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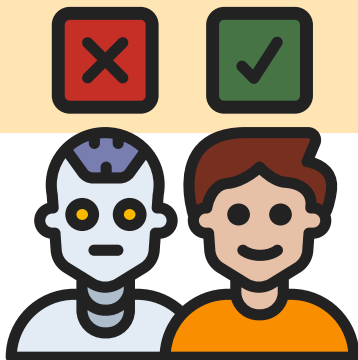
Background

Work on AI began in the 19th century with the Calculus Revolution of Babbage and Lovelace.

In 1950, Alan Turing's Turing test allowed evaluation of machine intelligence, and in 1956 the term "Artificial Intelligence" was officially coined.

Early symbolic AI systems in the 1960s aimed to simulate human reasoning, and in the 1980s improved hardware and the introduction of neural networks allowed more rapid development.

Major breakthroughs came in the 2000s, so that modern AI can now perform a broad range of tasks.



1.2

AI tools and what they can do

AI tools perform specialized tasks including language processing, image recognition, and making personalised recommendations. *In adult education, AI enables personalised learning and assessment and enhances teaching and collaboration*

1.3

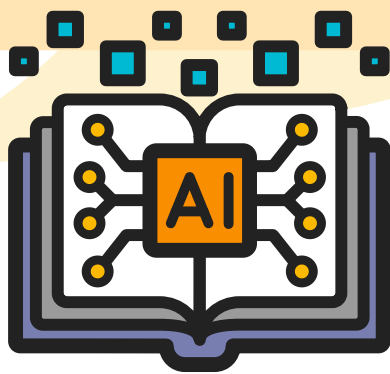
Benefits of AI in education

AI supports inclusive, efficient, and interactive learning environments for educators and learners:

- **Personalised learning:** adapts to individual needs, with tailored content and pacing
- **Teacher Support:** automates admin tasks and some grading so that teachers can focus on their learners
- **Accessibility:** supports those with Special Learning Differences with tools and tailored learning approaches
- **Enhances engagement:** with interactive tools such as chatbots and evolving online language learning environments

Steps to using AI in education

1. Identify needs and objectives
2. Choose appropriate tools
3. Plan and organize rollout carefully
4. Review regularly and adapt uses as necessary



1.4

AI and accessibility

AI supports equal opportunities and inclusive digital environments:

- improves access to education for learners with physical, cognitive, and linguistic differences
- supports personalized learning for learners with eg ADHD, dyslexia, and autism.
- enhances inclusivity with tools like speech-to-text, screen readers, real-time translation etc

1.5

Ethical issues with AI

- environmental impact: AI data centers use a lot of energy and water; this contributes to emissions and puts strain on water resources
- hardware production relies on rare earth minerals; this impacts ecosystems
- danger of increased misinformation in AI outputs
- threats to copyright and authorship rights
- plagiarism

Want to find out more? Check out the guided e-learning course [HERE](#) (it's free!)
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2.1

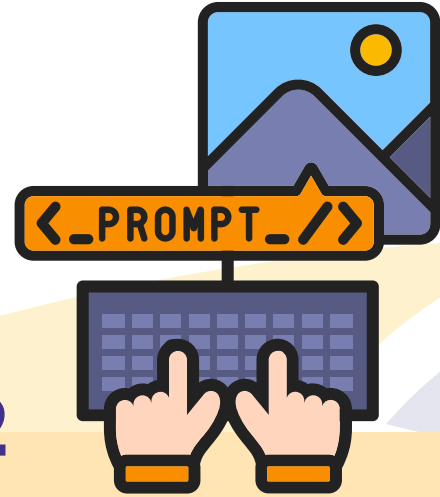
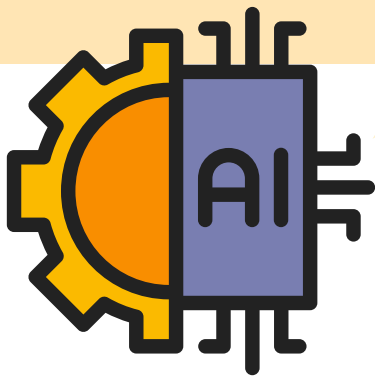
Finding the best AI tools for you and your learners

Don't get overwhelmed! To find the tools that are good for you...

