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AI Tools in ENGLISH LANGUAGE TEACHING

Enhancing Listening, Reading, Speaking & Writing Skills



A Practical Guide for Educators



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Preface

Language education is undergoing a significant transformation as digital technologies increasingly shape how learners interact with information, communicate with others, and develop linguistic skills. Among these technological developments, artificial intelligence (AI) has emerged as one of the most influential innovations in contemporary education. AI-powered tools now provide learners and educators with opportunities that were unimaginable only a decade ago. These tools can analyze language patterns, provide instant feedback, generate authentic learning materials, and create interactive environments where learners can practice language skills independently and continuously.

In the context of English language teaching, the integration of AI tools has opened new pathways for developing the four fundamental language skills: listening, reading, speaking, and writing. Traditional classroom environments often face limitations such as restricted instructional time, limited opportunities for individualized feedback, and varying levels of student engagement. Artificial intelligence can help address these challenges by offering personalized learning experiences, adaptive feedback, and interactive practice opportunities that extend beyond the classroom.

This guidebook has been prepared to support educators, teacher trainers, and language learners in understanding how artificial intelligence tools can effectively enhance the teaching and learning of the four core language skills. Rather than presenting AI simply as a technological novelty, the book approaches these tools from a pedagogical perspective. The primary goal is to demonstrate how AI-based applications can be integrated into language instruction in meaningful and educationally sound ways.

The guidebook explores a wide range of AI-supported platforms and applications that contribute to language learning in different ways. For listening development, tools such as Speechify, TalkPal, Redmenta, LanguaTalk, Rosetta Stone, Kippy, and Mondly provide learners with exposure to authentic spoken language and interactive listening environments. These tools allow learners to engage with spoken texts, dialogues, and multimedia materials while receiving immediate support for comprehension and pronunciation.

In the area of reading instruction, digital platforms such as Readlang, Vocabrain, and LingQ offer learners opportunities to interact with authentic texts while receiving vocabulary support and contextual explanations. These tools encourage extensive reading practices and help learners develop deeper comprehension by integrating vocabulary learning directly into reading activities.

Speaking development, which is often one of the most challenging aspects of language learning, can also be supported through AI-based conversational platforms. Applications such as ChatGPT, ELSA Speak, TalkPal, and AI Learna provide learners with opportunities to engage in simulated conversations, practice pronunciation, and receive feedback on their spoken language production. Through interactive dialogue systems and speech recognition technologies, learners can develop fluency and confidence in spoken communication.

Writing instruction also benefits significantly from AI-powered tools. Platforms such as DeepL, ChatGPT, Quizlet, and Grammarly assist learners in organizing ideas, improving grammatical accuracy, expanding vocabulary, and refining the clarity of written expression. By providing immediate feedback and suggestions, these tools help learners revise their texts and develop stronger writing skills over time.

While artificial intelligence offers powerful opportunities for language learning, it is important to emphasize that technology should complement, rather than replace, effective teaching practices. Teachers remain central to the learning process as facilitators, guides, and designers of meaningful learning experiences. The purpose of integrating AI tools into language education is not to substitute human interaction but to enrich it by providing additional resources and opportunities for practice.

This guidebook is therefore intended as a practical resource that helps educators navigate the expanding landscape of AI technologies in language education. Each section introduces specific tools, explains how they can be accessed and used, and highlights their pedagogical benefits for developing listening, reading, speaking, and writing skills. By presenting these tools within a structured instructional framework, the book aims to support teachers in integrating technology into their classrooms in a thoughtful and effective manner.

It is our hope that this guidebook will inspire educators to explore new possibilities in language teaching and encourage learners to take greater ownership of their learning journeys. As artificial intelligence continues to evolve, its potential to support language education will undoubtedly expand. By embracing these innovations with a critical and pedagogically informed perspective, educators can create richer, more engaging, and more effective language learning environments.

Ultimately, the integration of artificial intelligence into language education should not be viewed simply as a technological trend, but as an opportunity to rethink how languages are taught and learned in the digital age. Through thoughtful implementation, AI tools can help learners develop stronger communication skills, greater autonomy, and deeper engagement with language learning.

This guidebook represents a step toward that vision.

LISTENING SKILL

AI Tools for Enhancing Listening Skills in English Language Teaching

SPEECHIFY

Introduction

Speechify is an artificial intelligence-powered text-to-speech application designed to convert written text into high-quality spoken audio. The tool utilizes advanced AI voice synthesis technology to transform digital and printed text into natural-sounding speech. This capability makes Speechify particularly valuable for language learners who aim to develop their listening comprehension while simultaneously engaging with written content. By providing learners with the opportunity to listen to texts in a clear and controlled format, Speechify supports multimodal learning and enhances auditory processing skills.

Access and Availability

Speechify can be accessed through its official website as well as through mobile applications available for both Android and iOS devices. In addition, the platform offers browser extensions that allow users to convert web pages into audio instantly. After creating an account, users can start using the basic features through a free version, while a premium subscription unlocks advanced voices, higher playback speeds, and additional customization options.

How to Use Speechify

The platform is designed with a user-friendly interface that allows learners to easily convert text into speech. Users can upload documents such as PDFs, Word files, or articles, paste text directly into the application, or scan printed materials using the built-in camera recognition system. Once the text is uploaded, Speechify converts it into audio using AI-generated voices. Users can choose from multiple voice options and adjust the playback speed depending on their listening proficiency level.

Key Features and Advantages

Speechify offers several features that make it particularly effective for language learning:

- High-quality natural AI voices that resemble native speakers
- Adjustable playback speed to accommodate different learning levels
- Word highlighting while listening to support simultaneous reading and listening
- Compatibility with multiple document formats
- Mobile accessibility for learning anytime and anywhere

These features provide learners with repeated exposure to spoken English and allow them to practice listening at their own pace.

Contribution to Listening Skills in English Language Teaching

Speechify plays an important role in developing listening comprehension skills. Teachers can use the tool to convert reading passages into listening materials, enabling students to engage in integrated reading-listening activities. For example, students can first listen to a text and attempt to understand its main ideas before reading the written version. This approach strengthens both bottom-up and top-down listening strategies.

Additionally, the adjustable speed function allows learners to gradually transition from slower, simplified speech to natural conversational speed. This gradual progression is essential for developing listening fluency. Speechify also helps learners become familiar with pronunciation patterns, intonation, and rhythm in English, which are crucial elements of effective listening comprehension.



TALKPAL

Introduction

TalkPal is an AI-powered language learning application designed to simulate realistic conversational experiences. By integrating advanced conversational artificial intelligence, the platform enables learners to engage with spoken dialogues and interactive listening activities. TalkPal focuses on creating immersive communication environments where learners can practice understanding spoken language in a variety of everyday contexts.

Access and Availability

TalkPal is available as both a web-based platform and a mobile application. Users can create an account and select the language they wish to learn. The platform offers a free version with limited daily interaction, while premium subscriptions provide extended conversation sessions, additional practice modules, and more advanced feedback features.

How to Use TalkPal

After logging into the platform, learners can choose from various conversation scenarios such as travel, daily life, education, business communication, and social interactions. The AI system generates spoken dialogues that mimic real-life conversations. Learners listen to these dialogues and respond either through text or speech.

The application evaluates learners' responses and provides suggestions for improvement. Through repeated exposure to authentic spoken language, learners gradually develop stronger listening comprehension abilities.

Key Features and Advantages

- AI-driven conversational simulations
- Exposure to realistic spoken dialogues

- Interactive listening and response activities
- Personalized learning pathways
- Instant feedback on communication performance

These features allow learners to actively participate in listening-based communication tasks rather than passively listening to audio recordings.

Contribution to Listening Skills in English Language Teaching

TalkPal provides learners with exposure to authentic spoken English used in everyday communication. By listening to AI-generated dialogues and responding to them, learners practice understanding meaning in context. This contextual listening practice helps students interpret tone, intention, and conversational cues.

Teachers can incorporate TalkPal into classroom activities such as role-play simulations. For example, students may listen to an AI-generated dialogue between two speakers and then answer comprehension questions or continue the conversation themselves. Such tasks improve learners' ability to process spoken English quickly and accurately.

REDMENTA

Introduction

Redmenta is an interactive digital learning platform designed for educators who wish to create engaging multimedia learning materials. The platform supports the integration of audio, video, images, and interactive exercises, making it particularly useful for designing listening comprehension activities in language learning environments.

Access and Availability

Redmenta can be accessed through its official website. Teachers create accounts and design digital assignments that can be shared with students through links or learning management systems. The platform works on both desktop and mobile devices, allowing flexible access to learning materials.

How to Use Redmenta

Teachers can upload audio files, embed videos, or record listening materials directly within the platform. After uploading the listening content, teachers can create comprehension questions, matching activities, or fill-in-the-blank tasks related to the audio material.

Students listen to the audio content and complete the tasks directly within the digital environment. The system automatically collects responses and allows teachers to monitor student performance.

Key Features and Advantages

- Integration of multimedia learning materials
- Interactive listening tasks
- Immediate feedback and evaluation
- Easy sharing and classroom management
- Compatibility with online and blended learning environments

Contribution to Listening Skills in English Language Teaching

Redmenta allows teachers to design structured listening exercises tailored to specific learning objectives. For example, teachers can create activities where students listen to interviews, podcasts, or dialogues and answer comprehension questions. This type of task encourages learners to focus on specific information while listening.

The platform also supports repeated listening, which is a key strategy for improving comprehension. By revisiting the same audio materials multiple times, learners gradually develop better recognition of pronunciation patterns and speech flow.

LANGUATALK

Introduction

LanguaTalk is an online platform designed to facilitate language learning through interactive communication and authentic listening experiences. The platform combines AI-powered tools with human tutoring options to create a comprehensive learning environment.

Access and Availability

LanguaTalk can be accessed through its official website. Users create an account and can choose between AI-assisted learning tools or sessions with professional language tutors.

How to Use LanguaTalk

Learners can access podcasts, recorded conversations, and tutor-led lessons that provide exposure to natural spoken language. These materials are designed to help learners improve listening comprehension while also developing conversational skills.

Key Features and Advantages

- Authentic listening materials
- Podcasts and conversation recordings
- AI-supported learning tools
- Opportunities for tutor interaction

Contribution to Listening Skills in English Language Teaching

LinguaTalk provides learners with exposure to authentic English through conversations and podcasts. Listening to natural speech allows learners to become familiar with different accents, speech speeds, and conversational styles.

Teachers can assign podcast listening tasks and ask students to summarize the main ideas or discuss the content. Such activities help students develop both comprehension and critical listening skills.



ROSETTA STONE

Introduction

Rosetta Stone is one of the most well-known language learning platforms and has been used worldwide for decades. The platform employs an immersive learning methodology that emphasizes listening and comprehension before explicit grammar instruction.

Access and Availability

Rosetta Stone is available as a web platform and mobile application. Users subscribe to the service to access structured language learning courses.

How to Use Rosetta Stone

Learners engage with audio-based lessons in which they listen to native speakers and match spoken sentences with images or written text. The platform gradually increases the difficulty level as learners progress.

Key Features and Advantages

- Native-speaker audio recordings
- Structured lesson progression
- Speech recognition technology
- Immersive learning environment

Contribution to Listening Skills in English Language Teaching

Rosetta Stone emphasizes listening as the foundation of language acquisition. By repeatedly exposing learners to spoken English, the platform helps them recognize pronunciation patterns and understand spoken language without relying heavily on translation.

KIPPY

Introduction

Kippy is an AI-driven language learning assistant designed to support interactive communication and listening practice. The application encourages learners to actively engage with spoken language through conversational interactions.

Access and Availability

Kippy is primarily available as a mobile application that can be downloaded from app stores.

How to Use Kippy

Learners listen to AI-generated speech and respond through interactive activities. The system provides feedback and suggestions to improve language performance.

Contribution to Listening Skills

By listening to conversational input and responding to it, learners practice understanding spoken language in real-time communication contexts.

MONDLY

Introduction

Mondly is an AI-supported language learning application that combines listening, speaking, and vocabulary activities in a gamified learning environment.

Access

The application can be accessed through mobile devices or web platforms.

Use

Learners listen to dialogues and complete interactive listening tasks related to everyday communication scenarios.

Contribution to Listening Skills

Mondly helps learners understand spoken English by exposing them to contextual dialogues used in daily life situations.

SAMPLE LESSON PLANS

A1 LEVEL LESSON PLAN

AI Tool: TalkPal

Topic: Practising Listening Skills using TalkPal AI

Title: *Let's Talk About Jobs!*

1. Learning Objectives

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

- Recognize and name common occupations (e.g., doctor, teacher, police officer, etc.)
- Ask and answer simple questions about occupations (e.g., “What do you do?”, “I’m a nurse.”)
- Use the structure “He/She is a...” correctly
- Practice pronunciation and basic conversation using Talkpal

2. Materials

- Flashcards or pictures of occupations
- Whiteboard and markers
- Handouts with vocabulary and matching exercises
- Access to TalkPal app (smartphones or tablets)
- Speakers or headphones for listening tasks

3. Lesson Procedure

Step 1: Warm-up (5-10 minutes)

- Greet students and ask simple questions: “How are you today?” “What day is it today?”
- Show occupation flashcards and ask students to guess: “What is this job?”

Step 2: Presentation (10 minutes)

- Introduce 8-10 common occupations with pictures (doctor, teacher, chef, pilot, nurse, student, police officer, firefighter, etc.)
- Model pronunciation and have students repeat
- Write the sentence structure on the board:
 - “What do you do?” – “I’m a...”
 - “What does he/she do?” – “He/She is a...”

Step 3: Practice with Talkpal (10-15 minutes)

- Students open the Talkpal app and use the A1 level Occupations dialogue module

- Students listen and repeat simple conversations (e.g., “What do you do?” “I’m a teacher.”)
- Students practice speaking with AI to reinforce vocabulary and sentence structures

Step 4: Pair Work (10 minutes)

- In pairs, students ask and answer:
 - A: “What do you do?”
 - B: “I’m a firefighter. What do you do?”
 - Switch roles
- Use flashcards for role-play (each student picks a job card secretly)

Step 5: Review (5 minutes)

- Ask volunteers to come to the front and introduce their occupation
- Quick class quiz using flashcards: “Who is this?” – “He is a pilot.”

4. Assessment

- Informal assessment during pair work and TalkPal speaking task
- Teacher listens for correct use of vocabulary and grammar

5. Outcomes:

- *Students can understand and use basic occupation vocabulary*
- *Students can ask and answer questions about jobs confidently*
- *Students gain confidence speaking with both peers and AI tools*

A2 LEVEL LESSON PLAN

AI Tool: Speechify (AI text-to-speech)

Lesson Title: *AI and Daily Routines: Listening with Speechify*

Objectives

Students will be able to:

- Understand short, simple descriptions of daily routines generated by AI.
- Extract specific details (e.g., times, activities, places) from short AI-generated audio.
- Follow a short sequence of 2–3 simple instructions.
- Answer simple questions about people’s daily routines based on Speechify audio.

