speaking + LanguageTool writing activities) It assesses learners' ability to design AI-supported activities (**LO2**), apply AI tools to support language development (**LO3**), and facilitate monitoring and revision processes (**LO4**). The TTS speaking/listening component specifically measures spoken interaction, fluency, and pronunciation, supporting CEFR descriptors from B1 intelligibility to B2 fluency and spontaneous communication. The LanguageTool writing component evaluates written production, accuracy, and revision skills, reflecting progression from B1

	connected writing to B2 detailed, well-structured texts with independent self-correction. Additionally, this task assesses DigCompEdu competences across Area 2 (resource use), Area 3 (teaching and learning design), Area 4 (formative assessment), and Area 5 (learner autonomy). **LO3, LO4**: The summary task (exit ticket and reflection) is aligned primarily with Learning Outcomes 3 and 4. It evaluates learners' ability to reflect on AI-supported learning processes demonstrate critical awareness of AI limitations and ethical considerations and refine or adapt pedagogical practices Through reflective writing and concept mapping, learners show their ability to synthesise key ideas, link AI use to pedagogical goals, and transfer knowledge to their own teaching context. This corresponds to CEFR B2 descriptors for reflection, explanation, and justification, and to DigCompEdu Areas 1 (Reflective Practice), 3 (Teaching & Learning), and 5 (Empowering Learners).

6.1 Motivation / Introduction Activities

Purpose	Activate prior knowledge CEFR descriptors for B1 – B2 and introduce pedagogical evaluation of AI This module aligns AI-supported activities with CEFR B1–B2 descriptors and DigCompEdu competences, ensuring that technology enhances communicative competence, learner autonomy, and critical digital literacy.
Estimated duration	**15 minutes**.
Activities	Reflection on CEFR B1-B2 descriptors, scenarios-based evaluation of AI use
TEL tools	Polls, Mentimeter, Chat GPT

Link to prior knowledge	Builds on existing pedagogical knowledge and experience using AI tools.

6.2 Information Presentation

Key content	Introduction to the multilingual tools and relationship to the CEFR B1-B2 descriptors
Formats	Slides & Live Demonstration
Accessibility supports	Prompts, Transcripts
Estimated duration	30 minutes.
Source / attribution	Participant use: demo, online texts, blogs

6.3 Application Activities

Application tasks	**AI-supported Practice Tasks** **Task 1: TTS Speaking Activity** - Generate dialogue audio using TTS - Analyse pronunciation and intonation - Record and compare speech **Task 2: LanguageTool Writing Activity** - Write a short text (B1–B2) - Use LanguageTool feedback - Evaluate feedback: suggestions and revise
Estimated duration	30 minutes.
Learner output	Audio recording and/or written draft and revised text + reflection
Feedback method	Peer + instructor + self-assessment
Link to learning outcomes	LO1, LO2, LO3, LO5, LO6

6.4 Collaboration Activities

Collaboration type Activities	**Group Work, Peer Review** Learners will apply, evaluate, and refine AI-supported activities (TTS and LanguageTool)

	through a follow-up redesign task, aligning improved activities with CEFR B1–B2 descriptors. **Activity Description (Concrete Task)** **Step 1 – Review** Participants revisit their TTS speaking task and LanguageTool writing task created earlier. They identify: One strength (pedagogical or linguistic) One weakness (e.g., limited interaction, over-reliance on AI) **Step 2 – Enhancement Task** Participants must redesign ONE of the tasks: <u>For TTS Task:</u> Add an interaction layer (e.g. role-play extension, spontaneous response phase) Move from controlled dialogue → semi-authentic communication <u>For LanguageTool Task:</u> Add a peer discussion stage before revision Integrate explicit justification of AI corrections **Step 3 – CEFR Mapping** Participants explicitly answer: Which CEFR descriptors (B1/B2) does your improved task now address? How does the task move learners toward B2 independence?