- Join training courses/social media groups for your own country/language.
- Set aside a fixed (limited) time to check discussions/try out new tools

Assess AI tools critically!

- Will they work for you/your learners?
- Are they.... easy to use? accessible? affordable?
- Do they produce the results you need?



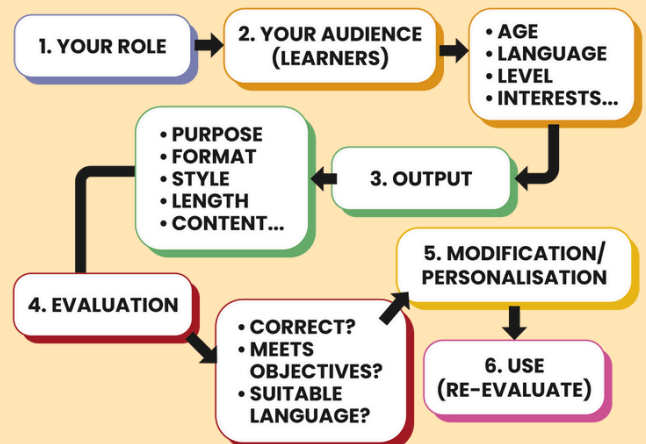
2.2

Writing good prompts

General hints:

- Plan first – save yourself time!
- Save good prompts to use again/modify
- Set up a prompt library with colleagues

PROMPT WRITING IN A NUTSHELL



2.3

AI for administration

Save time and energy! use AI to streamline administrative tasks:

- emails, reports, recommendation letters
- course and lesson plans
- writing up notes, revising/summarizing texts

You may need to edit AI outputs, but at least the job is started.

CAREFUL!

Never input personal information to AI! Add it only after you've downloaded the AI draft



2.4

Creating lesson materials

Use AI to create materials targeted for your learners/the issue that you're teaching.

Not sure what kind of activities / materials you want to use? Ask AI to suggest some, then choose the ones you like best. You'll find lots of ideas in the online learning course.

CAREFUL!

Respect copyright! Don't upload copyright materials.

2.5

Being the human in the room

Don't worry! Human teachers are still needed to...

- build connections, interact with learners in more personal ways
- motivate, encourage, support
- foster interaction with other learners
- explain nuances and things that "just work" in language



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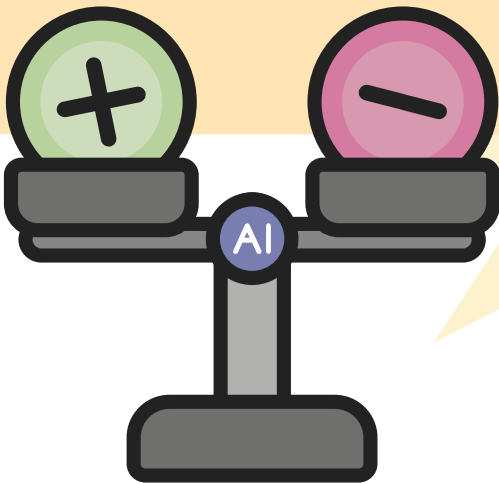
3.1

Things to bear in mind when using AI

AI offers benefits, but also dangers:

- Bias and stereotypes
- Hallucinations, fake news
- Language bias: promotes one language/variety over others
- Plagiarism, breach of copyright
- Environmental/sustainability concerns.

Classroom activities to make learners aware of these (and more) are in the online course.



3.2

Benefits of using AI in language learning

- 24/7 support, wherever the learner is
- Personalized learning, adapted to individual needs.
- Enhanced accessibility for learners with disabilities.
- Reduced language anxiety; encourages interaction and collaboration

3.3

Teacher Support for Learners Working with AI

Teachers needed to...