Materials

- Computer/tablet with internet access.
- Speakers.
- Access to **Speechify** (AI text-to-speech).
- Worksheets with multiple-choice questions, fill-in-the-blanks, or sequencing tasks.
- Flashcards or pictures of daily activities (eat breakfast, go to school, play football, etc.).

Procedure

1. Warm-up (10 minutes)

- Teacher writes on the board: *morning – afternoon – evening*.
- Quick brainstorm: “*What do you do in the morning? In the afternoon? In the evening?*”
- Teacher introduces Speechify: “Today AI will read to us about daily routines.”
- Play a very short example via Speechify: “*I wake up at 7 o’clock. I eat breakfast.*”
- Ask: “*What time?*” (7 o’clock) “*What activity?*” (eat breakfast).

2. AI-Generated Descriptions (20 minutes)

Activity 1 – Listen and Identify

- Use Speechify to read: “*I wake up at 7 o’clock. I go to school at 8 o’clock.*”
- Students choose the correct picture sequence (wake up → school).

Activity 2 – Listen for Details

- Prepare 3 short daily routine descriptions in Speechify, e.g.:
 1. “*I have lunch at 12 o’clock. I play football in the park.*”
 2. “*I read a book in the evening. I go to bed at 10 o’clock.*”
 3. “*I eat breakfast at 8 o’clock. I walk to school.*”
- Students listen and match sentences to correct pictures.

Activity 3 – Listen and Draw/Sequence

- Give students a blank timeline (Morning – Afternoon – Evening).

- Speechify reads:
“In the morning I eat breakfast. In the afternoon I play football. In the evening, I read a book.”
- Students fill in the timeline with drawings or short notes.

3. AI-Supported Information Extraction (15 minutes)

Activity 1 – Short Announcements

- Teacher prepares Speechify texts:
“School starts at 8:30. Lunch is at 12:00. The library closes at 5:00.”
- Students answer questions:
 - *“What time does school start?”*
 - *“When is lunch?”*
 - *“When does the library close?”*

Activity 2 – Simple Instructions

- Teacher uses Speechify:
“Take your pencil. Write your name. Draw a sun.”
- Students follow the sequence.

Activity 3 – Fill in the Blank

- Worksheet example:
“I wake up at ____.” (AI says 7 o’clock).
“I go to ____ at 8 o’clock.” (AI says school).
- Students write the missing word.

4. Short Dialogue/Story Listening (10 minutes)

AI-Generated Mini-Dialogue (Speechify voices)

- Example:
Anna: “Good morning! What time do you wake up?”
Tom: “I wake up at 7 o’clock. And you?”
Anna: “I wake up at 6:30.”
- Students answer:
 - *“What time does Tom wake up?”*
 - *“Who wakes up earlier?”*

Simple Story with Pictures

- Speechify reads a 4-sentence story:
“David wakes up at 7 o’clock. He eats breakfast. He goes to school. In the evening, he plays football.”
- Students put 4 pictures in the correct order.

5. Wrap-up (5 minutes)

- Class discussion: *“What was easy today? What was hard?”*
- Teacher asks: *“How can AI help us listen to English?”*

Homework

- Students write 4 sentences about their daily routine.
- At home, they input the text into Speechify and listen to it.
- Next lesson: share their daily routine with a partner and ask one question (e.g., *“What time do you wake up?”*).

Assessment

- **Worksheets:** accuracy of answers (multiple-choice, fill-in, sequencing).
- **Observation:** ability to follow instructions.
- **Oral Questions:** students answer comprehension questions after listening tasks.

B1 LEVEL LESSON PLAN

AI Tool: Kippy AI

Proficiency Level: B1

Topic: Practising Listening Skills using Kippy AI

Title: *Let’s Talk About Staying Healthy!*

1. Learning Objectives

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

- Use vocabulary related to health, food, and exercise (e.g., balanced diet, workout, vegetables, sleep, stress).
- Discuss personal habits and routines that support a healthy lifestyle.
- Listen to and respond to AI dialogues about health choices using Kippy.

- Express opinions and give advice using modal verbs (should, must, need to).

2. Materials

- *Kippy app installed on smartphones or tablets*
- *Printed vocabulary and dialogue sheets*
- *Healthy vs. unhealthy lifestyle picture prompts*
- *Audio speakers or headphones*

3. Lesson Procedure

Step 1: Warm-up (5–7 minutes)

Ask students: 'What do you do to stay healthy?' 'Do you eat vegetables every day?' Write answers on the board under two columns: 'Healthy' and 'Unhealthy'. Discuss examples together.

Step 2: Vocabulary Presentation (10 minutes)

Introduce key vocabulary (e.g., balanced diet, workout, rest, vitamins, junk food). Use visuals and examples: 'Running is a great workout.' 'Fast food is unhealthy.' Students repeat words and make short example sentences.

Step 3: Listening & Speaking Practice with Kippy (15–20 minutes)

Students open Kippy → Select 'Healthy Living' topic at B1 level. Listening activity: Students listen to a short dialogue (e.g., 'How often do you exercise?' 'I go jogging three times a week.'). Speaking activity: Kippy chatbot asks questions such as 'What do you eat for breakfast?' or 'Do you get enough sleep?'. Students respond using complete sentences. Kippy provides pronunciation feedback.

Step 4: Guided Speaking Activity – Pair Work (10 minutes)

Students work in pairs. One student gives health advice ('You should eat more vegetables.' 'You shouldn't skip breakfast.') while the other responds ('You're right, I'll try.'). Encourage using should/must/need to.

Step 5: Wrap-Up Discussion (5–7 minutes)

As a class, discuss: 'What is one healthy habit you want to start?' Write a few good answers on the board and encourage practice with Kippy at home.

4. Assessment

- Monitor students during Kippy speaking tasks for pronunciation, fluency, and use of target vocabulary.
- Observe pair interactions and provide feedback on grammar and accuracy.
- Optional homework: Write a short paragraph titled 'My Healthy Routine' using at least 5 new words.

5. Learning Outcomes:

Students will be able to:

- Students can talk about healthy habits and daily routines confidently.
- Students improve listening and pronunciation through AI-based dialogues.
- Students can use modal verbs to give and receive advice naturally.

B2 LEVEL LESSON PLAN

AI Tool: Mondly AI

Topic: Practising Listening Skills using Mondly AI

Title: Understanding Conversations in Everyday Situations

1. Learning Objectives

- Understand the main ideas and key details of intermediate-level spoken dialogues.
- Improve listening comprehension through interactive AI-supported conversations.
- Identify contextual meaning of unfamiliar vocabulary while listening.
- Develop the ability to follow natural speech patterns and respond appropriately.

2. Materials

- Mondly language learning app
- Headphones with microphone
- Listening comprehension worksheet
- Projector or smartboard

3. Lesson Procedure

Warm-up (5–7 min)

The teacher begins by asking students questions related to everyday communication:

- “When was the last time you spoke English outside the classroom?”
- “Do you find listening or speaking more difficult?”

Students briefly discuss their experiences with listening to English conversations. The teacher writes key expressions on the board related to everyday communication.

Pre-Listening (10 min)

The teacher introduces the topic “**Everyday Conversations**” and explains that students will listen to realistic dialogues through **Mondly AI**.

Students review key vocabulary that may appear in the listening task such as:

- appointment
- schedule
- suggestion
- confirm

The teacher demonstrates how Mondly provides listening input through interactive dialogue scenarios.

Listening with Mondly (20 minutes)

Students open the Mondly lesson on their devices.

They listen to short dialogues such as:

- making plans with a friend
- asking for information
- arranging a meeting

Activity sequence:

1. **First Listening:** Students listen for general understanding.
2. **Second Listening:** Students focus on specific details such as time, place, and purpose of the conversation.
3. **Interactive Response:** Mondly asks students to respond verbally to questions, encouraging active listening.

Students complete comprehension tasks on the worksheet while listening.

Post-Listening Activity (10 min)

Students work in pairs and answer comprehension questions such as:

- What was the purpose of the conversation?
- What decision did the speakers make?
- What clues helped you understand the conversation?

Pairs briefly summarize the dialogue in their own words.

Wrap-Up (5 min)

Students share one useful expression they heard in the conversation.

The teacher highlights how listening comprehension improves when learners focus on **context, tone, and key words** rather than trying to understand every single word.

4. Assessment

Students are assessed based on:

- Accuracy of listening comprehension answers
- Participation in discussion activities
- Ability to identify key information in spoken dialogue

5. Learning Outcomes

- Students can understand the main ideas of everyday spoken interactions.
- Students improve listening comprehension using AI-supported dialogue practice.
- Students develop better strategies for understanding natural speech.

C1 LEVEL LESSON PLAN

AI Tool: Rosetta Stone

Topic: Practising Listening Skills using Rosetta Stone

Title: Understanding Complex Spoken Narratives

1. Learning Objectives

- Comprehend extended spoken texts such as narratives and descriptive passages.
- Recognize implied meaning, tone, and speaker intention.
- Improve listening comprehension of authentic language input.
- Develop the ability to interpret nuanced information in longer recordings.

2. Materials

- Rosetta Stone language learning platform
- Headphones
- Listening analysis worksheet
- Projector

3. Lesson Procedure

Warm-up (5–7 min)

Teacher asks reflective questions:

- “What makes listening difficult in advanced English?”
- “Do you prefer listening to podcasts, interviews, or stories?”

Students briefly discuss their experiences listening to English media.

Pre-Listening (10 min)

The teacher introduces the listening theme “**Personal Experiences and Stories.**”

Students review key phrases that often appear in storytelling such as:

- “At first...”
- “Eventually...”
- “What surprised me the most was...”

Teacher explains that Rosetta Stone provides **context-rich listening activities** where learners understand meaning through images and context.

Listening with Rosetta Stone (20 minutes)

Students listen to a narrative passage within Rosetta Stone.

Listening sequence:

1. **First Listening:** Students listen for the main idea of the story.
2. **Second Listening:** Students focus on key events and details.
3. **Third Listening:** Students identify the speaker's attitude and emotional tone.

Students complete tasks such as:

- ordering events in the correct sequence
- identifying the speaker's feelings
- choosing the best summary

Post-Listening Activity (10 min)

Students work in small groups to discuss:

- What was the main message of the story?
- What emotions did the speaker express?
- What clues helped you understand the meaning?

Students then write a short summary of the listening text.

Wrap-Up (5 min)

The teacher highlights strategies for advanced listening such as:

- predicting meaning from context
- recognizing discourse markers
- paying attention to tone and emphasis

4. Assessment

Students are evaluated based on:

- accuracy of listening comprehension tasks
- quality of summaries
- participation in discussion

5. Learning Outcomes

- Students can understand extended spoken narratives.
- Students interpret speaker intention and emotional tone.
- Students demonstrate improved advanced listening comprehension.

C2 LEVEL LESSON PLAN

AI Tool: LanguaTalk

Topic: Practising Listening Skills using LanguaTalk

Title: Analysing Authentic Conversations and Interviews

1. Learning Objectives

- Understand complex and authentic spoken language.
- Analyze arguments, perspectives, and implied meanings.
- Develop critical listening skills for academic and professional contexts.
- Interpret subtle linguistic features such as irony, nuance, and emphasis.

2. Materials

- LanguaTalk platform
- Headphones with microphone
- Listening analysis worksheet
- Whiteboard or smartboard

3. Lesson Procedure

Warm-up (5–7 min)

Teacher presents a discussion question:

“Why is listening to authentic conversations challenging even for advanced learners?”

Students share ideas and reflect on their experiences with podcasts, interviews, or debates.

Pre-Listening (10 min)

The teacher introduces the topic “**Global Issues and Perspectives.**”

Students review advanced discourse markers used in arguments:

- nevertheless
- consequently
- on the contrary
- arguably

Teacher explains that **LanguaTalk provides authentic conversations and interviews with native speakers.**

Listening with LanguaTalk (20 minutes)

Students listen to an interview or discussion on LanguaTalk.

Listening stages:

1. **First Listening:** Identify the general topic and viewpoints of the speakers.
2. **Second Listening:** Focus on arguments and supporting examples.
3. **Third Listening:** Identify subtle language features such as sarcasm, emphasis, or persuasive tone.

Students take notes while listening.

Post-Listening Activity (10 min)

Students complete an analysis task:

- What were the main arguments presented?
- Which speaker was more persuasive?
- What language features influenced your understanding?

Students discuss their answers in small groups.

Wrap-Up (5 min)

Teacher asks students to reflect:

“What listening strategies helped you understand this advanced discussion?”

Students share insights about note-taking, prediction, and context analysis.

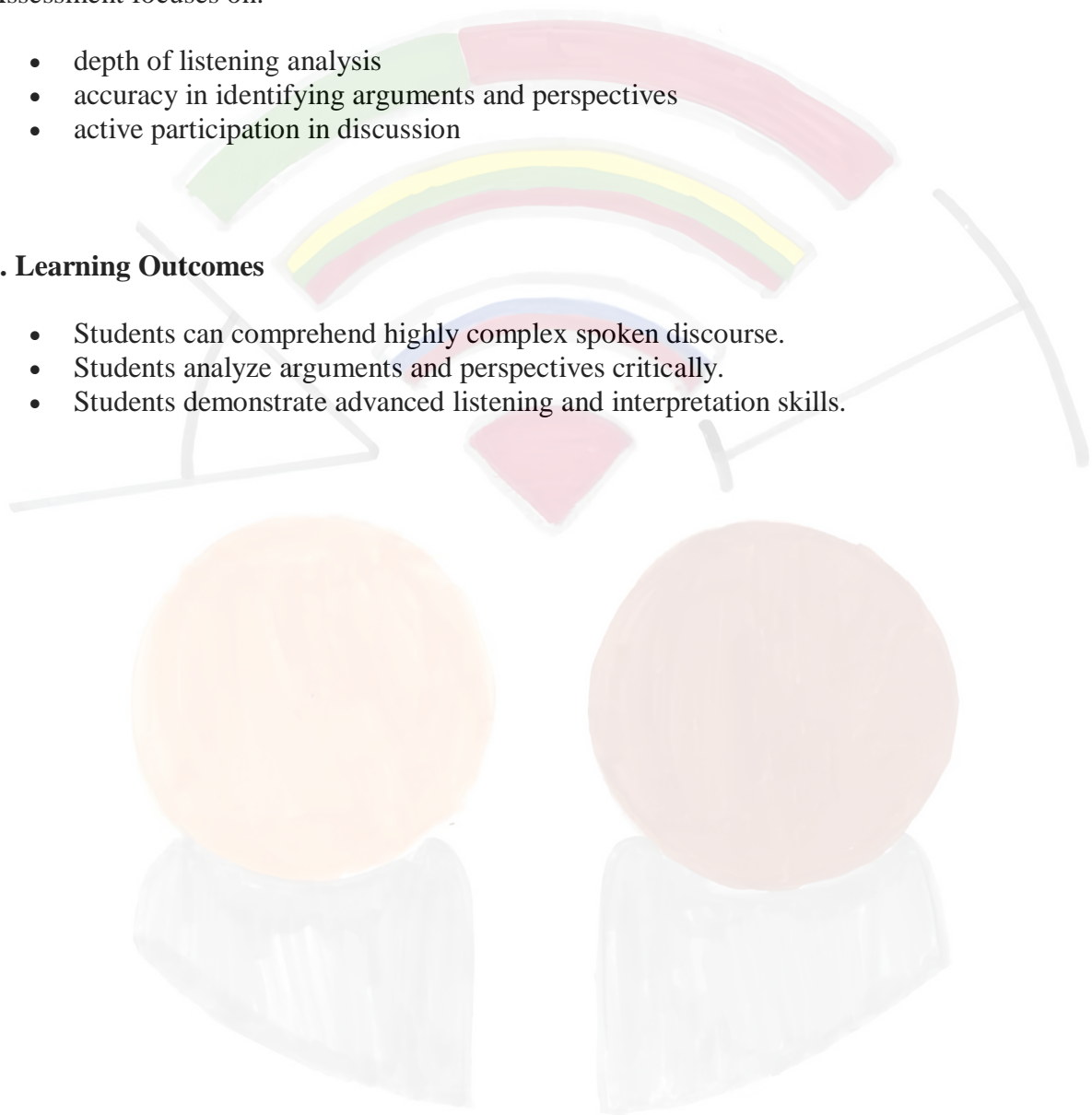
4. Assessment

Assessment focuses on:

- depth of listening analysis
- accuracy in identifying arguments and perspectives
- active participation in discussion

5. Learning Outcomes

- Students can comprehend highly complex spoken discourse.
- Students analyze arguments and perspectives critically.
- Students demonstrate advanced listening and interpretation skills.



