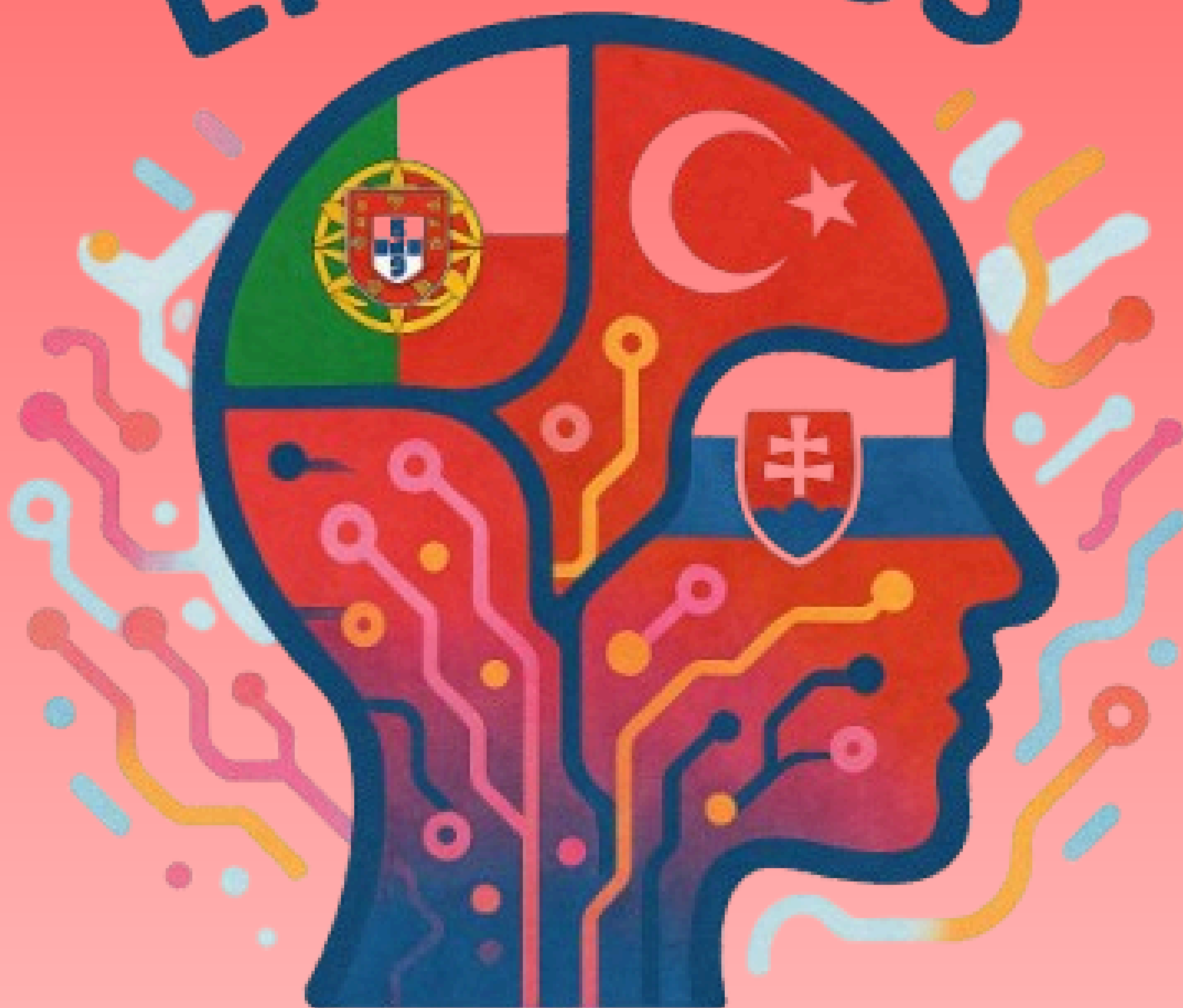
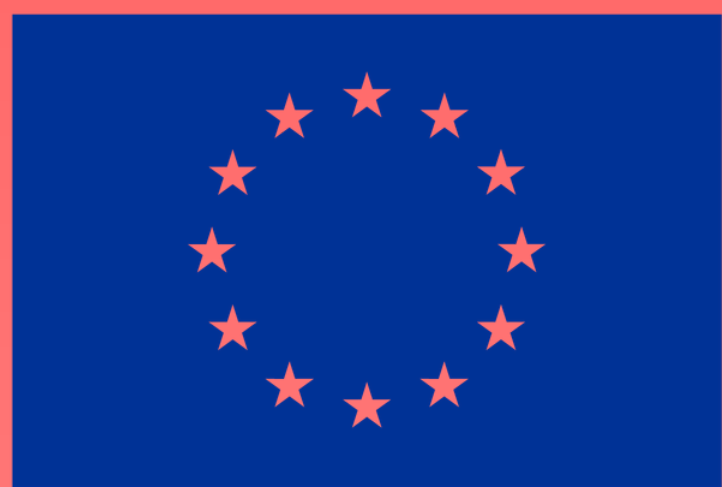