- guide overall learning, keep an overview of the curriculum
- provide motivation, emotional support
- teach prompting skills, model critical thinking

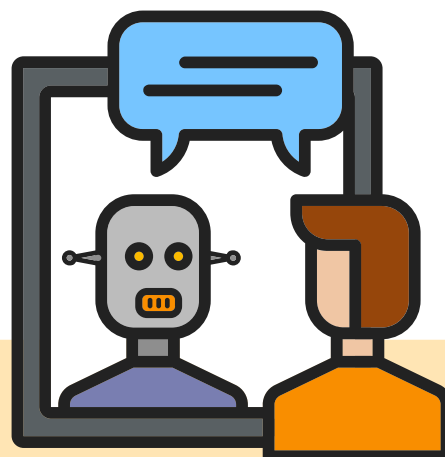
3.5

Independent language practice with specialist AI tools

Some possible tools to use (more in the chapter online):

- general language learning: Duolingo, Talkpal, Ling, Babbel etc.
- pronunciation and speaking: ChatGPT Voice, Gliglish, ELSA
- reading comprehension (simplified texts, exercises): Diffit
- help with writing, grammar, and feedback: Grammarly and Quillbot

3.4



General AI tools for independent language practice

eg ChatGPT, Copilot, Gemini...

BUT: Important to use AI to support learning, not to replace it!

Some ways to use AI (many more in the learning unit itself):

- generating vocabulary lists, quizzes, picture-based tasks
- providing grammar explanations and exercises
- roleplaying conversations – to build speaking / listening skills
- creating reading texts with comprehension questions
- providing feedback on writing

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4.1

Background

Definitions:

- Formative feedback; ongoing process to help learners progress
- Summative feedback; final assessment at the end of a course

Digital tools can:

- Ease teacher workload; offer real-world, adaptive assessment
- Support diverse learner needs through accessibility features/personalized learning
- Maintain engagement and avoid quiz fatigue through format variation
- Help detect and prevent cheating

Important!

- Protect data privacy and follow cybersecurity standards
- Be prepared to support learners with limited digital skills/access to tools



4.2



What Digital Tools Provide

Digital tools enhance collaboration, creativity, and media literacy. They can offer real-time feedback, personalization, and adaptive learning. Authentic assessments (e.g., vlogs, interviews) promote real-world skills.

Feedback

- includes appreciation (praise) and coaching (guidance)
- Most effective when timely and actionable
- Using digital tools, teachers (and others) can provide eg comments, highlights, or voice notes

Assessment

- Includes self-, peer-, and teacher-evaluation, supported by digital tools
- Automated grading can save time, improve consistency

4.3

Feedback and assessment using AI

Benefits of AI:

- Helps generate tasks, quizzes, rubrics, feedback comments, etc.
- Drafts report card comments efficiently
- Automates grading of simple tasks, saves teacher time

Dangers:

- Information bias
- Not accurate enough for assessments: avoid using AI for high-stakes grading
- Data privacy issues: should always get learner consent before inputting their work

Assessment design in the age of AI:

Traditional tests favour rote learning and standardized answers—ideal for AI, but not humans. New approaches are needed: for example, Furze’s AI assessment scale which allows for different degrees of AI use.

Possible AI-proof tasks:

in-person exams, personal responses, questions related to topical / local issues

Assessments alongside AI:

emphasis on creativity, critical thinking, active, real-life use of the language



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5.1a

Understanding Digital Feedback Tools

a. Benefits and drawbacks

benefits:

- Real-time, automated feedback enhances learning efficiency
- Tools track progress and support personalized rubrics
- Multimedia and peer feedback support diverse learning styles
- Anonymous feedback encourages honest peer interaction

drawbacks:

- May lack context, personalisation, and emotional support
- Risk of over-reliance and linguistic bias
- Accessibility and interactivity can be limited
- Often oversimplify complex feedback
- Can struggle with pronunciation, nuanced language



The importance of feedback for learners

Feedback in the language classroom (and elsewhere):

- Clarifies understanding and helps improve language skills
- Boosts confidence and enhances motivation
- Fosters communication and encourages active engagement
- Helps personalise learning

5.1b

Understanding Digital Feedback Tools

b. Hints for choosing and using digital tools for learner feedback:

Simplicity and accessibility are key, so...

- Use familiar devices (smartphones, PCs) for basic digital feedback
- Other options include: desktop apps, browser extensions, web apps, blended platforms and more
- Choose tools based on learners' age, tech skills, and learning goals
- Match tools to the skill being assessed and level of autonomy; prioritise inclusivity
- Ensure data privacy and security

5.2

Tools for digital feedback: grammar and writing

(More in the online unit)



Write & Improve: AI-based writing feedback aligned with Cambridge exams.