READING SKILL

AI Tools for Enhancing Reading Skills in English Language Teaching

READLANG

Introduction

Readlang is an AI-supported language learning tool specifically designed to improve reading comprehension through interaction with authentic texts. The platform allows learners to read real-world digital content while receiving instant translations and vocabulary support. Unlike traditional reading materials found in textbooks, Readlang encourages learners to engage with authentic articles, stories, blogs, and news texts, making the reading experience more meaningful and context-rich.

One of the main goals of Readlang is to make extensive reading more accessible for language learners. Many students struggle with reading authentic materials due to unfamiliar vocabulary and complex sentence structures. Readlang addresses this issue by allowing learners to click on unknown words and immediately view translations, which reduces reading anxiety and encourages continuous reading.

Access and Availability

Readlang is accessible through its official website and also offers browser extensions for popular internet browsers such as Chrome. After creating an account, users can start reading texts directly within the platform. The tool provides both free and premium versions. The free version includes basic features such as word translation and vocabulary tracking, while the premium version offers additional tools like advanced text analysis and personalized learning features.

Because it functions as a browser extension, Readlang can be used with virtually any online text. This flexibility allows learners to read materials that match their interests and language proficiency levels.

How to Use Readlang

Using Readlang is simple and intuitive. Learners first select or upload a text they want to read. As they read through the content, they can click on unfamiliar words or phrases to view their meanings. The system automatically saves these words to a personalized vocabulary list.

The platform also includes flashcard-based review systems that help learners practice newly learned vocabulary. This integration between reading and vocabulary learning ensures that students not only understand the text but also retain the new words they encounter.

Teachers can also upload texts and assign them as reading tasks for their students. Students can then read the text independently while using Readlang's translation and vocabulary tools to support comprehension.

Key Features and Advantages

Readlang provides several advantages for language learners and educators:

- Instant translation of unknown words and phrases
- Automatic vocabulary collection and review system
- Integration with authentic online texts
- Browser extension for easy accessibility
- Personalized vocabulary learning through flashcards

These features encourage learners to read longer and more complex texts while maintaining comprehension.

Contribution to Reading Skills in English Language Teaching

Readlang significantly supports the development of reading comprehension skills by enabling learners to interact with authentic texts without becoming overwhelmed by unfamiliar vocabulary. The immediate translation feature allows learners to maintain reading flow without constantly switching between dictionaries.

From a pedagogical perspective, Readlang supports both extensive reading and intensive reading strategies. Extensive reading occurs when learners read longer texts for general understanding and enjoyment. Intensive reading, on the other hand, involves analyzing vocabulary and sentence structures in detail. Readlang facilitates both processes simultaneously.

Teachers can design reading tasks where students first read a text using Readlang and then complete comprehension questions, summarize the text, or discuss the main ideas in class. This approach promotes deeper engagement with the reading material while strengthening vocabulary acquisition.

Furthermore, repeated exposure to authentic texts helps learners recognize common sentence patterns and grammatical structures, which ultimately contributes to improved reading fluency and overall language proficiency.

VOCABRAIN

Introduction

Vocabrain is an AI-supported vocabulary learning platform designed to enhance language acquisition through intelligent vocabulary practice and contextual learning. The platform focuses on helping learners acquire and retain new vocabulary efficiently, which is a crucial component of reading comprehension. A strong vocabulary base allows learners to process written texts more quickly and accurately, making reading activities more effective and enjoyable.

Vocabrain utilizes artificial intelligence to personalize vocabulary learning experiences. By analyzing learner performance, the system identifies which words require additional practice and adjusts learning activities accordingly. This adaptive learning approach ensures that students focus on the vocabulary items that are most relevant to their learning needs.

Access and Availability

Vocabrain is accessible through its online platform and can be used on computers, tablets, and mobile devices. After creating an account, users can start practicing vocabulary through structured exercises and reading-related activities.

Some features are available in the free version, while additional tools and advanced learning analytics may require a subscription. The platform's online accessibility allows learners to practice vocabulary anytime and anywhere.

How to Use Vocabrain

Learners begin by selecting vocabulary sets or reading passages integrated into the system. While engaging with reading materials, learners encounter new vocabulary items that are highlighted or explained within the context of the text.

The platform then provides interactive exercises such as:

- word recognition activities
- contextual sentence completion
- vocabulary quizzes
- spaced repetition practice

These activities help reinforce vocabulary learning and ensure that students can recognize and understand words when encountering them in future reading tasks.

Teachers can also create customized vocabulary lists based on the reading materials used in their lessons. This allows the integration of vocabulary instruction directly into reading activities.

Key Features and Advantages

Vocabrain offers several features that support language learning:

- AI-driven vocabulary learning system
- Adaptive learning pathways based on learner performance
- Integration of vocabulary practice with reading activities
- Spaced repetition system for long-term retention
- Personalized progress tracking

These features ensure that learners gradually expand their vocabulary knowledge in a structured and effective way.

Contribution to Reading Skills in English Language Teaching

Vocabulary knowledge is one of the strongest predictors of reading comprehension. When learners encounter too many unfamiliar words in a text, they often struggle to understand the overall meaning. Vocabrain addresses this issue by systematically strengthening learners' vocabulary knowledge.

By integrating vocabulary practice with contextual reading activities, the platform helps learners understand how words function within sentences and paragraphs. This contextual learning approach improves learners' ability to interpret meaning and identify relationships between ideas in a text.

In classroom settings, teachers can use Vocabrain to prepare students for reading tasks by introducing key vocabulary before reading a text. After the reading activity, students can revisit these vocabulary items through interactive exercises, reinforcing their understanding.

As learners develop stronger vocabulary knowledge, they become more confident readers who can process texts more fluently and accurately.

LINGQ

Introduction

LingQ is a language learning platform that emphasizes reading and listening as the primary pathways to language acquisition. The platform provides learners with access to a large library of authentic content, including articles, stories, podcasts, and transcripts. By combining reading materials with vocabulary learning tools, LingQ creates an immersive environment that encourages continuous exposure to the target language.

One of the fundamental principles behind LingQ is the concept of learning through comprehensible input. According to this approach, learners improve their language skills by engaging with materials that are slightly above their current proficiency level while still being understandable with the help of contextual clues.

Access and Availability

LingQ is accessible through both web platforms and mobile applications. Users can create accounts and access a wide range of reading materials organized according to proficiency levels and topics.

The platform offers a free version with limited functionality as well as premium subscriptions that unlock additional features such as unlimited vocabulary tracking and advanced content libraries.

How to Use LingQ

Learners begin by selecting a text or lesson from the platform's content library. While reading, unfamiliar words are highlighted and can be clicked to view definitions or translations. These words are then saved as "LingQs," which are vocabulary items that learners can review later.

The platform tracks the learner's progress and gradually introduces new vocabulary while reinforcing previously learned words. Learners can also upload their own reading materials, allowing them to study texts that match their personal interests.

Teachers may also use LingQ to assign reading materials and monitor student engagement with the texts.

Key Features and Advantages

LingQ provides numerous features that support reading development:

- Large library of authentic reading materials
- Vocabulary highlighting and tracking system
- Personalized learning environment
- Integration of reading and listening materials
- Detailed learning statistics and progress tracking

These features allow learners to read extensively while systematically building vocabulary knowledge.

Contribution to Reading Skills in English Language Teaching

LingQ strongly supports the development of reading fluency and comprehension by encouraging learners to engage with large amounts of authentic text. Extensive reading is widely recognized as one of the most effective ways to develop language proficiency, and LingQ facilitates this process by making reading materials accessible and interactive.

By highlighting unfamiliar vocabulary and allowing learners to review these words later, LingQ ensures that learners gradually build the vocabulary necessary to understand increasingly complex texts.

In classroom contexts, teachers can use LingQ to promote independent reading outside the classroom. Students can select texts based on their interests and proficiency levels, which

increases motivation and engagement. After completing reading tasks, students may summarize the text, discuss the main ideas, or write reflections about the content.

Through repeated exposure to authentic texts and systematic vocabulary learning, learners develop stronger reading comprehension, improved vocabulary knowledge, and greater confidence in their ability to understand written English.

SAMPLE LESSON PLANS

A1 LEVEL LESSON PLAN

AI Tool: Vocabrain

Lesson Title: *Reading with AI: Simple Sounds and Words*

Lesson Title: “Using AI to Strengthen Reading Skills: Simple Sounds, Words and Daily Routine”

Objectives:

- Students will understand a short simple text (a story) about daily routine.
- Students will recognize and name several daily actions (wake up, eat, go to school).
- Students will use **Vocabrain** for listening and sentence creation (AI correction).
- Students will sequence pictures based on a heard text.
- Students will briefly talk about their morning routine.

Materials:

- A short teacher-written story about a mouse (“Lily Mouse”)
- Picture cards: waking up, breakfast, brushing teeth, going to school
- Phones or computers with **Vocabrain**
- Whiteboard and markers

Lesson Procedure

1. Introduction – 5 min

Teacher:

“Today we will learn about daily routine actions and read a short story. We will use Artificial Intelligence — Vocabrain — to help us understand and correct sentences.”

Warm-up questions:

- “What time do you wake up in the morning?” (students answer with a number or time)
- “What is the first thing you do in the morning?”

2. AI Listening Activity (Vocabrain) – 10 min

Students open **Vocabrain** → **Listening Practice**.

Task:

Teacher enters short sentences, for example:

- *I wake up at seven.*
- *I brush my teeth.*
- *I go to school.*

Students listen and repeat aloud.

Vocabrain allows them to listen again for pronunciation.

Teacher questions:

- “How does AI pronounce the word *school*? Repeat it.”
- “Which sentence was the hardest? Why?”

3. Story Reading – 10 min

Teacher reads aloud the short story:

“Lily the Little Mouse”

Lily, a little mouse, wakes up at seven.

She washes, brushes her whiskers, and eats a small cheese breakfast. Then Lily goes to school through the meadow.

She is happy because she meets her friends at school.

Activity:

Students listen and place the picture cards in front of them.

After listening, they put them in the correct order.

Teacher checks:

- “Which action was first? And which one was last?”

4. Writing with Vocabrain – 10 min

Students write **2–3 short sentences** about their morning.

Example:

- *I wake up at eight.*
- *I eat breakfast.*

AI activity:

Students enter sentences into **Vocabrain** → “**Correct My Sentence**”.
AI corrects and explains mistakes.

Teacher prompts:

- “What did AI correct? Why?”
- “Did you write all words correctly?”

5. Vocabulary Analysis (Vocabrain) – 5 min

Teacher selects 3–4 words from the story:

- *wake up*
- *breakfast*
- *school*

Task with AI:

Students enter words → AI gives synonyms or simple definitions.

Teacher questions:

- “How did AI explain the word *breakfast*?”
- “Can you think of another action from your morning?”

6. Speaking Task – 5 min

Pairs work:

Students talk briefly about their morning using at least **two new words**.

Model questions:

- “What time do you wake up?”
- “What do you eat for breakfast?”
- “Do you go to school on foot or by bus?”

Discussion Questions

- What is similar between Lily’s morning and yours?
- Which word from the story was new for you?
- Did AI pronunciation help you understand better?
- Which task was easiest? Which was hardest?

Wrap-up – 2 min

Teacher summarizes:

- today we learned daily routine actions
- used AI to correct sentences

Teacher asks students what they learned.

“Great work — AI can help us learn more easily!”

Assessment

Informal:

- Did students arrange the pictures correctly?
- Can they write 1–2 sentences?
- Can they recognize words when listening?
- Did they speak at least 1 sentence in the pair activity?

More formal (if needed):

- ✓ 3/3 pictures correct
- ✓ 2 correct sentences with Vocabrain help
- ✓ active participation in listening and speaking

Homework

- Write **3 sentences** about your morning and check them with Vocabrain.
- Find **1 new word** and let AI explain it (e.g., milk, shoes, bus).
- Tell the story at home to a family member (may use picture cards).

A2 LEVEL LESSON PLAN

AI Tool: Readlang

Lesson Title: Using AI to Enhance Reading Skills: Reading a Story with AI Support

1. CEFR Level Description (A2)

An A2-level learner can:

- Understand short narrative texts.
- Identify main ideas and details.
- Understand frequently used words and phrases.
- Use AI tools to understand the meaning of words and phrases.
- Create short sentence excerpts based on the text.

2. Objectives

Learning Objectives

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

- Read an A2-level narrative text.
- Use Readlang to translate words and phrases for comprehension.
- Explain the main idea of the text and 3–5 details.
- Expand their vocabulary (7–10 new words).
- Answer reading comprehension questions.

AI Learning Objectives

- Explain how AI can improve reading skills.
- Critically evaluate the accuracy of AI translations.
- Independently use AI functions (translation, word lists).

3. Materials

- Computers / tablets with internet access
- Readlang (www.readlang.com)
- Projector
- Selected text from Readlang library: “*The Lost Backpack*” (~140 words, narrative with dialogue)

Selected Text: *The Lost Backpack*

Yesterday after school, Emma realized that her backpack was missing. She usually left it in the classroom, but when she went back, it wasn't there. Inside the backpack were her notebooks, a water bottle, and her favorite book. Emma felt worried. She asked her friends if they had seen it. “Maybe you left it in the library,” her friend Max said. They walked to the library and looked around. Finally, the librarian smiled and held up a blue backpack. “Is this yours?” she asked. Emma was so happy. She thanked the librarian and promised herself to be more careful next time.