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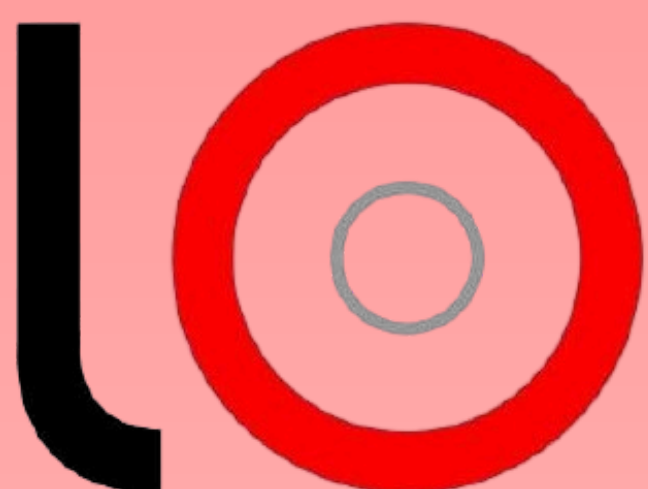
**THE USE OF ARTIFICIAL
INTELLIGENCE IN
FORMAL EDUCATION**



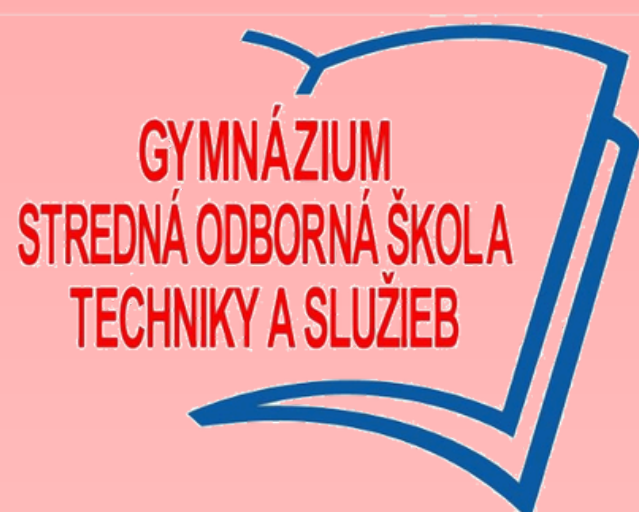
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The use of AI in languages

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LISTENING & SPEAKING SKILLS (COMMUNICATION SKILLS)

In this session, students practise listening and speaking through interactive icebreakers, AI-supported dialogues, and role-play activities to build confidence and communication skills in everyday situations.

OBJECTIVES:

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

- Actively listen to short conversations and identify key information
- Express themselves clearly using simple sentences and common English phrases
- Ask and answer questions to sustain a conversation
- Respond naturally during peer interactions
- Apply strategies to manage misunderstandings or unfamiliar vocabulary

TARGET GROUP:

Students aged 14 – 19
(B1 – B2 English level)

TIME AND SPACE:

45-minute session

Classroom with projector, internet access, board, and space for group work

METHODS:

- Communicative Language Teaching (CLT)
- Pair work & group discussion
- Task-based learning
- AI-assisted work

TOOLS:

Traditional resources:

- Whiteboard and markers
- Worksheets / prompt cards
- Short audio or video clips (considering alignment with syllabus/curriculum content)

Digital resources:

- Computer and projector
- Internet access

AI TOOLS:

- ChatGPT (or similar / according to students' preferences) – generation of dialogues, role-play scenarios, and conversational prompts
- YouGlish (or similar / according to students' preferences) – pronunciation support and authentic language examples
- Speech-to-text tools (optional) – to support speaking practice and self-monitoring

Listening & Speaking Skills (Communication Skills)

1. General Information

Target Group: Students aged 14 - 19 (B1 - B2 English level)

Duration: 45 minutes

Learning Environment: 45-minute session + Classroom with projector, internet access, board, and space for group work

Materials: Paper and pen/pencil (according to students' preference)

2. Objectives

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

1. Actively listen to short conversations and identify key information
2. Express themselves clearly using simple sentences and common English phrases
3. Ask and answer questions to sustain a conversation
4. Respond naturally during peer interactions
5. Apply strategies to manage misunderstandings or unfamiliar vocabulary

3. Expected Learning Outcomes

Students will be able to:

