



Work Package 4 Module 5

Inclusive, differentiated, and learner-supportive uses of AI

Activity 2: Discussion, group work (20 minutes)

Learning outcomes

This activity is aimed at evaluating the implications and consequences (both positive and negative) of using AI tools in foreign language, as well as on reflection on and justification of the participants' own AI integration decisions. Participants reflect on the role of AI in language assessment and feedback, raise their ethical awareness of AI tools and AI-supported feedback (transparency, privacy, bias, academic integrity, learner autonomy, teacher autonomy), and explain how AI can complement teacher activity and learner development but not replace it. Participants evaluate and defend the pedagogical usefulness of various AI tools and AI-generated feedback outputs.

Instruction

1. Ask the representative of every group (i.e. Group 1A, Group 1B, Group 2A, Group 2B) to shortly describe the task and the way it was completed.
2. Ask every group:
 - what were their expectations before completing the task.
 - if the results complied with the expectations.
 - how the AI tool they used can help inclusive, differentiated and learner-supportive teaching and learning a foreign language.
 - what can be problematic when using this AI tool for inclusive, differentiated and learner-supportive teaching and learning a foreign language.
 - if there are any barriers related to using AI for inclusive, differentiated and learner-supportive teaching and learning a foreign language.
3. Ask the participants if they want to discuss anything else related to the task.