4. Procedure (Lesson Flow with Time)

1) Warm-up – 5 min

- Teacher asks:
 - “Have you ever lost something?”
 - “How would you feel if you lost your school backpack?”
 - “Have you used AI for reading before?”
- Brief Readlang demonstration.

2) AI & Readlang Introduction – 5 min

- Teacher explains:
 - How AI helps reading.
 - How to highlight words in the text and get translations.
 - How AI collects words for later practice.
- Projector demonstration using *The Lost Backpack*: examples of words:
 - realized, missing, careful

3) First Reading – 8 min

- Students read the text in Readlang.
- Click only on words they do not understand.
- Teacher asks:
 - “What do you think this story is about?”
 - “What was the main problem?”

4) Vocabulary Work – 7 min

- Students choose 7–10 words translated by Readlang.
- Teacher writes key words on the board:
 - missing, realized, promised, careful, librarian, looked around
- Quick pair task: each pair makes one sentence using two new words.

5) Comprehension Questions – 10 min

- Students answer orally or in writing:
 - When did Emma realize her backpack was missing?
 - What was inside the backpack?
 - Who helped her find it?
 - Where did they find the backpack?
 - How did Emma feel at the end?
- AI integration: students can click phrases if they struggle with the question.

6) Wrap-up – 5 min

- Whole-class discussion:
 - What did you enjoy about using Readlang?
 - How accurate was the AI translation?
 - Did AI make understanding the text easier?
- Quick reflection round:
 - “One word I learned today is ...”

5. Discussion Questions

- Was it difficult to read an A2 text using AI?
- Which words were the most challenging?
- Did AI translate words as you expected?
- Do you think AI can replace a teacher? Why or why not?
- How can AI help in other learning contexts?

6. Assessment

Students are evaluated on:

- Understanding the main idea of the text.
- Finding 3–5 details.
- Learning at least 5 new words.
- Using AI and Readlang tools independently.
- Providing at least 3 correct answers to comprehension questions.

Type of Assessment: Formative, based on observation and engagement.

7. Homework

- Choose an A2-level text on Readlang (e.g., “*A Busy Morning*”, “*A Visit to My Cousin*”, “*The New Neighbor*”).
- Read it completely.
- Highlight 10 new words.
- Write 5 sentences about what happened in the story.
- Submit a screenshot from Readlang showing the translated words.

B1 LEVEL LESSON PLAN

AI Tool: LingQ

Topic: Practising Reading Skills Using LingQ AI App (Exploring Modern Technology (Extensive Reading and Vocabulary Tracking))

1. Learning Objectives

By the end of this lesson, students will be able to:

- **Knowledge:** Identify and understand key vocabulary related to modern technology in a B1 level article.
- **Skill:** Demonstrate improved reading comprehension by summarizing a short text.
- **AI/Digital Literacy:** Utilize **LingQ** to track "known" vs. "new" words and use its spaced repetition system for reinforcement.

2. Materials & Resources

- **Technology:** Smartphones/tablets, Wi-Fi, LingQ app or web version.
- **AI/Digital Tools:** Primary tool: **LingQ**.
- **Other Materials:** A selected B1-level article on LingQ (e.g., "The Future of Robots").

3. Lesson Procedure (Step-by-Step)

Stage	Time	Teacher Activity	Student Activity	AI Integration
Warm-up	10 min	Introduce the topic of technology. Ask: "Which tech gadget can't you live without?"	Discuss in pairs and brainstorm tech-related vocabulary on the board.	None.
LingQ Setup & Reading	15 min	Guide students to open the selected lesson in LingQ. Explain the "Lingqing" process (yellow vs. white words).	Students read the text. They click on unknown words to create "Lingqs" (saving definitions).	LingQ: Students use the app to translate and save words in real-time.
Comprehension Check	10 min	Circulate and ask students to explain	Students write a 3-	None.

Stage	Time	Teacher Activity	Student Activity	AI Integration
		the main idea of the paragraphs they just read.	sentence summary of the text using at least 3 new "Lingqs".	
Vocabulary Review	5 min	Demonstrate how to use the "Vocabulary Review" (Flashcards/Cloze) within LingQ.	Students complete a quick 5-minute review session of the words they just marked as new.	LingQ: Use of the built-in SRS (Spaced Repetition) for review.
Wrap-up	5 min	Ask students how many "new" words they moved to "known".	Reflect on how tracking words helps them see progress.	LingQ: Reviewing the "Words Learned" metric.

4. Assessment & Evaluation

Formative Assessment:

- **Vocabulary Tracking:** Monitor the number of "Lingqs" (new words) students created during the reading session.
- **Comprehension check:** Observe the accuracy of the 3-sentence summary written after the reading.
- **Engagement:** Check student participation during the 5-minute vocabulary review session within the app.

Summative Assessment (Optional):

- **Vocabulary Quiz:** A short matching exercise where students must match 10 tech-related words (from the LingQ article) to their definitions.

5. Differentiation

Category	Strategy
For struggling learners	Provide a pre-translated list of the 10 most crucial words before they start using the AI tool.
For advanced learners	Ask them to write a "Letter to the Editor" (B2) or a short blog post (B1) using the AI-suggested synonyms they found during reading.

B2 LEVEL LESSON PLAN

AI Tool: Readlang

Lesson Title: Strengthening Reading Skills with AI: “*The LifeSwap Adventure*”

Objectives

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

- Read and understand a more complex B2-level narrative using Readlang.
- Use Readlang AI translation and vocabulary features for unfamiliar words and phrases.
- Analyze main plot lines, character motives, and the theme of identity/life swaps.
- Discuss the consequences, emotions, and ethical aspects of decisions in the text.
- Reflect on how AI tools can support literature reading and deeper comprehension.

Materials

- Computers / tablets with internet and Readlang accounts
- Text: *The LifeSwap Adventure* (uploaded to Readlang)
- Projector / screen for teacher demonstration
- Notebooks and writing materials for students

Procedure (Lesson Flow)

1. Warm-up (5–7 min)

- Teacher prompts students to think and discuss:
 - “What if you could temporarily swap lives with someone else?”
 - “What do you think about living someone else’s daily life?”
- Students discuss briefly in pairs what they would do during such a swap.

2. Readlang & AI Introduction (5 min)

- Teacher demonstrates Readlang:
 - How to highlight words.
 - How to see translations.
 - How to save words to a “Word List.”
 - How to use flashcards.
- Teacher explains how AI (translation system) can help understand complex words/phrases while encouraging students to infer meaning from context.

3. Pre-reading Activity (5 min)

- Teacher provides prediction questions:
 - “What do you think ‘life swap’ means in this context?”
 - “What challenges might occur if you swapped lives with someone else?”
- Students write quick guesses in their notebooks and share with peers.

4. First Reading with Readlang (15 min)

- Students open *The LifeSwap Adventure* in Readlang.
- Read the first part individually.
- Highlight and translate unfamiliar words with Readlang.
- Record at least 7–10 new terms/phrases in their Word List.

5. Reading Analysis & Comprehension Questions (10 min)

- Students answer questions (written or oral):

- What happened to the characters at the beginning of the story?
- Why did they decide to swap lives?
- What challenges or surprises arose after the swap?
- How did the swap affect their perspective on their previous life?
- Do you think such a life-swap adventure is right or risky? Why?

6. Vocabulary Activity with AI (Readlang) (7 min)

- Focus on individual Word Lists.
- Create flashcards in Readlang.
- In pairs, make 1–2 sentences with each new word/phrase, using the story context.

7. Discussion & Ethics (8 min)

- Students discuss in pairs or small groups:
 - Emotional, social, and moral aspects of life swapping.
 - Teacher moderates discussion, prompting arguments “for” and “against.”

Discussion Questions:

- Do you think swapping lives would only bring positive experiences? Why / why not?
- What risks or responsibilities might arise from swapping lives?
- Which values (e.g., family, independence, identity) might change most during the swap?
- Can people who swap lives learn from each other? How?
- How does AI (e.g., Readlang translation) help understand complex phrases in this text? Are there limits to what translation can convey?

Wrap-up (3–5 min)

- Teacher summarizes key themes: identity, choice, responsibility.
- Several students share one new word/phrase they learned and explain why it is important.
- Teacher emphasizes how AI tools help not only understand text but also analyze literature at a deeper level.

Assessment

Students are evaluated on:

- Answers to comprehension questions.
- Vocabulary acquisition and creative use of new words.
- Participation in discussion (arguments, ideas, ethical considerations).
- Ability to reference the text when interpreting ideas.

Homework

1. Re-read *The LifeSwap Adventure* in Readlang without translation (or minimal translation) to understand meaning from context.
2. Expand Word List: add 8–12 new words/phrases.
3. Write a short essay (120–150 words):
 - *“If I could swap lives with someone for one day, I would choose ... because ...”*
4. Using ChatGPT or another AI tool:
 - Ask for explanations of 5 complex phrases from the text.
 - Create 3 sentences for each phrase.

C1 LEVEL LESSON PLAN

AI Tool: Vocabrain

Theme: Digital Overload and Deep Thinking: Can We Still Focus in the Age of AI?

Objectives

By the end of the lesson, students will:

- Understand a higher-level, article-type text about the influence of technology on attention and critical thinking.
- Analyze author arguments, rhetorical strategies, and implications.
- Generate high-level academic discussions based on the text.
- Use **Vocabrain** for vocabulary precision, style correction, and argument structuring.
- Produce an analytical text grounded in the reading material.

Materials

- Reading text (below)
- Computers / tablets with **Vocabrain**
- Whiteboard
- 3–4 images: screen addiction, deep work, information overload, brain activity illustrations
- Writing paper / digital notes

Reading Text

“Deep Thinking in the Age of Constant Alerts”

In recent years, researchers have begun to question whether our increasing reliance on digital tools — including AI platforms — is reshaping our ability to think deeply. While technology undeniably improves efficiency and expands access to information, it also introduces a new cognitive challenge: continuous partial attention.

Unlike traditional distractions, which occur occasionally, digital interruptions are designed to be constant and personalized. Notifications, algorithm-driven suggestions, and rapid content switching have become the default setting of modern life. As a result, many people struggle to maintain sustained focus, a skill essential for critical analysis, creativity, and long-term learning.

However, experts argue that the problem is not technology itself but our unexamined habits. When used intentionally, AI can support deep thinking by summarizing complex texts, revealing hidden patterns, and offering alternative perspectives. The key lies in balancing convenience with cognitive discipline — knowing when to rely on intelligent systems and when to engage in uninterrupted thought.

Ultimately, the question is not whether AI will replace deep thinking, but whether we will choose to cultivate it.

Lesson Procedure – 45 min

1. Introduction with Pictures – 5 min

Teacher shows 3 images:

- Person surrounded by screens
- Focused work without distractions
- Social media notifications

Discussion questions:

- Which picture best describes your day? Why?

- Do you feel information overload? How does it affect your learning?

Brief explanation:

Introduce the lesson goal and the role of **Vocabrain** in reading, vocabulary, and writing support.

2. AI Listening – 5 min

Students:

- Copy 1–2 paragraphs into **Vocabrain**
- Play listening function
- Discuss pronunciation nuances (intonation, pacing)

Questions:

- How does AI intonation help understand the author's arguments?
- Did listening make comprehension easier? Why?

3. Text Reading & Vocabulary – 10 min

Target vocabulary:

- cognitive discipline
- continuous partial attention
- unexamined habits
- sustained focus
- alternative perspectives

Vocabrain Task:

Students choose 3 words → use *Explain* → create **complex sentence examples** → ask AI: *Provide a more academic version.*

Questions:

- Which word was hardest to use?
- How did AI help produce more precise academic sentences?

4. Comprehension & Analysis – 10 min

Analysis questions (B2+ / C1 level):

- What problem does the author identify in the first paragraph?

- How do traditional distractions differ from digital ones?
- What is the author's position regarding AI as a supportive tool?
- What implications does the text suggest for the future?

Vocabrain integration:

Students enter 1 answer → ask AI:

- *"Make this answer more sophisticated but still clear."*
- *"Suggest two synonyms to avoid repetition."*

5. Critical Thinking Discussion in Pairs – 10 min

Pairs discuss using the questions below.

Instruction:

If you want to expand your idea, use Vocabrain: *"Help me develop this argument with an example."*

6. Mini Presentations – 3 min

3–4 volunteer students:

Does AI help or hinder deep thinking? Provide a personal example.

Discussion Questions

- Do you agree that we have lost the ability to focus for extended periods? Why / why not?
- What responsibilities do users have, and what responsibilities do technology creators have?
- Can AI cultivate critical thinking, or does it weaken it?
- What strategies help you maintain concentration?
- Can *cognitive discipline* be learned? How?

Wrap-Up – 2 min

Teacher summarizes on the board:

Keywords: focus, discipline, deep thinking, interruptions, balance

Role of AI: assist, summarize, enhance thinking

Class reflection: What did you learn today about your digital habits?

Assessment

Students are assessed on:

- Depth and argumentation in comprehension answers
- Use of academic vocabulary
- Accuracy of sentences after AI feedback
- Participation in discussion
- Ability to apply ideas from the text to real-life contexts

Homework

1. Write a **180–220 word essay**:

“Is a digital detox necessary today? Argue your position.”

2. Use **Vocabrain** to:

- refine arguments (*“Make this more academic”*)
- find synonyms
- check coherence

3. Additional AI reflection:

In Vocabrain, ask: *“Give me three strategies to improve deep thinking skills in a digital world.”*
Choose 1 strategy and present it in class the next day.

C2 LEVEL LESSON PLAN

AI Tool: Vocabrain

Lesson Title:

Critical Reading with AI: Technology Ethics and Human Choices

Objectives

By the end of the lesson, students will:

- Understand a complex, analytical, and argumentative text on technology ethics.
- Critically evaluate the author's arguments and stylistic devices.
- Use **Vocabrain** to explain academic vocabulary, refine sentences, and improve style.
- Formulate and justify opinions on the moral consequences of technological decisions.
- Perform rhetorical structure analysis and discuss using C2-level arguments.

Materials

- Reading text: *"The Cost of Perfect Decisions"*
- Internet access with **Vocabrain** (vocabulary, sentence analysis, argument refinement)
- Projector or printed copies of the text
- Writing tools / digital devices

Reading Text

"The Cost of Perfect Decisions"

As artificial intelligence systems grow increasingly capable of predicting human behaviour, societies face a dilemma: should we allow machines to guide our decisions simply because they can optimise outcomes better than we can? A perfectly calculated choice is not always a moral one.

Some ethicists argue that delegating complex decisions—such as job candidate selection, medical prioritisation, or public safety evaluations—to algorithms may create a subtle erosion of human judgement. This erosion is dangerous not because machines make mistakes, but because people may gradually lose the willingness to defend imperfect but deeply human choices.

Opponents of algorithmic authority note that a society which never tolerates uncertainty ultimately restricts freedom. When every action becomes measurable, predictable, and

optimisable, creativity and dissent risk being treated as errors rather than essential elements of human progress.

Thus, the question is not whether machines think better. It is whether a future without uncertainty would still feel human.