	Step 4 – Micro-reflection (short output) Participants produce a short statement: "This revised activity improves learning by… because it supports (CEFR descriptor) and develops (skill/autonomy/interaction)." _____ **Learner Output** Revised activity design (short written format) CEFR descriptor justification Reflection (3–5 sentences) **Assessment / Feedback** Peer review: "Is this now more communicative and learner-centred?" Instructor feedback: focus on pedagogical improvement Optional AI use: ChatGPT to evaluate task clarity (critically reviewed by learner) **CEFR Alignment** <u>TTS (Speaking Improvement)</u> B1 → B2 progression: From rehearsed dialogue → spontaneous interaction B2: Can interact fluently and respond in real time <u>LanguageTool (Writing Improvement)</u> B1 → B2 progression: From corrected text → independently revised text B2: Can monitor and improve writing autonomously
Estimated duration	45 minutes.

Learner roles	Designer, speaker, evaluator
TEL tools	TTS, LanguageTool, Google Docs
Inclusion notes	Flexible participation roles

6.5 Reflection Activities

Reflection focus	Pedagogical and AI integration awareness
Estimated duration	15 minutes.
Reflection format	Peer Sharing: Discussion and/or Padlet or similar app
Guiding prompts	- How did AI support learning? - What challenges emerged? - How will you adapt this in teaching/learning?

6.6 Close / Review

Review activities	Quiz
Estimated duration	15 minutes.
Knowledge check	Informal
Next steps	Informal discussion on use in future academic career
Learner satisfaction / module evaluation	Questionnaire – Likert Scale

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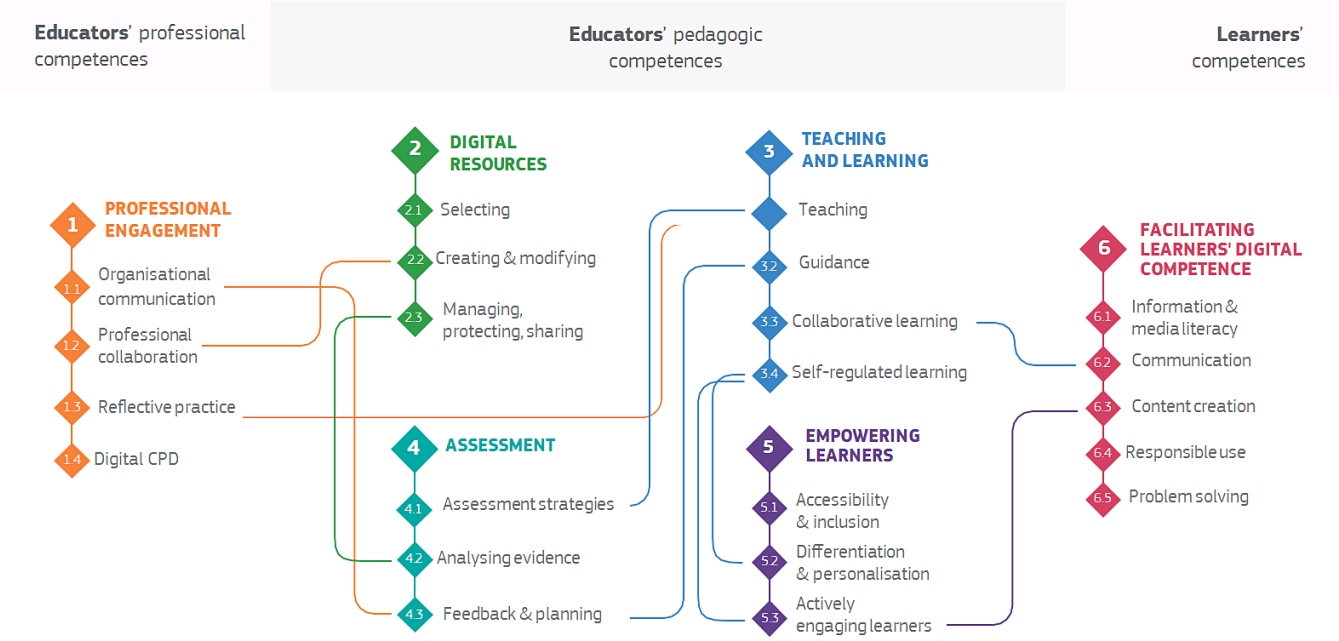
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