Google Classroom: enables multimedia feedback and peer interaction.



Talk and Comment: Chrome extension for quick voice feedback via links.



Kaizena: Google Docs add-on for voice comments, saved lessons, and skill tracking.

5.4

Tools for digital feedback: listening/comprehension



Screencastify – teachers can record comments on screencasts of learners' work; this allows them to focus on particular aspects, and is less likely to lead to miscommunication.

Zoom and other meeting tools could also be used for this.



5.3



Tools for digital feedback: speaking/pronunciation



Audacity – teachers can record/edit feedback before sharing it with students: allows for faster, more personalised feedback



Mote – downloadable chrome extension allows unlimited voice notes to give feedback on pronunciation and learner work in general

Want to find out more? Check out the guided e-learning course [HERE](#) (it's free!)
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6.1

Inclusion, Diversity, and Equity

Definitions:

- **Diversity:** differences within a group (language, culture, learning styles, background...)
- **Inclusion:** creates an environment where all students can participate fully and feel supported
- **Equity:** Focuses on fairness. Provides tailored support so every learner can succeed
- **The Matthew Effect:** Early (dis)advantages compound over time, widening educational gaps. Addressing inequity requires early intervention and personalised support



6.2–6.6

Some fast facts about SLDs (Specific Learning Differences)

- **SLDs:** a variety of neurological and cognitive conditions that affect how someone learns and processes information – differences, not disabilities
- **Dyslexia, ADHD, dyscalculia, autism, mental health conditions, etc**
- **Comorbidity:** SLDs often co-occur. Individuals experience multiple conditions simultaneously. Comprehensive assessment and support strategies are needed
- **In society:** around **15–20%** of people have SLDs. Numbers vary according to national criteria. SLDs (esp dyslexia, ADHD) overrepresented in prison populations, but also among self-made millionaires
- **In education:** learners with SLDs face higher dropout and mental health risks
- **Recognizing SLDs** is key to inclusive, equitable education; early identification and tailored support help all students thrive
- **Teachers aren't diagnosticians** but can play a key role in early screening: keep an eye on your learners

6.7

Recognizing signs of dyslexia, ADHD and autism.

A few common indicators are listed in the following.

For the comprehensive list, see the **online learning unit**.

For ways in which language learning in particular can cause challenges to each type of learner, see **chapter 6.9**



Dyslexia

(Differences in processing language and general information)

Some signs to be aware of:

- **Decoding skills:** learners struggle to pronounce new words or to read in the target language
- **Phonological awareness:** problems with pronunciation, hearing differences/similarities between sounds

Autism Spectrum Disorder (ASD)

(affects how individuals perceive and interact with the world)

Some signs to be aware of:

- **Differences in social communication:** difficulties interpreting tone, body language etc
- **Sensory processing differences:** may find stimulus in language classes overwhelming and need to withdraw from eg oral practices

ADHD

(Issues with planning, organizing, regulation of emotions and impulse control)

Some signs to be aware of:

- **Difficulty with focus:** learners find it hard to maintain attention, especially with repetitive exercises/exercises that lack personal relevance
- **Impulsivity:** learners may jump into a task before all instructions have been given. resulting in errors/frustration

Other learners might struggle with other types of social, emotional, behavioural and physical difficulties.

Teachers can adapt their strategies to address all these challenges.

More in **Unit 7**.



Want to find out more? Check out the guided e-learning course [HERE](#) (it's free!)
Explore additional useful material on our webpage: www.empower4digiline.eu

Learning unit 6 looked at the features of some learners with Specific Learning Difficulties (SLDs).

Here you'll find some suggestions for how to support them in language classes. Lots more practical ideas in the online course!