Lesson Procedure – 45 min

1. Warm-up: Moral Dilemmas – 5 min

Teacher asks:

- “Can technology make better decisions than humans? Why / why not?”
- “Is it always worth choosing the optimal decision if it is not always humane?”

2–3 students share their thoughts briefly.

2. Pre-reading with Vocabrain – 5 min

Teacher presents 5–7 complex words:

dilemma, erosion, tolerate, measurable, authority, dissent, optimisable

Students open **Vocabrain** → **Vocabulary Explain** and:

- Learn definitions
- Check example sentences
- Enter 2 words they want to use in the discussion

3. First Reading: Global Understanding – 5 min

Students read the text silently.

Tasks:

- What is the main question of the text?
- How do the two argument positions differ?

4. Second Reading: Critical Analysis + AI Support – 10 min

Students perform deeper analysis:

- Identify: argument, counter-argument, author’s position, rhetorical devices (contrast, rhetorical questions, conceptual dichotomies)
- Mini task with **Vocabrain** → **Writing Improvement:**

- Write 2 sentences explaining the author’s idea
- AI refines sentences into academic style
- Students discuss whether changes are necessary

5. Speaking Activity: Ethical Spectrum Line – 10 min

Teacher presents 3 provocative statements:

1. “Algorithms should make all decisions involving human life risk.”
2. “Human creativity is more valuable than any optimisation.”
3. “An imperfect decision is sometimes more valuable than an efficient one.”

Students physically position themselves along a line from “*strongly agree*” to “*strongly disagree*” and justify their stance using 1–2 complex C2-level sentences.

6. Mini Writing Task with AI – 5 min

Writing task:

“In 2–3 sentences, explain the most dangerous scenario if society fully trusted algorithms.”

Students enter their text into **Vocabrain** → **Writing Correction**.
Goal: academic accuracy + logical clarity.

Discussion Questions

- Can “perfect decisions” be dangerous because they remove human error?
- Can morality be algorithmically calculated?
- How should society balance efficiency and human values?
- Which areas should never be automated? Why?
- What would a world without uncertainty look like?

Wrap-Up – 3 min

Teacher summarizes:

- How AI can help analyze complex texts
- Why critical reading is essential even in a highly technological society

Quick class reflection: “Did AI help you today, or did it raise more questions?”

Assessment

Students are assessed on:

- Depth of text comprehension (argument identification, critical analysis)
- Language accuracy using Vocabrain
- Discussion quality (C2-level vocabulary, nuanced arguments)
- Clarity and logic of mini writing task

Homework

1. Write a **150–180 word essay**:

“Should society limit the influence of algorithms on human decisions?”

2. Submit text to **Vocabrain** → **Writing Improvement** and refine style to academic standards.
3. Add a **short 50-word reflection**:

“What did I learn about critical reading by using AI?”

WRITING SKILL

AI Tools for Enhancing Writing Skills in English Language Teaching

Introduction

DeepL is an advanced artificial intelligence-based translation system widely recognized for its high accuracy and contextual understanding. Unlike traditional machine translation tools, DeepL uses deep neural networks to analyze linguistic structures and produce translations that preserve the meaning, tone, and grammatical accuracy of the original text. In the context of language education, DeepL can serve as a valuable support tool for learners who are developing writing skills in English.

Writing in a foreign language requires learners to combine grammar knowledge, vocabulary, and sentence structure effectively. DeepL helps learners observe how ideas can be expressed in English by comparing their native-language sentences with well-structured English translations. This comparison process allows learners to better understand sentence patterns and writing conventions in English.

Access and Availability

DeepL is accessible through its official website as well as through desktop and mobile applications. Users can simply enter or paste text into the translation interface to receive instant translations. The platform provides both a free version and a premium version that includes additional features such as unlimited text translation, document translation, and enhanced data security.

How to Use DeepL for Writing Practice

Learners can use DeepL in several ways to support their writing development. One common strategy is to write a draft in their native language and then observe how DeepL translates it into English. By analyzing the translated output, learners can study how ideas are structured and how grammatical elements are used.

Another approach involves writing directly in English and using DeepL to compare alternative expressions. Learners may experiment with different sentence structures and observe how the translation tool reformulates their ideas.

Teachers can also encourage students to use DeepL to check their written work and explore different ways of expressing similar meanings in English.

Key Features and Advantages

DeepL provides several features that support writing development:

- highly accurate context-sensitive translations
- ability to translate full documents such as PDFs and Word files
- natural and fluent sentence structures in output
- alternative translation suggestions for words and phrases
- support for multiple languages

These features help learners explore a variety of linguistic structures and refine their writing skills.

Contribution to Writing Skills in English Language Teaching

DeepL contributes to writing instruction by helping learners develop awareness of grammatical patterns and sentence structures in English. When students analyze translated texts, they can observe how ideas are organized and how complex sentences are constructed.

Teachers may integrate DeepL into writing lessons by asking students to write short texts and then compare their original drafts with DeepL-generated translations. Students can identify differences between the two versions and discuss why certain expressions are more appropriate.

This reflective process encourages learners to think critically about their writing choices and gradually improve their ability to produce accurate and coherent texts in English.

CHATGPT

Introduction

ChatGPT is an advanced conversational artificial intelligence model developed by OpenAI. The system is capable of generating coherent and contextually appropriate text based on user prompts. In language education, ChatGPT can serve as a powerful writing assistant that helps learners generate ideas, organize texts, and refine their written expression.

Writing in a second language often involves challenges such as limited vocabulary, difficulty organizing ideas, and uncertainty about grammatical accuracy. ChatGPT can help learners overcome these challenges by providing examples, explanations, and suggestions during the writing process.

Access and Availability

ChatGPT can be accessed through web platforms and mobile applications. Users create accounts and interact with the system by entering prompts or questions. The platform offers both free access and subscription-based options that provide additional capabilities.

Because the tool is cloud-based, it can be accessed from a variety of devices including computers, tablets, and smartphones.

How to Use ChatGPT for Writing Practice

Learners can use ChatGPT in multiple ways to support their writing development. For example, students may ask the system to generate writing prompts, outline ideas for essays, or provide examples of specific text types such as letters, reports, or narratives.

During the writing process, learners can submit drafts and request feedback on grammar, vocabulary, coherence, and clarity. ChatGPT can also suggest alternative sentence structures and vocabulary choices that improve the quality of the text.

Teachers can integrate ChatGPT into writing lessons by assigning collaborative tasks in which students develop texts with the assistance of the AI system.

Key Features and Advantages

ChatGPT offers several advantages for writing instruction:

- ability to generate writing prompts and topic ideas
- assistance with text organization and structure
- grammar and vocabulary suggestions
- support for multiple writing genres
- interactive feedback during the writing process

These features help learners become more confident writers while also developing greater awareness of writing conventions.

Contribution to Writing Skills in English Language Teaching

ChatGPT supports writing instruction by acting as an interactive writing assistant. Students can use the system to brainstorm ideas, refine sentence structures, and improve the clarity of their writing.

In classroom contexts, teachers may assign writing tasks in which students first produce their own drafts and then use ChatGPT to review and revise their work. This process encourages learners to engage in reflective writing practices and develop editing skills.

Furthermore, ChatGPT can model different writing styles and text structures, helping learners understand how academic, narrative, or descriptive texts are organized. Through repeated practice and feedback, students gradually improve their ability to produce well-structured written texts.

QUIZLET

Introduction

Quizlet is a widely used digital learning platform designed to support vocabulary acquisition and knowledge retention through interactive study tools. Although it is commonly associated with flashcard-based learning, Quizlet also plays an important role in supporting writing development by strengthening learners' vocabulary knowledge.

A rich vocabulary repertoire is essential for effective writing. When learners know more words and understand how they function within sentences, they can express their ideas more clearly and creatively.

Access and Availability

Quizlet is accessible through its web platform as well as through mobile applications for Android and iOS devices. Users can create study sets containing vocabulary words, definitions, and example sentences.

The platform offers both free and premium features, allowing learners to access a variety of study modes and learning activities.

How to Use Quizlet for Writing Practice

Teachers can create vocabulary sets related to specific writing topics or themes. Students study these vocabulary items through flashcards, quizzes, and interactive games.

After learning the vocabulary, students can use the new words in writing activities such as:

- sentence construction exercises
- paragraph writing tasks
- short essays or reflections

By practicing vocabulary in meaningful contexts, learners improve both their lexical knowledge and their ability to construct written texts.

Key Features and Advantages

Quizlet offers several useful features for language learning:

- digital flashcards for vocabulary learning
- interactive study modes and games
- collaborative study sets created by teachers and students
- vocabulary review through quizzes and tests
- mobile accessibility for continuous learning

Contribution to Writing Skills in English Language Teaching

Vocabulary knowledge is a fundamental component of writing proficiency. Quizlet helps learners expand their vocabulary and practice using new words in context.

Teachers can design writing tasks that require students to incorporate specific vocabulary items learned through Quizlet. This integration ensures that vocabulary learning directly supports writing development.

Through repeated exposure and practice, students become more comfortable using a wider range of words, which leads to richer and more expressive written communication.

The image features a large, faint watermark of the Grammarly logo in the background. The logo consists of a stylized rainbow arch with the word "GRAMMARLY" written in blue, serif capital letters across its center. Below the arch are two overlapping circles, one light orange and one light red, with a white outline of a person's head and shoulders below them.

GRAMMARLY

Introduction

Grammarly is an artificial intelligence-powered writing assistant designed to help users improve grammar, spelling, punctuation, and writing style. The platform analyzes written text and provides real-time suggestions for improving clarity, correctness, and coherence.

Grammarly is widely used by students, educators, and professionals who want to produce high-quality written communication in English.

Access and Availability

Grammarly can be accessed through several platforms including a web interface, browser extensions, and desktop applications. It can also be integrated into word-processing software and email platforms.

The tool offers both free and premium versions. While the free version focuses on grammar and spelling corrections, the premium version includes advanced suggestions related to style, tone, and vocabulary.

How to Use Grammarly for Writing Practice

Learners can write texts directly within the Grammarly interface or upload documents for analysis. The system scans the text and highlights potential errors, offering suggestions for correction.

Students can review these suggestions and decide whether to accept or modify them. This interactive editing process encourages learners to reflect on their writing choices and understand the rules underlying the corrections.

Key Features and Advantages

Grammarly provides several features that support writing development:

- real-time grammar and spelling correction
- suggestions for improved clarity and sentence structure
- tone detection and style recommendations
- vocabulary enhancement suggestions
- plagiarism detection (in premium versions)

Contribution to Writing Skills in English Language Teaching

Grammarly serves as a valuable editing tool that helps learners refine their written texts. By receiving immediate feedback on grammatical errors and stylistic issues, students can revise their writing more effectively.

Teachers can incorporate Grammarly into writing assignments by asking students to submit both their original drafts and their revised versions after using the tool. This process helps students understand common errors and develop stronger editing skills.

Over time, learners become more aware of grammatical patterns and writing conventions, which contributes to improved writing accuracy and fluency.

SAMPLE LESSON PLANS

A1 LEVEL LESSON PLAN

AI Tool: DeepL

Lesson Title: Using AI to Improve Writing Skills: Simple Sounds and Words

Overall Goal: Introduce writing skills and develop basic writing in English with the help of AI.

Objectives:

1. Get familiar with an AI tool (DeepL) and how to use it for text translation.
2. Develop the ability to write simple sentences using basic words and sounds in English.
3. Practice creating short texts and correcting them with AI assistance.

Materials:

- Computers / tablets with internet access
- DeepL Translator
- Whiteboard and markers
- Projector (optional)

Procedure (60–90 min)

1. Introduction (10 min)

- Teacher introduces the lesson objectives and explains the benefits of using AI for writing.
- Questions: “Who knows what AI is?”, “Has anyone used a translation tool before?”
- Demonstration: show how DeepL translates simple words and sentences.
 - **Example:** Teacher types: “I have a cat” → DeepL translates: “Aš turiu katę” (I have a cat).

2. Vocabulary Practice (15 min)

- Activity: Students receive a list of 10–15 simple words (e.g., apple, cat, sun, dog, book).
- Task: Create 2–3 sentences in English using these words.
 - **Student examples with errors and corrections:**
 1. Error: “I eated apple.”
 - AI / teacher correction: “I eat an apple.”
 2. Error: “The cat black.”
 - Partner correction: “The cat is black.”
 3. Correct sentence: “The sun is big and yellow.”
- Students enter their sentences in DeepL, check the translation into their native language, and correct mistakes.

3. Sentence Writing with AI Assistance (20 min)

- Activity: Students write a short story of 3–5 sentences using newly learned words.
- Teacher demonstrates how DeepL can suggest alternative sentence versions.
- Students exchange stories with a partner and evaluate each other’s texts.
 - **Student examples with errors and corrections:**
 1. Original: “I has a cat. The cat like sun. I eat apple in morning.”
 - AI correction: “I have a cat. The cat likes the sun. I eat an apple in the morning.”
 2. Original: “Sun is yellow and big. I go school today.”
 - Partner correction: “The sun is yellow and big. I go to school today.”
- After corrections, students write their final version and read it aloud to the class.

4. Discussion and Reflection (10–15 min)

- Teacher leads a discussion about the experience of using AI for writing.
- Questions:
 - “Did AI help you create sentences?”
 - Student: “Yes, I wasn’t sure about word order, but DeepL helped.”
 - “What was easiest / hardest?”
 - Student: “The easiest was writing simple sentences; the hardest was avoiding mistakes.”

5. Wrap-up (5 min)

- Teacher summarizes the main points: AI can help with writing, but it is important to understand sentence meaning.

Discussion Questions

1. How can AI tools help in learning English?
2. Did DeepL help you understand sentence structure?
3. Would it be difficult to write without AI help? Why?

Assessment

- Observation: Teacher monitors students’ ability to create sentences and use AI.
- Peer assessment: Students read each other’s texts and suggest corrections.
- Short questionnaire: Students answer 2–3 questions about their experience writing sentences.

Homework

- Write 5 sentences about your day in English using new vocabulary.
 - **Student example with errors and corrections:**
 - Original: “I wake up 7 o’clock. I eat breakfast. I go school. I play with friend. I read book.”
 - Corrected: “I wake up at 7 o’clock. I eat breakfast. I go to school. I play with my friend. I read a book.”
- Check sentences using DeepL and bring them to the next lesson.

A2 LEVEL LESSON PLAN

AI Tool: Quizlet

Objective:

Students will learn and use 10 new words related to *daily routines* in context.

Activities:

1. **Warm-up (5 min)**

Teacher introduces the topic by showing AI-generated flashcards on Quizlet (with images).

2. **Practice (15 min)**

Students use their devices to study the set using "Learn", "Match", and "Test" modes on Quizlet.

3. **Writing Task (10 min)**

Students write a short paragraph describing their daily routine using at least 5 target words.

4. **Peer Review (5 min)**

Students exchange paragraphs and give simple feedback.

5. **Assessment:**

- Quizlet test scores.
- Teacher evaluates the paragraph using a simple writing rubric (vocabulary use, sentence structure, relevance).