- Understand the main idea and key details of short-spoken dialogues
- Participate in simple, everyday conversations
- Use common expressions to show interest, agree/disagree, and ask for clarification
- Demonstrate increased confidence when speaking English
- Apply at least one listening strategy and one speaking strategy in real-life contexts

Methods

- Communicative Language Teaching (CLT)
- Pair work & group discussion
- Task-based learning

4. Technical - Pedagogical Resources (Including AI Integration)

Traditional resources:

- Whiteboard and markers
- Worksheets / prompt cards
- Short audio or video clips (considering alignment with syllabus/curriculum content)

Digital resources:

- Computer and projector
- Internet access

Artificial Intelligence tools:

- ChatGPT (or similar / according to students' preferences) - generation of dialogues, role-play scenarios, and conversational prompts
- YouGlish (or similar / according to students' preferences) - pronunciation support and authentic language examples
- Speech-to-text tools (optional) - to support speaking practice and self-monitoring

AI is used as a support tool for active learning, enabling personalised input, interactive practice, and simulation of real-life communication contexts.

5. Lesson Development

5.1. Introduction and Safe Learning Environment (5 minutes)

The session begins with the teacher/trainer welcoming students and establishing a friendly, inclusive atmosphere. The teacher briefly introduces him/herself, sharing relevant background information, and invites students to introduce themselves informally (in a simple and informal way), helping to create a comfortable, inclusive and supportive learning environment.

The lesson structure, objectives, and expected learning outcomes are then clearly outlined to ensure students understand the purpose of the session.

This stage aims to create a safe, engaging, and collaborative learning environment, encouraging participation and openness throughout the lesson.

5.2. Icebreaker - "Find Someone Who..." (5 minutes)

Purpose: To promote/encourage movement and interaction, active listening/practice simple speaking + listening, and student confidence/ help students feel comfortable

Students move around the classroom asking questions based on prompts displayed on the board, such as:

- "Do you like watching films in English?"
- "Have you travelled to another country?" (...)

And

Find someone who...:

- likes watching movies in English ("What kind of movie do you like to watch?" / "What kind of films are you into?")
- has travelled to another country (and then, "Where have you travelled?")
- enjoys speaking English (and "Why do you enjoy it?")
- plays video games in English ("Which video games do you like playing?")
- listens to music ("What do you like listening to?")

When they find someone who answers "yes", they:

- write the student's name
- ask a follow-up question

Instructions to students - **Students**:

1. Walk around the classroom

2. Ask questions like:

- "Do you like watching movies in English?"

1. When they find someone who says yes, they:

- Write the student's name

- Ask one follow-up question (e.g., "What movies?")

(if time allows - students can find different people for each answer)

This activity encourages:

- authentic communication
- repetition in a natural context
- active engagement from all students

Transition: The teacher/trainer highlights that students have already practised key communication skills (asking questions and listening).

5.3. Introduction to Core Concepts (10 minutes)

Key concepts are introduced in a simple and practical way:

Communication:

Sharing ideas and understanding others (speaking + listening)

“Communication is when we share ideas and understand other people. It includes speaking and listening.”

Active listening:

- Listening for key words
- Identifying the main idea (not every word)
- Showing engagement (e.g. eye contact, nodding)

Speaking for communication:

- Clarity over accuracy
- Use of simple, effective language

Questioning techniques:

- Yes/No questions (e.g. “Do you like...?”)
- Open-ended questions (e.g. “Why do you like...?”)

Natural responses:

- Showing interest and engagement

Dealing with/Managing difficulties (Very Important for Confidence):

- Using strategies such as asking for repetition or clarification

A short audio/dialogue may be used, followed by guided questions to support comprehension (for example, considering alignment with syllabus/curriculum content).

Normalise mistakes:

“If you don’t understand, it’s OK.”

Give survival phrases:

- “Can you repeat?”
- “I don’t understand”
- “How do you say... in English?”

Example - Write on board:

- Listen for key words
- Ask questions
- Respond naturally

Play a short audio/dialogue (e.g., ordering food or a job interview).

Guide students:

- “What is happening?”
- “What words helped you understand?”

5.4. Practical Activities (25 minutes)

Activity 1 – AI-Supported Dialogue Practice (10 minutes)

Students work in pairs and use ChatGPT (or other at students' preference) to generate short dialogues based on scenarios such as:

- customer and waiter
- job interview

They then practise the dialogues orally.

Teacher's role:

To monitor, support, and encourage participation, providing feedback where necessary.
(Walk around, encourage, correct gently.)

Activity 2 – Speaking game: Role-play Challenge (15 minutes)

Students are given communicative scenarios, such as:

- a lost tourist asking for directions
- explaining a problem at school
- making a complaint

Students perform their role-plays in front of the class.