7.1



Learners with ADHD

- Break tasks into smaller steps (only one or two steps at a time)
- Use visual clues (numbered lists, step-by-step task breakdowns)
- Use movement and hands-on activities

Learners with Autism Spectrum Disorder (ASD)

- Minimize sensory overload: reduce background noise and unnecessary distractions
- Use clear and literal language: give direct, unambiguous instructions with predictable routines
- Incorporate visual strategies: pictures, diagrams, color-coded notes to reinforce verbal instruction. Provide written schedules and checklists for predictability

7.2

Learners with dyslexia

- Visual support: provide a front-row seat with direct line of sight to teacher and board
- Minimise distractions: reduce visual distractions, offer noise-cancelling headphones for independent work
- clear instructions: give step-by-step instructions; use visual aids to help



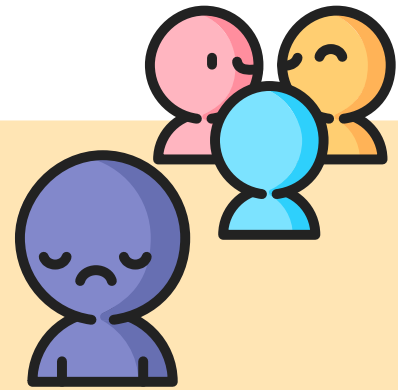
7.3



Gifted students

- Encourage depth and complexity: offer extension activities, higher-level thinking questions
- Allow for independent and self-paced learning: provide a choice of assignments
- Address perfectionism/emotional challenges: emphasize effort over perfection and normalise mistakes

7.4



Social, emotional and behavioural difficulties

- Create a safe and supportive learning environment with clear expectations and simple and consistent rules
- Encourage emotional regulation: allow students to express how they feel, teach and promote relaxation techniques; provide breaks when needed
- Support social development: use structured pair and group work; model appropriate communication strategies

7.5



Learners with physical difficulties

- Ensure physical accessibility in the classroom: arrange adjustable seating for easy access, minimise physical barriers
- Adapt teaching materials: make them available in multiple formats (digital, audio, text to speech software, braille...)
- Offer alternative participation methods: spoken not written responses, modify hands-on resources...

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8.1

Online learning, online teaching

Synchronous:

teacher and learners online at the same time

- + Real-time interaction for live feedback and community
- Lacks flexibility

Asynchronous:

No live interaction between teachers and learners

- + Self-paced study, autonomy
- Reduced social contact, possible reduction in motivation



Advantages

- Flexibility in time, location
- Supports different learning styles, diverse learners
- Encourages learner independence and responsibility
- Inclusive strategies (e.g., multiple content formats, accessible tools) can enhance participation



Challenges

- Reduced personal interaction (especially problematic in language learning)
- The “digital divide” – some learners lack tools, skills to engage

Solutions:

Must address technical, social, accessibility barriers.

Accessibility

Allows all learners (including those with disabilities) to engage with content

Key tools:

- Subtitles, alt text, clear language, multiple content formats
- Build in accessibility features in eg Microsoft Word and PowerPoint

To support different learning speeds/styles:

- Clear course structure, media variety, interactive options.



8.2

Blended learning, blended teaching

Combines face-to-face and digital formats:

Flexible, interactive

Advantages:

Supports diverse learning styles, self-paced progress

Challenges:

Managing transitions, digital access

Solutions:

- Clear course structure
- Accessible materials
- Technical support



Some effective strategies



Flipped classroom:

Learners study theory online, then apply it in class activities;

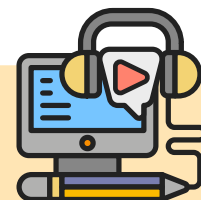
Microlearning:

Short, focused online units – enhance flexibility and retention;

Face-to-face time:

- For active, collaborative learning
- Continuous feedback in both phases supports progress

Hybrid learning



Learners in class and online simultaneously:

Synchronous/ asynchronous learning according to content and learner needs

Advantages:

Meeting individual needs, self-directed learning

Challenges:

Planning and structuring, accessibility and inclusivity

Solutions:

- Planning to ensure balance, accessibility, and clear structure
- Support strategies: clear goals, regular contact and feedback, accessible tools

Want to find out more? Check out the guided e-learning course [HERE](#) (it's free!)
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9.1

What is media literacy?

The ability to:

- Access, analyse, evaluate, create and share **media content critically**
- Helps users recognise bias, misinformation, and hidden influences (eg algorithms, ads)
- Permits informed, safe, and responsible media engagement

Key skills:

- Critical thinking, awareness of how digital media works
- Management of digital footprint
- Ability to verify sources, avoid scams

9.2

Some hints for teaching Media Literacy

- Identify learners' media habits and assess their weaknesses (see 9.3)
- Start with the basics (e.g. bias) then move on to complex topics (e.g. misinformation)
- Use authentic, level-appropriate materials, practical, relevant examples
- Encourage critical thinking through discussions, fact-checking exercises, etc.