B1 LEVEL LESSON PLAN

AI Tool: Grammarly

Title: *Writing an Email to a Friend*

1. Learning Objectives

- Write an informal email using appropriate greetings and endings.
- Use Grammarly to check grammar, punctuation, and tone.
- Apply linking words (because, but, so, although) to connect ideas.
- Develop clarity and fluency in personal writing.

2. Materials

- Computers or tablets with Grammarly access
- Sample informal email (from teacher)
- Writing worksheet template (Subject, Greeting, Body, Closing)
- Projector or whiteboard

3. Lesson Procedure

1. **Warm-up (5 min):** Discuss: “When do you write emails?” “What do you usually say?” Brainstorm typical phrases (Hi..., How are you?, See you soon!).
2. **Model Text (10 min):** Show a short informal email. Highlight the structure (greeting, body, closing).
3. **Guided Writing (15 min):** Students write a short email (about 100–120 words) to a friend describing their weekend or plans. Example: *“Hi Emma, How are you? I wanted to tell you about my trip last weekend...”*
4. **AI Integration (10 min):** Students paste their email into **Grammarly**, review grammar and tone suggestions, and make corrections. Teacher explains how to interpret Grammarly color codes (red = grammar, blue = clarity, green = style).
5. **Peer Feedback (10 min):** Students exchange emails and discuss improvements.
6. **Wrap-Up (5 min):** Volunteers read their final version aloud; teacher gives positive feedback.

4. Assessment

- Evaluate structure (greeting, body, closing).
- Check use of linking words and tone appropriateness.
- Assess how effectively students used Grammarly feedback.

5. Learning Outcomes

- Students can compose informal emails with clear structure and natural tone.
- Students can identify and correct common grammar and punctuation errors using Grammarly.
- Students build confidence in editing their writing independently.

B2 LEVEL LESSON PLAN

AI Tool: ChatGPT

AI and Academic Research: From Understanding to Ethics

General Aim

To help students use ChatGPT for academic and analytical writing while critically evaluating AI-generated content and discussing ethical aspects of AI use.

Objectives

1. To practice creating, editing, and analyzing academic-style texts with AI.
2. To develop critical thinking and fact-checking skills.
3. To encourage discussion about ethical AI use in writing.
4. To promote teamwork and creative problem solving.

Materials

- Computers or tablets with Internet
- Projector or shared screen
- ChatGPT account
- Notebooks/pens
- Timer or score counter for gamified elements

Lesson Procedure

1. Introduction & Team Formation (10 min)

- Students are divided into small groups (3–4).

- Teacher introduces the **AI points challenge**: groups earn points for accuracy, creativity, and critical thinking.
- **Quick task (1-minute challenge)**:
ChatGPT provides 3 statements about *climate change* (one true, one false, one debatable).
Groups identify the false one and explain why.
- **Discussion**:
 - How do we know if information is reliable?
 - Can AI sometimes make mistakes?

2. Activity 1: Text Generation and Editing (20 min)

- **Task**: Students use ChatGPT to generate a 5–6 sentence academic summary.
Example topic: *Artificial Intelligence in Education*.
- **AI example**:

“AI helps students learn individually. Some researchers think AI may replace teachers. But there is no evidence that AI can completely replace a human educator.”

- **Group work**:
 1. Highlight unclear or incorrect statements.
 2. Suggest improved versions with reasoning.
- **Mini-competition**: other teams find mistakes in each group’s edited version.

3. Activity 2: Critical Analysis and Rewriting (20 min)

- Teacher provides a contradictory text:

“Research shows that anyone can learn any language in one month using AI. Some experts disagree, saying the brain needs time to adapt.”

- **Tasks**:
 1. Identify contradictions.
 2. Rewrite the text to make it logical:

“AI tools can accelerate language learning, but progress depends on individual abilities.”

3. Present corrected versions to the class.
- **Discussion**:
 - Why is fact-checking important?
 - How can AI mislead readers?

4. Activity 3: The Ethics Challenge (15 min)

- **Scenario:** “ChatGPT generates an article without showing sources.”
- **Group task:** Create **five AI ethics rules** (examples):
 - Always cite sources, even when using AI.
 - Verify facts independently.
 - Avoid plagiarism.
 - State clearly when AI was used.
 - Discuss AI-generated data with peers or teachers.
- Groups present and vote for the best ethics rule.

5. Discussion (10 min)

- What did you learn about ChatGPT and academic writing?
- Where can AI be helpful, and where is it risky?
- How can we use AI creatively and ethically?

Wrap-up (5 min)

- Announce the winning team based on points.
- Summarize key lessons: critical thinking, ethics, creativity.

Assessment

- Participation and collaboration in group activities.
- Accuracy and depth of critical analysis.
- Creativity in ethics discussion and rewriting exercises.

Homework

1. Choose an academic topic.
2. Use ChatGPT to generate a 5–6 sentence summary.
3. Identify at least 3 weaknesses or inaccuracies.
4. Write a short reflection: *What did I learn about AI, writing, and ethics?*

C1 LEVEL LESSON PLAN

AI Tool: DeepL

Objectives:

1. Analyze and interpret academic texts in Lithuanian.
2. Critically evaluate AI translations and writing.
3. Practice academic and professional writing and translation from Lithuanian to English using DeepL.
4. Develop teamwork, discussion, and problem-solving skills.
5. Explore ethical implications of AI writing in academic contexts.

Tool: DeepL Translator

Materials:

- Computers/tablets with internet access
- DeepL Translator
- Printouts or digital copies of short academic texts
- Whiteboard / markers
- Notepad or Word document

Procedure – 60–90 min

1. Icebreaker & Brainstorming (10 min)

- In pairs, students list 3 ways AI can help in academic writing.
- Share with class; teacher writes key points on the board.
- **Example answers:** “AI summarizes texts,” “AI helps with grammar,” “AI translates texts quickly.”

2. Text Analysis Relay (15 min)

- Divide class into small groups (3–4 students).
- Each group receives a short academic text in Lithuanian.
- **Task (relay style):**
 1. Student 1: Highlights key points.
 2. Student 2: Uses DeepL to translate a paragraph into English.

3. Student 3: Reviews translation for accuracy and style.
 4. Student 4: Summarizes key points in 2–3 English sentences.
- Rotate roles for each paragraph.

Example:

- Lithuanian: “Eksperimento metu nustatyta, kad dirbtinis intelektas gali pagerinti duomenų analizės tikslumą.”
- AI translation: “During the experiment, it was found that artificial intelligence can improve the accuracy of data analysis.”
- Discussion prompt: “Which details could be added for clarity?”

3. AI Fact-Checking Challenge (15 min)

- Each group receives 2–3 statements generated by AI based on a text.
- Task: verify facts using the original Lithuanian text and external sources.
- Mark statements as **accurate**, **partially accurate**, or **incorrect**.
- Groups present findings.
- **Mini game element:** fastest correct team wins a point.

4. Peer Review & Rewrite Competition (15 min)

- Each student writes a short 5–6 sentence academic paragraph on a given topic (e.g., AI in education, climate change, or healthcare).
- Translate using DeepL.
- Exchange with a partner for peer review and suggestions.
- Optional competition: rewrite the paragraph to be **more concise, accurate, and formal**; vote on best rewrite.

5. AI Debate & Ethical Scenario Roleplay (20 min)

- Topic: “Can AI be fully trusted for academic writing?”
- Divide students into **Pro-AI** and **Critical-AI** teams.
- Each team prepares 2–3 arguments from previous activities.
- Debate (2–3 min per team).

Ethical Scenario Roleplay:

- Scenario: “You find AI has generated a paragraph in your assignment. How do you ethically use or revise it?”
- Groups present their approach.
- Teacher highlights key ethical considerations.

6. Wrap-up Discussion (5 min)

- Students share **one insight** learned about AI in academic writing.
- Teacher summarizes: AI is a helpful tool, but **critical thinking, human review, and ethical responsibility are essential.**

Discussion Questions

1. Where did AI translations succeed, and where did they fail?
2. How did peer review improve the text?
3. Can AI fully replace human academic writers? Why or why not?
4. What ethical responsibilities do we have when using AI in research?
5. How can AI support creativity and research without replacing human judgment?

Assessment

- Participation in relay, fact-checking, and peer review activities.
- Quality of rewritten and translated paragraphs.
- Contribution to debate and ethical scenario discussions.
- Ability to critically evaluate AI output.

Homework

1. Choose a short academic article in Lithuanian.
2. Translate using DeepL.
3. Improve the translation and write a **5–6 sentence summary.**
4. Identify **two strengths** and **two weaknesses** of the AI translation.
5. Prepare **one ethical reflection** on using AI in academic work.

C2 LEVEL LESSON PLAN

AI Tool: ChatGPT

AI in Depth: Academic, Professional, and Cultural Writing with ChatGPT

Overall Aim

To develop advanced academic, professional, and cultural writing skills using ChatGPT as a tool for idea generation, language refinement, and critical analysis. To foster creativity, independence, and ethical awareness in AI-assisted writing.

Objectives

1. Analyze and improve ChatGPT-generated texts according to academic writing standards.
2. Practice shifting writing tone (academic, professional, cultural).
3. Identify and apply ethical principles of AI usage.
4. Formulate a personal, authentic view on AI as a writing assistant.

Materials

- Computers or tablets with internet access
- ChatGPT access
- Notebooks or digital journals
- Projector (for teacher demonstrations)
- Evaluation cards or a simple points system (optional for gamified version)

Lesson Procedure

1. Introduction – AI as a Writing Partner (10–15 min)

Activity 1: “Who Wrote It?” Game

The teacher shows two short texts:

- **A:** “Technology influences culture by changing how people communicate and learn.”

- **B:** “As digital technologies evolve, human connection becomes both broader and shallower – we speak to everyone, but listen to few.”

Students guess which one was written by a human and which by ChatGPT.

Class discussion:

- Which text sounds more natural or creative?
- What gives away an AI-generated text? (generic tone, lack of emotion, over-clarity)

Guiding questions:

- What can AI do better than humans?
- Where is human creativity still essential?

2. Activity 2 – Academic Writing with ChatGPT (25 min)

Goal: Generate an academic paragraph and edit it according to advanced writing standards.

Task:

1. Students work in pairs or small groups and choose a topic, e.g.:
 - *The Role of AI in Modern Education*
 - *Social Media and Critical Thinking*
 - *Cultural Identity in a Digital World*
2. They ask ChatGPT:

Write an academic paragraph (120–150 words) about [chosen topic]. Include at least one argument and one example.

3. They analyze the generated text based on:
 - Is there a clear thesis statement?
 - Are there specific examples or only general ideas?
 - Is the paragraph logically structured?
4. Students **rewrite two sentences** to make them more precise or evidence-based.
 - Example:
AI: “AI is changing education in many ways.”
Student: “AI transforms assessment methods, enabling personalized feedback and adaptive learning environments.”

Mini task:

Each group creates a short, catchy title for their paragraph.

3. Activity 3 – Professional Writing: Tone and Audience (20–25 min)

Goal: Use ChatGPT to generate texts for different contexts (formal, business, informal).

Task:

Each group picks a topic (e.g. *AI in the workplace*) and asks ChatGPT to create two versions:

1. **Formal email:**

Write a formal email to your manager explaining how AI could improve team productivity.

2. **Social media post:**

Write a short LinkedIn post about the same topic.

Class analysis:

- How does tone and vocabulary differ?
- Which one feels more natural to humans?
- Where does the AI text sound too robotic?

Mini activity:

Students edit the email to make it sound “**more human**” by adding emotion, humor, or personal experience.

Example:

- AI: “*I believe implementing AI tools can enhance productivity.*”
- Student: “*After trying an AI-based scheduler myself, I noticed our meetings became shorter and more focused — this could work for the whole team.*”

4. Activity 4 – Cultural Perspective and Ethics (15–20 min)

Goal: Discuss how ChatGPT reflects (or fails to reflect) cultural nuances and ethical dimensions.

Task:

1. Students ask ChatGPT:

Write a paragraph about Lithuanian culture and traditions for international students.

2. They analyze the output:

- Does it include stereotypes?
- Is the language accurate and respectful?

3. Students correct or expand the paragraph using their own cultural knowledge.

Discussion questions:

- How can you recognize cultural inaccuracies in AI texts?
- How can we preserve authentic human voice when using AI?
- When does AI become a risk rather than a tool?

5. Discussion & Reflection (10 min)

Class questions:

- How has AI changed your writing process?
- Did ChatGPT help you understand structure, style, or tone better?
- Could you use AI in academic writing — and under what conditions?

Written reflection (5 min):

Write a short reflection:

“When does AI become a source of inspiration, and when does it become an obstacle?”

Wrap-up (5 min)

- The teacher summarizes key insights: *AI is a helper, not an authority.*
- Each student shares one “golden rule” for responsible AI use in writing. (e.g. *“Always edit before you submit.”*)

Assessment

Students are evaluated based on:

- Active participation in class activities and discussions
- Ability to adapt academic and professional tone
- Critical analysis of AI-generated texts (editing, reasoning, reflection)
- Creativity and cultural sensitivity

Homework

1. Choose **one of three genres**:
 - Academic (mini-essay)
 - Professional (email or memo)
 - Cultural (opinion piece)

2. Use ChatGPT to generate a **first draft** (150–200 words).
3. Edit it in your own style, adding authentic examples or experiences.
4. Write a short reflection (100 words):

“How did AI change my writing process and what value did it add — or take away?”



SPEAKING SKILL

AI Tools for Enhancing Speaking Skills in English Language Teaching

ELSA SPEAK

Introduction

ELSA Speak is an artificial intelligence-powered mobile application specifically designed to improve English pronunciation and speaking accuracy. The name ELSA stands for “English Language Speech Assistant,” reflecting the platform’s focus on helping learners refine their spoken English through advanced speech recognition technology.

The application analyzes learners’ pronunciation and compares it with native-speaker models, providing detailed feedback on specific pronunciation errors. This targeted feedback allows learners to identify and correct mistakes that may interfere with clear communication.

Access and Availability

ELSA Speak is available as a mobile application for both Android and iOS devices. After downloading the app, users create an account and complete a diagnostic test that evaluates their pronunciation level. Based on the results of this assessment, the platform generates a personalized learning plan tailored to the learner’s needs.

While the application offers some free lessons, additional practice modules and advanced features are available through subscription plans.

How to Use ELSA Speak

Learners begin by selecting pronunciation exercises or speaking lessons within the application. The system presents words, phrases, or sentences that learners must pronounce aloud. Using speech recognition technology, the platform analyzes the learner’s pronunciation and provides instant feedback.

The feedback typically includes:

- phoneme-level pronunciation analysis
- identification of mispronounced sounds
- visual indicators showing correct mouth positions
- suggestions for improvement

Through repeated practice and corrective feedback, learners gradually develop more accurate pronunciation patterns.

Key Features and Advantages

ELSA Speak offers several features that support speaking development:

- advanced speech recognition technology
- detailed pronunciation analysis
- personalized learning pathways
- interactive speaking exercises
- real-time feedback on pronunciation accuracy

These features allow learners to focus on specific pronunciation challenges and improve their intelligibility.