Optional: introduce “emotion cards” (e.g. nervous, excited, frustrated) to increase engagement.

This activity develops:

- fluency
- spontaneity
- confidence

5.5. Reflection & Closure (5 minutes)

The lesson concludes with a guided reflection:

- What did you find easy or difficult?
- What new expressions did you learn?
- Do you feel more confident speaking English?

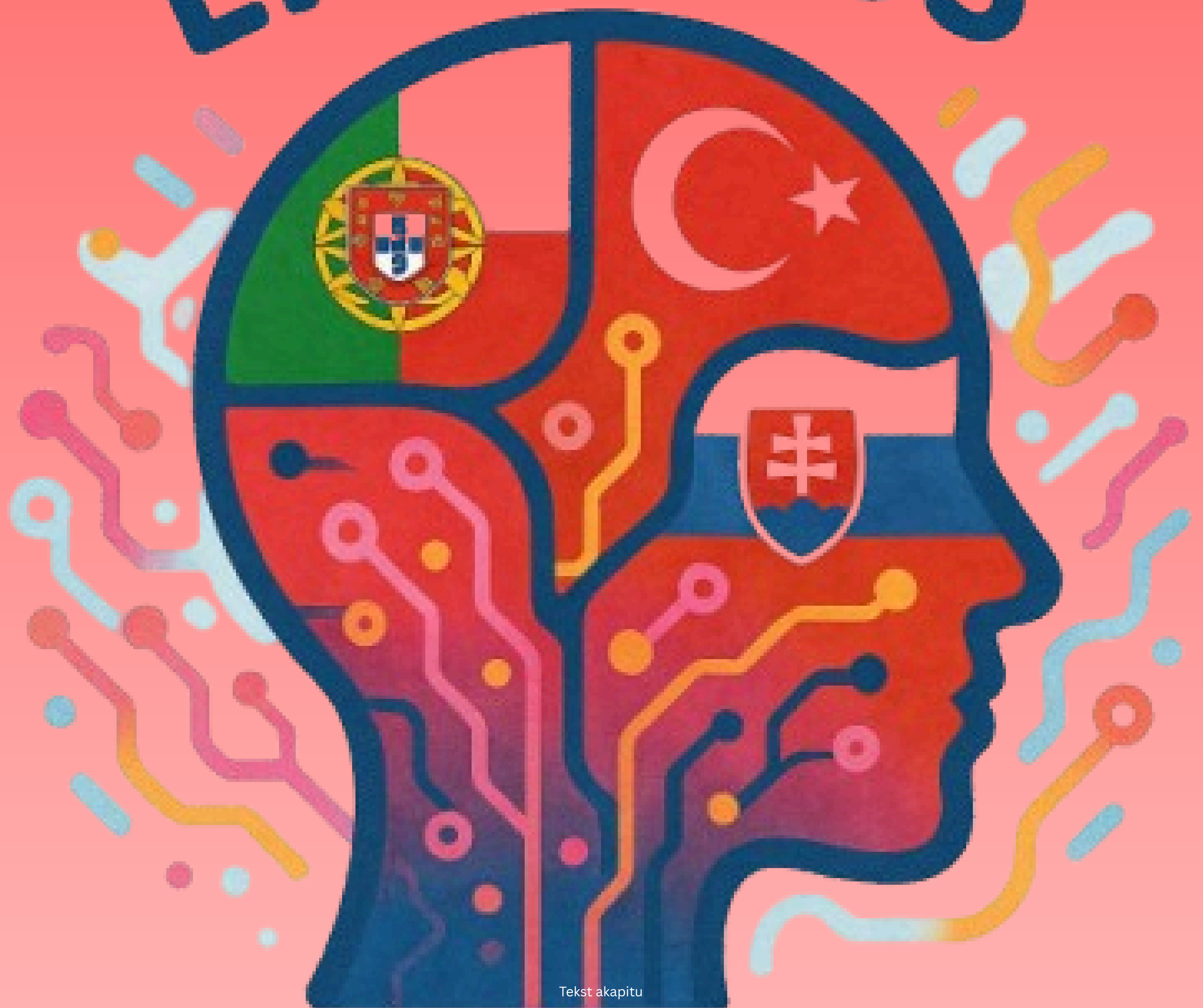
The teacher reinforces progress and highlights the importance of continued practice.

This stage allows students to consolidate their learning and relate it to real-life situations.

6. Final Remarks

- The lesson follows a student-centred approach, promoting active participation
- AI tools enhance engagement and provide realistic communication practice
- The focus is on effective communication rather than linguistic perfection

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THE USE OF ARTIFICIAL INTELLIGENCE IN FORMAL EDUCATION