There are plenty of practical hints for activities you could use with your learners in the online course.



9.3

Assessing media literacy in your classroom

Some possible activities for evaluating skills:

- Fake news quizzes
- Media analysis and verifying sources
- Own content creation
- Identifying bias and emotional manipulation
- Image quizzes to distinguish real vs. AI-generated visuals



Did you know? The Empower project is also creating an online Digital Resilience game, which covers a lot of these topics.

It's suitable for language learners (and others) from around A2/B1 level up, and there is a teacher guide with support materials, extra activities etc.

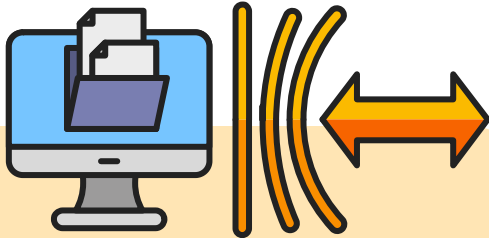
More details on our website (Nov/Dec 2025)



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Want to find out more? Check out the guided e-learning course [HERE](#) (it's free!)
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10.1



What is digital resilience?

The **ability** to:

- Anticipate
 - Adapt to
 - Recover from
- } **Digital challenges**

It supports mental health, balanced media use.

Key skills:

- Reflection
- Self-regulation
- Openness to digital change

Risks:

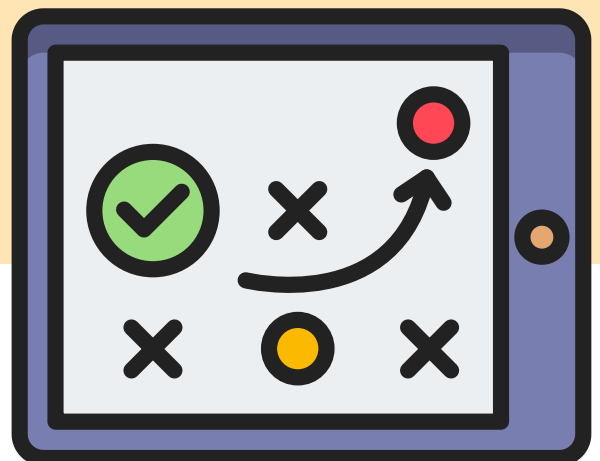
- Stress
- Addiction
- Social isolation



10.2

Strategies for building digital resilience

- Use mindfulness, micro-breaks to help manage digital stress
- Set communication boundaries and digital detox routines
- Encourage analogue learning, self-care, social interaction
- Use tools like Forest or Freedom to monitor screen time



10.3

Skills required for digital resilience

Stressors include:

- Information overload
- Constant availability

Amplifiers include FOMO, self-pressure

Resilience must be developed continuously:

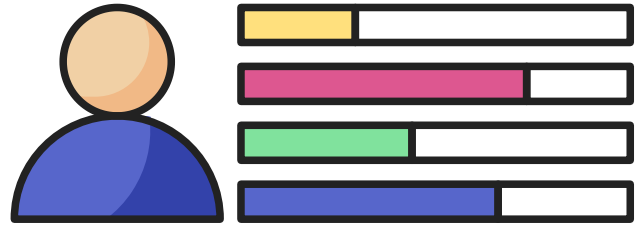
- Lifelong learning
- Self-awareness
- Openness to digital change

Key skills includes:

- Instrumental (e.g. digital detox, time management)
- Mental (e.g. mindset, acceptance)
- Regenerative (e.g. rest, analogue balance)

Key strategies:

- Regular data backups, digital detox, mindful tech use
- Build supportive networks—personal and professional—for shared resilience
- Reflect regularly on digital habits, emotions, and impacts on life



10.4

Integrating digital resilience into language teaching

- Teach technical, personal, and social digital skills alongside language
- Use team projects, research, and presentations to explore digital topics
- Include mindfulness, stress management, and self-regulation exercises



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