Contribution to Speaking Skills in English Language Teaching

Pronunciation is a critical component of effective spoken communication. Even learners with strong grammar and vocabulary knowledge may struggle to communicate clearly if their pronunciation is inaccurate. ELSA Speak addresses this issue by providing individualized pronunciation training.

Teachers can incorporate ELSA Speak into speaking lessons by assigning pronunciation practice tasks. Students can practice difficult sounds, stress patterns, and intonation outside the classroom and then apply these skills during in-class speaking activities.

By improving pronunciation accuracy and speech clarity, ELSA Speak helps learners become more confident speakers and reduces communication barriers in real-life interactions.

TALKPAL

Introduction

TalkPal is an AI-powered language learning platform designed to support conversational language practice. The application focuses on helping learners develop speaking skills through interactive dialogue simulations that mimic real-life communication situations.

Unlike traditional language learning applications that rely heavily on vocabulary drills and grammar exercises, TalkPal emphasizes communicative interaction. Learners actively participate in conversations with AI-generated partners, allowing them to practice speaking in meaningful contexts.

Access and Availability

TalkPal can be accessed through both mobile applications and web platforms. After creating an account, learners select the language they wish to study and begin interacting with the system.

The platform provides both free and premium access options. The premium version offers extended conversation time, additional dialogue scenarios, and more detailed feedback.

How to Use TalkPal

Learners choose conversation scenarios such as travel, education, social interactions, or professional communication. The system then generates spoken prompts that simulate real-life dialogue situations.

Learners respond to these prompts using speech input. The AI system processes the response and continues the conversation accordingly. This dynamic interaction creates a realistic communication environment in which learners must actively listen and respond.

Key Features and Advantages

TalkPal provides several benefits for language learners:

- AI-driven conversation simulations
- real-time speaking interaction
- contextual communication scenarios
- personalized feedback on responses
- opportunities for continuous speaking practice

These features allow learners to practice speaking in a low-pressure environment while gradually improving their fluency.

Contribution to Speaking Skills in English Language Teaching

TalkPal supports communicative language teaching approaches by providing learners with opportunities to practice speaking in authentic contexts. Through repeated conversational interaction, learners develop greater fluency, improved response speed, and better conversational strategies.

Teachers can assign specific scenarios for students to practice before class. During the lesson, students may discuss their experiences with the conversation tasks and perform similar role-play activities with classmates. This blended approach integrates technology-based practice with classroom interaction.

AI LEARNA

Introduction

AI Learna is an artificial intelligence-based language learning platform designed to support interactive language practice and communication skill development. The platform integrates conversational simulations, pronunciation feedback, and adaptive learning systems to create personalized language learning experiences.

AI Learna emphasizes experiential learning by placing learners in realistic communication scenarios where they must actively produce spoken language.

Access and Availability

The platform can be accessed through its web-based system and may also be available through mobile-compatible interfaces. Users create accounts and select the language skills they wish to improve.

Depending on the platform configuration, AI Learna may offer free basic features alongside premium learning modules.

How to Use AI Learna

Learners participate in AI-generated communication scenarios such as interviews, presentations, or everyday conversations. The system analyzes learner responses and provides suggestions for improvement.

The platform may also include structured speaking exercises such as:

- describing images or events
- responding to situational prompts
- practicing structured dialogues
- completing communicative tasks

Through these activities, learners gradually develop the ability to produce more complex spoken language.

Key Features and Advantages

AI Learna offers several advantages for language learners:

- AI-based conversational simulations
- adaptive learning pathways
- interactive speaking exercises
- personalized feedback on communication performance
- scenario-based language practice

These features encourage learners to actively use language rather than passively study vocabulary or grammar rules.

Contribution to Speaking Skills in English Language Teaching

AI Learna supports the development of communicative competence by placing learners in realistic speaking situations that require spontaneous language production. These experiences help learners improve fluency, confidence, and strategic communication skills.

Teachers can integrate AI Learna into speaking lessons by assigning scenario-based tasks that students complete independently. During classroom sessions, students can reflect on these experiences, discuss challenges, and perform similar speaking tasks with peers.

By combining independent practice with classroom interaction, AI Learna contributes to a more dynamic and communicative learning environment.

SAMPLE LESSON PLANS

A1 LEVEL LESSON PLAN

AI Tool: Elsa Speak

Topic: Practising Reading Skills using Elsa Speak AI

Title: *Let's Talk About My Hobbies*

1. Learning Objectives

- Pronounce common hobby-related vocabulary accurately.
- Produce short spoken sentences about likes and interests.
- Use ELSA Speak to improve pronunciation and stress.
- Develop clearer and more confident speech.

2. Materials

- ELSA Speak app
- Headphones with microphone
- Hobby flashcards
- Projector

3. Lesson Procedure

1. Warm-up (5–7 min) – Teacher shows pictures of hobbies.

Asks:

“Do you like music?”

“What is your hobby?”

Students answer with short phrases.

2. Pre-Speaking (10 min) – Teacher introduces ELSA Speak:

- Explains pronunciation scoring.
- Models how ELSA highlights sounds and stress.

Target sentences:

- “I like playing football.”
- “My hobby is listening to music.”

4. Pronunciation Practice with ELSA Speak (20 min) –

Students practise sentences in ELSA Speak.

ELSA provides:

- Pronunciation score
- Word-level feedback
- Repetition opportunities

Students repeat until they improve their score.

4. Controlled Speaking Activity (10 min) –

Students choose 3 hobby sentences and say them aloud to a partner (after practising with ELSA).

5. Wrap-Up (5 min) –

Students reflect:

- “Which word was difficult?”
- “Did ELSA help you?”

4. Assessment

- Pronunciation improvement observed in ELSA scores.
- Clarity of spoken sentences.
- Willingness to speak.

5. Learning Outcomes

- Students pronounce basic sentences more clearly.
- Students gain awareness of stress and sounds.
- Students feel more confident speaking English.

A2 LEVEL LESSON PLAN

AI Tool: TalkPal

Topic - Food

Learning objectives

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

- Use **food vocabulary** in spoken interactions
- Form **regular and common irregular plurals** correctly
- Ask and answer simple questions about food preferences
- Speak with more confidence using TalkPal conversations

Target Language

- **Vocabulary:** apple(s), banana(s), sandwich(es), rice, vegetables, chicken, drink(s), dessert(s)
- **Grammar:**
 - Regular plurals: *apple* → *apples*, *sandwich* → *sandwiches*
 - Irregular plurals: *man* → *men*, *child* → *children*
 - Countable vs uncountable (basic awareness): *an apple* / *some rice*
- **Functional language:**
 - *I like / I don't like...*
 - *My favorite food is...*
 - *I eat... for lunch/dinner.*

Materials: TalkPal app (mobile or web), food pictures or flashcards, whiteboard/slides, worksheet (plural nouns)

1. Warm-up Discussion (7 minutes)

Activate vocabulary and get students speaking:

- Show pictures of food on the board
- Ask simple questions:
 - *What food is this?*
 - *Do you like apples or bananas?*
- Write answers on the board, highlighting **singular vs plural**

2. Presentation – Plural of Nouns (8 minutes)

Clarify grammar needed for speaking

- Write examples:
 - *one apple → two apples*
 - *one sandwich → three sandwiches*
 - *one child → two children*
- Elicit the rules from students
- Quick oral drill: Teacher says singular → students say plural

3. Controlled Speaking Practice (10 minutes)

Accuracy before free speaking. Pair activity:

- Students ask and answer:
 - *What food do you like?*
 - *What foods do you eat every day?*
- Encourage full sentences:
 - *I like apples and oranges.*
 - *I eat vegetables and rice.*

4. TalkPal Speaking Task (20 minutes)

Fluency and confidence using AI. Instructions to students:

1. Open TalkPal
2. Choose Conversation Mode
3. Topic: Food / Daily life
4. Use this prompt (display it):

“Talk about the food you like and don’t like. Use plural nouns. Answer questions about your meals.”

Example TalkPal questions:

- *What foods do you like?*
- *How many meals do you eat every day?*
- *Do you like fruits or vegetables?*
- *What foods do you eat for breakfast?*

Students speak individually or with headphones.

5. Post-speaking Feedback (5 minutes)

Improve accuracy and reflection

- Ask:
 - *What foods did you talk about?*
 - *Was it easy or difficult?*
- Board common mistakes:

✗ *two apple* → ✓ *two apples*

Quick correction drill as a class

6. Assessment

Formative (during lesson):

- Participation in speaking activities
- Correct use of plural nouns
- Ability to answer questions fluently

Success criteria:

- Student uses plural nouns correctly in speech
- Student speaks for at least 30–60 seconds with TalkPal

Instructions

1. Open **TalkPal**.
2. Choose **Conversation / Free Talk**.
3. Use the prompts below.
4. Speak in full sentences. Try to use **plural nouns**.

Prompt 1 – Food Preferences

Talk about the food you like and don't like.

Use these sentence starters:

- I like _____.

- I don't like _____.
- My favorite foods are _____.

✓ Try to use plurals (apples, vegetables, sandwiches)

Prompt 2 – Daily Meals

Talk about what you eat every day. Answer these questions in TalkPal:

- What foods do you eat for breakfast?
- What foods do you eat for lunch?
- What foods do you eat for dinner?

Model answer:

I eat eggs and fruits for breakfast. I eat sandwiches for lunch.

Prompt 3 – Quantities

Talk about how many foods you eat. Use:

- one / two / three / some / many

Examples:

- I eat two bananas.
- I drink three glasses of water.

B1 LEVEL LESSON PLAN

AI Tool: TalkPal and ELSA Speak

Topic: My Dream Holiday

Lesson Title: Let's Speak Fluently About My Dream Holiday

1. Lesson Aim

To develop students' ability to **speak fluently, clearly, and confidently about their dream holiday**, improving **pronunciation, stress, intonation, and coherence** through the use of **ELSA Speak and Talkpal AI**.

2. Learning Objectives

By the end of the lesson, students will:

- Use travel-related vocabulary accurately.
- Produce short spoken descriptions (B1) and extended explanations with reasons (B2).
- Improve pronunciation, rhythm, and intonation using ELSA Speak.
- Engage in spontaneous spoken interaction using Talkpal AI.
- Develop confidence in spoken English.

3. Materials

- **ELSA Speak** app
- **Talkpal AI** app
- Headphones with a microphone
- Travel-themed images
- Projector / interactive board

4. Lesson Procedure

1. Warm-up (5–7 minutes)

The teacher shows travel images (beach, mountains, city, island) and asks:

- “Where would you like to go on holiday?”
- “Why would you like to go there?”

Students respond:

- **B1:** short sentences
- **B2:** extended answers with reasons

2. Vocabulary and Sentence Preparation (10 minutes)

Key vocabulary:

destination, accommodation, sightseeing, explore, relax, experience, unforgettable

Model sentences for ELSA Speak practice:

B1:

- “My dream holiday is in Greece.”
- “I want to relax and swim.”

B2:

- “My dream holiday destination would be Greece.”
- “I would love to explore the local culture and food.”

3. Pronunciation Practice with ELSA Speak (15–20 minutes)

Students practise selected sentences in **ELSA Speak**, focusing on:

- pronunciation accuracy
- sentence stress
- intonation and rhythm

ELSA provides scores, sound-level feedback, and repetition opportunities.

4. Talkpal AI Dialogues (Integrated Scenarios)

Talkpal Dialogue 1 – *Planning My Dream Holiday* (B1)

Talkpal:

“Where would you like to go on your dream holiday?”

Student:

“I would like to go to Italy.”

Talkpal:

“Who would you travel with?”

Student:

“I would travel with my family.”

Talkpal:

“What would you like to do there?”

Student:

“I want to relax and visit famous places.”

Talkpal Dialogue 2 – *Explaining Your Choice* (B2)

Talkpal:

“Why is this place your dream holiday destination?”

Student:

“It is my dream destination because I love the culture and history.”

Talkpal:

“What activities would you enjoy the most?”

Student:

“I would enjoy sightseeing, trying local food, and meeting new people.”

Talkpal:

“How would this holiday make you feel?”

Student:

“This holiday would make me feel relaxed and inspired.”

Talkpal Dialogue 3 – Comparing Holidays (B2 – Challenge)

Talkpal:

“Would you prefer a beach holiday or a city break? Why?”

Student:

“I would prefer a city break because I enjoy learning about history and culture.”

Talkpal:

“What makes your choice better than the other option?”

Student:

“A city break offers more activities and meaningful experiences for me.”

5. Speaking Performance – Mini Presentation (10 minutes)

Students prepare a **45–60 second spoken presentation** based on the Talkpal dialogues:

Structure:

1. Destination
2. Travel companions
3. Activities
4. Why it is a dream holiday

6. Reflection and Wrap-Up (5 minutes)

Class discussion:

- “Which sentence was the hardest to pronounce?”
- “Which app helped you more – ELSA or Talkpal?”
- “Do you feel more confident speaking now?”

7. Assessment

Assessment Type

- Formative assessment (during the lesson)
- Speaking performance assessment (mini presentation)

Assessment Criteria Table

Criterion	B1 – Intermediate	B2 – Upper-Intermediate
Pronunciation	Mostly clear, some errors	Clear and natural, errors do not affect understanding
Stress & Intonation	Simple, sometimes monotone	Accurate and meaningful
Fluency	Short pauses	Smooth, natural flow
Vocabulary	Basic travel vocabulary	Varied and precise vocabulary
Sentence Structure	Mostly simple sentences	Complex sentences with connectors
Dialogue Skills (Talkpal)	Responds to questions	Expands answers and gives reasons
Self-correction (AI feedback)	Corrects with support	Corrects independently
Confidence	Speaks with encouragement	Speaks confidently and independently

Recommended Grading Scale

Level	Description
Excellent (9–10)	Clear, fluent, confident speech
Good (7–8)	Minor errors, effective communication
Satisfactory (5–6)	Understandable but hesitant
Needs improvement (≤ 4)	Frequent errors, limited clarity

8. Homework

□ELSA Speak

- Practise 5 sentences about your dream holiday and improve your score.

☑Talkpal AI

- Complete an additional “My Dream Holiday” conversation.

☑(B2 – Optional)

- Record a 1-minute audio:

“My dream holiday – where I would go, why, and what I would do.”

9. Learning Outcomes

By the end of the lesson, students:

- Speak more fluently about travel and holidays.
- Use pronunciation, stress, and intonation more effectively.
- Maintain a spoken interaction with AI.
- Feel more confident speaking English.

B2 LEVEL LESSON PLAN

AI Tool: AI Learna

Topic

Developing Reading and Speaking Skills Using AI – <https://ailearna.com/>

Lesson Title

Let’s Discuss Human Personality Traits: Strengths and Weaknesses

1. Learning Objectives

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

- Clearly and logically describe human personality traits.
- Compare positive and negative character traits in different contexts.
- Ask follow-up questions and respond spontaneously.
- Use **AI Learna** for meaningful AI-based discussions.
- Improve speaking fluency, coherence, and argumentation skills.

2. Materials

- **AI Learna** (<https://ailearna.com/>)
- Headphones with microphone
- Personality trait cards or a list on the board

- Whiteboard

3. Lesson Procedure

1. Warm-up (5–7 minutes)

The teacher asks:

- “Which personality traits do you consider the most important?”
- “Can a person have both good and bad traits at the same time?”

Students give short, spontaneous answers (1–2 sentences).

2. Pre-speaking Activity (10 minutes)

Personality vocabulary review

Positive traits:

honest, kind, responsible, patient, supportive, confident

Negative traits:

selfish, impatient, rude, lazy, arrogant, stubborn

Useful discussion phrases:

- *In my opinion...*
- *One positive/negative trait is...*
- *This can be a strength, but also a weakness...*
- *It depends on the situation...*

The teacher demonstrates how **AI Lerna** works and how it asks follow-up questions during a conversation.

3. Speaking Practice with AI Lerna (15–20 minutes)

Students work individually using **AI Lerna** discussion mode.

◆ AI Lerna Dialogue Prompts for Students

1. “Let’s talk about personality traits. Which traits do you value most in people and why?”

2. **“Describe one positive personality trait and explain how it can also become a weakness.”**
3. **“Can a negative personality trait ever be useful? Give an example from real life.”**
4. **“Think about a person you admire. Which character traits make this person special?”**
5. **“Do you think people can change their personality traits over time? Why or why not?”**
6. *(Challenge prompt for stronger students)*
“Which personality trait is most important for success in life? Compare two traits and justify your opinion.”

Students:

- speak in full sentences;
- respond to AI follow-up questions;
- give arguments and real-life examples.

4. Interactive Speaking Activity (10 minutes)

Students work in **small groups (3–4 students)**.

Task:

- Choose one personality trait.
- Discuss:
 - when it is an advantage;
 - when it can become a problem.

Students must use **at least two discussion phrases** from the lesson.

5. Wrap-up and Reflection (5 minutes)

Students share:

- one personality trait they consider the most important;
- one strong argument they used during the AI Learna discussion.

Reflection question:

- “Did AI Learna help you express your ideas more clearly?”

4. Assessment

Assessment Rubric

Criterion	4 – Excellent	3 – Good	2 – Satisfactory	1 – Needs Improvement
Speaking fluency	Speaks fluently with minimal pauses	Some pauses	Frequent pauses	Fragmented speech
Vocabulary use	Accurate and varied	Adequate	Limited	Very limited
Argumentation	Clear arguments with examples	Some arguments	Weak arguments	No arguments
Interaction	Actively responds to questions	Responds appropriately	Minimal response	Difficulty responding
Participation	Very active	Active	Moderate	Passive

5. Homework (Optional – Students Choose ONE)

□ Option 1 – Speaking Practice with AI Learna

Type: Speaking / Self-reflection

Task:

Log in to **AI Learna** and start a discussion about personality traits.

Use this prompt:

“Describe one personality trait that you are trying to improve. Why is it important to you?”

Outcome:

- 3–4 minutes of speaking practice with AI.
- Write down **3 new words or phrases** you used or learned.

Option 2 – Argumentative Writing

Type: Writing / Critical thinking

Task:

Write **120–150 words** on the topic:

“Is honesty always the most important personality trait?”

Requirements:

- at least 2 arguments;
- 1 real-life example;
- at least 3 phrases from the lesson (*In my opinion..., One advantage is...*).

🎯 Option 3 – Creative Reflection

Type: Creativity / Speaking

Task:

Create a 1–2 minute audio or video recording:

“Describe a fictional character and their strongest and weakest personality traits.”

Tip:

You may practise first with **AI Lerna** using any lesson prompt.

6. Learning Outcomes

By the end of the lesson and homework tasks, students:

- clearly describe positive and negative personality traits;
- participate confidently in discussions;
- speak more fluently and coherently in English;
- use **AI Lerna** effectively as a realistic discussion partner.

C1 LEVEL LESSON PLAN

AI Tool: Talkpal AI and ELSA Speak

Topic: Discussing the Social and Ethical Aspects of Artificial Intelligence

Lesson Title: Critical Discussions: Ethical and Social Aspects of Artificial Intelligence with Elsa Speak

1. Lesson Objective

To develop students’ ability to engage in high-level, well-structured, critical, and fluent discussions on the social and ethical aspects of artificial intelligence (AI), improving pronunciation, intonation, discourse management, and spontaneous response skills through the use of **Talkpal AI** and **ELSA Speak**.

2. Learning Outcomes

During the lesson, students will:

- Analyse social and ethical dilemmas related to the use of AI
- Express opinions and support them with examples and counterarguments
- Use academic and discussion-based vocabulary at **C1–C2 level**
- Improve pronunciation, sentence rhythm, and intonation using **ELSA Speak**
- Participate in extended, structured discussions with **Talkpal AI**

3. Teaching Aids

- Talkpal AI
- ELSA Speak
- Headsets with microphones
- Discussion prompts / dilemma cards
- Projector / board

4. Lesson Procedure

1. Warm-up – Problem-Based Questions (5–7 minutes)

The teacher writes the following questions on the board:

- “*Does artificial intelligence bring more benefits or threats to society?*”
- “*Should AI be strictly regulated?*”

Students provide short, spontaneous responses (**without using AI**).

2. Academic Vocabulary and Structures Preparation (10 minutes)

Useful phrases:

- *From an ethical perspective...*
- *One major concern is...*
- *It could be argued that...*
- *On the other hand...*
- *The long-term consequences might include...*

📖 ELSA Speak (model sentence practice):

Students practise 3–4 complex sentences, for example:

- *“Artificial intelligence raises serious ethical concerns regarding privacy and autonomy.”*
- *“Although AI improves efficiency, it may also deepen social inequality.”*

3. Pronunciation and Intonation Training with ELSA Speak (15 minutes)

Students:

- Practise complex academic sentences
- Analyse:
 - logical stress
 - intonation when presenting arguments
 - clear pronunciation of complex concepts

Assessment focuses not only on accuracy but also on **persuasiveness of speech**.

5. Discussions with Talkpal AI (Integrated Scenarios)

◆ Talkpal Dialogue 1 – Ethical Concerns (C1)

Talkpal:

“What ethical risks does artificial intelligence pose to society?”

Student:

“One major ethical risk is the loss of privacy, as AI systems often rely on massive data collection.”

Talkpal:

“How could these risks be reduced?”

Student:

“They could be reduced through stricter regulations and transparent algorithms.”

◆ Talkpal Dialogue 2 – Social Impact (C1–C2)

Talkpal:

“How does AI influence employment and social equality?”

Student:

“While AI increases productivity, it may also replace low-skilled jobs and widen social gaps.”

Talkpal:

“Do you believe society is prepared for this change?”

Student:

“In my opinion, society is not fully prepared, especially in terms of education and re-skilling.”

◆ Talkpal Dialogue 3 – Debate & Counterargument (C2 – Challenge)

Talkpal:

“Some argue that AI should have fewer restrictions to encourage innovation. Do you agree?”

Student:

“I partially disagree. Although innovation is important, ethical boundaries are necessary to protect human rights.”

Talkpal:

“How would you respond to critics who say regulation slows progress?”

Student:

“I would argue that responsible innovation ensures sustainable progress rather than limiting it.”

6. Live Classroom Discussion (10–15 minutes)

Students work in small groups and discuss one topic:

- AI in education
- AI surveillance and privacy
- Responsibility for AI-driven decisions

📖 **Goal:** to apply the structures and language practised in Talkpal dialogues.

7. Reflection (5 minutes)

Reflection questions:

- Which argument was the strongest?
- What was more challenging – content or language expression?
- Which tool was more helpful: Talkpal or ELSA?

8. Assessment

Assessment Criteria (C1–C2)

Criterion	C1 Level	C2 Level
Argumentation	Clear arguments	Deeper analysis, counterarguments
Vocabulary	Academic, appropriate	Precise, nuanced
Fluency	Fluent speech	Natural, almost no pauses
Pronunciation / Intonation	Clear and accurate	Persuasive, natural
Discussion Management	Responds to questions	Initiates and leads discussion
Self-correction (AI)	Uses AI support	Independently improves speech

9. Homework

Talkpal

Complete a discussion on the topic:

“Should AI decision-making be limited in critical areas?”

ELSA Speak

Practise **5 complex sentences** about AI ethics.

C2 (Optional):

Record a **2-minute audio**:

“The most important ethical challenge of artificial intelligence.”

10. Learning Outcomes

By the end of the lesson, students:

- Engage in well-argued and critical discussions on AI
- Demonstrate control of academic language and intonation
- Use AI tools as independent learning resources
- Show a high level of linguistic awareness

C2 LEVEL LESSON PLAN

AI Tool: AI Learna

Topic

Developing Advanced Speaking and Critical Thinking Skills Using Artificial Intelligence (AI Learna)

Lesson Title

Critical Thinking and Decision-Making in Contemporary Society with AI Learna

1. Lesson Objectives

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

- analyse complex social, ethical, and personal dilemmas;
- express opinions in a well-structured, persuasive, and academically appropriate manner;
- respond spontaneously to challenging and thought-provoking questions;
- use **AI Learna** as a tool for discussion, reflection, and self-analysis;
- improve speaking fluency, logical coherence, and use of academic register.

2. Learning Tasks (Aims)

- activate advanced vocabulary related to abstract concepts, ethics, and responsibility;
- develop structured argumentation (claim–reason–example–counterargument);
- encourage metacognitive reflection;
- foster the ability to adjust or reconsider one’s position during discussion.

3. Materials

- **AI Learna** (<https://ailearna.com/>)
- Headphones with microphone
- Dilemma and problem-scenario cards
- Whiteboard or digital board

4. Lesson Procedure

1. Warm-up – Conceptual Activation (7–10 minutes)

The teacher presents statements for discussion:

- “Decision-making today is more complex than ever before.”
- “Technology supports decision-making but weakens critical thinking.”

Students briefly respond by stating their position **without explanation** (agree / disagree + one sentence).

2. Pre-speaking Activity – Academic Discourse (10 minutes)

Advanced discussion phrases:

- *From a broader perspective...*
- *One could argue that..., however ...*
- *This raises an ethical dilemma...*
- *A possible counterargument would be...*
- *The long-term consequences might include...*

The teacher demonstrates how AI Learna asks **critical, follow-up, and expanding questions**.

3. Speaking Practice with AI Learna (20 minutes)

Students work individually using AI Learna.

◆ AI Learna Dialogue Prompts (C1–C2)

1. **“Describe a difficult decision you or someone else had to make. What factors influenced the final choice?”**
2. **“Do you believe critical thinking is a skill that can be taught, or is it mainly developed through experience?”**
3. **“Discuss a situation where following rules may conflict with moral responsibility.”**
4. **“How does modern technology influence our ability to think independently?”**
5. **“Should efficiency be prioritised over ethics in certain situations? Defend your position.”**
6. *(Challenge* *prompt)*
“Reconsider your initial opinion after hearing a counterargument. Explain what changed.”

Students:

- speak in extended, well-structured responses;
- react to AI follow-up questions;

- provide examples and counterarguments.

4. Interactive Discussion – Academic Debate (15 minutes)

Students work in **small groups**.

Task:

- Choose one dilemma.
- Prepare:
 - a main argument;
 - a counterargument;
 - a possible compromise or alternative solution.

At least one group member must **deliberately change their position** during the discussion.

5. Wrap-up and Reflection (5–7 minutes)

Reflection questions:

- “How did AI Learna influence your thinking?”
- “Did you change or refine your position during the debate? Why?”

5. Assessment

Student performance is assessed using two complementary tools:

◆ A. General Speaking Assessment Rubric (C1–C2)

Criterion	4 – Outstanding	3 – Very Good	2 – Satisfactory	1 – Limited
Argument structure	Logical, coherent, and in-depth	Clear, with examples	Limited	Disorganised
Academic vocabulary	Precise and varied	Adequately varied	Limited	Inappropriate
Critical thinking	Deep and reflective	Evident	Superficial	No reflection
Interaction	Active and adaptive	Appropriate	Weak	Avoided

Speaking fluency	Natural, almost no pauses	Minor pauses	Frequent pauses	Hinders understanding
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◆ **B Debate Assessment Form (C1–C2)**

Topic: _____

Student name: _____

Date: _____

1. Content and Argumentation

Criterion	4 – Excellent	3 – Very Good	2 – Satisfactory	1 – Limited	Score
Clarity of arguments	Very clear and precise	Clear	Sometimes unclear	Unclear	<input type="checkbox"/>
Justification	Strong examples and evidence	Some examples	Weak examples	None	<input type="checkbox"/>
Counterarguments	Actively analysed	Presented	Minimal	None	<input type="checkbox"/>
Logical structure	Highly coherent	Mostly coherent	Occasionally disorganised	Disorganised	<input type="checkbox"/>

2. Language Use

Criterion	4 – Excellent	3 – Very Good	2 – Satisfactory	1 – Limited	Score
Academic vocabulary	Wide and precise	Appropriate	Limited	Inappropriate	<input type="checkbox"/>
Fluency	Natural, fluent	Minor hesitation	Frequent pauses	Hinders understanding	<input type="checkbox"/>
Grammar accuracy	Almost error-free	Few errors	Many errors	Serious errors	<input type="checkbox"/>
Pronunciation / intonation	Clear and engaging	Clear	Occasionally unclear	Hard to understand	<input type="checkbox"/>

3. Interaction and Debate Skills

Criterion	4 – Excellent	3 – Very Good	2 – Satisfactory	1 – Limited	Score
Responsiveness	Highly responsive	Responsive	Minimal response	No response	<input type="checkbox"/>
Listening skills	Active and respectful	Mostly attentive	Occasionally inattentive	Poor listening	<input type="checkbox"/>
Position adjustment	Clearly justified change	Attempts	Rare	None	<input type="checkbox"/>
Debate etiquette	Highly respectful	Respectful	Interrupts at times	Disrespectful	<input type="checkbox"/>

4. Overall Feedback

Strengths:

.....

Areas for improvement:

.....

5. Student Self-reflection

Tick or answer briefly:

- My arguments were clear
- I presented a counterargument
- I responded to others' ideas
- I changed or refined my opinion

What would I do differently next time?

.....

6. Homework (Optional – Choose ONE)

Option 1 – Reflective AI Dialogue

Task:

Discuss with **AI Lerna**:

“What ethical responsibility do individuals have in shaping the future of society?”

Write **120–150 words** explaining **how the AI questions influenced your thinking**.

□ Option 2 – Academic Essay

Task:

Write **180–220 words** on the topic:

“Is independent thinking still possible in a highly digitalised world?”

● Option 3 – Critical Video / Audio Reflection

Task:

Create a **2–3 minute audio or video recording**:

“Describe a belief you have questioned or changed and explain why.”

7. Learning Outcomes

By the end of the lesson and homework tasks, students:

- discuss complex issues at an academic level;
- justify, challenge, and revise their viewpoints;
- use artificial intelligence as a catalyst for critical thinking;
- speak fluently, accurately, and persuasively in English.