

TECHNOLOGY- ENHANCED LESSON PLANNING FOR 21ST-CENTURY SKILLS:

CLASSROOM PRACTICES IN TURKISH
PREPARATORY SCHOOLS

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This handbook is a product of a teacher training project funded by the British Council and organized by INGED. INGED members collaborated closely and shared responsibilities to bring it to life, as outlined below.

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Foreword

As English language teaching continues to evolve in response to rapid technological advancements and shifting educational paradigms, the need for principled, context-sensitive, and forward-looking lesson planning has become more critical than ever. This handbook, *Technology-Enhanced Lesson Planning for 21st-Century Skills: Classroom Practices in Turkish Preparatory Schools*, emerges from this very need, offering a timely and comprehensive contribution to the field.

Developed within the scope of the project supported by the British Council, this work reflects a shared commitment to enhancing teaching practices through meaningful and pedagogically grounded uses of technology. Rather than positioning technology as an end in itself, the handbook adopts a clear stance: digital tools, and more recently, artificial intelligence, must serve pedagogical purposes, support learner development, and be critically and ethically mediated by teachers.

What makes this volume particularly valuable is its holistic perspective on lesson planning. It moves beyond traditional, procedural understandings and redefines planning as a dynamic, reflective, and learner-centered process. By foregrounding principles such as constructive alignment, differentiation, and the integration of learner needs, the handbook provides a solid conceptual foundation for effective instructional design. At the same time, it successfully bridges theory and practice by offering concrete classroom applications that are directly relevant to the realities of preparatory school contexts.

A central strength of this work lies in its explicit integration of 21st-century skills into language education. Communication, collaboration, critical thinking, creativity, and digital literacy are not treated as abstract ideals but as competencies that can be systematically embedded into lesson design. Furthermore, the inclusion of life skills, critical digital literacy, and media awareness reflects an expanded understanding of what it means to educate learners in today's complex and interconnected world.

Equally noteworthy is the handbook's engagement with global perspectives, particularly through the incorporation of the Sustainable Development Goals (SDGs). By situating language learning within real-world contexts and global challenges, the contributors highlight the transformative potential of English language education in fostering agency, responsibility, and active citizenship. The sections dedicated to artificial intelligence are especially timely. They present AI not as a replacement for teacher expertise, but as a pedagogical thinking partner, one that, when used responsibly, can enhance personalization, support scaffolding, and enrich classroom interaction. This balanced and critical perspective is essential in an era where technological possibilities often outpace pedagogical reflection.

This handbook is the result of a collaborative effort by committed educators and researchers who bring together both academic insight and classroom experience. Their contributions demonstrate that effective lesson planning is not a static product but an evolving practice shaped by reflection, context, and informed decision-making.

As the President of INGED, I am proud to present this publication as part of our ongoing efforts to support professional development and innovation in English language teaching. I hope that this handbook will serve not only as a practical guide for teachers but also as a source of inspiration for rethinking how we design learning in technology-rich environments.

I would like to extend my sincere appreciation to all contributors for their valuable work and to the British Council for their support in making this project possible.

INTRODUCTION

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Part I: Lesson Planning Fundamentals, by Büşra Altun, Cennet Ulusoy, and Feride Emir, presents key principles for effective English lesson planning in Turkish preparatory programs. The authors stress the importance of clearly defined learning outcomes aligned with activities and assessment, drawing on Constructive Alignment. They highlight considering learners' diverse needs, sequencing content and skills meaningfully, adapting materials through authentic tasks, and incorporating technology and blended learning. The section also emphasizes differentiation, formative assessment, feedback, and reflective practice as essential for creating learner-centered lessons that foster communicative competence.

Part II: 21st-Century Skills Integrated Lesson Planning, by Tuba Topluk and İzel Andıç Seyhan, explores incorporating 21st-century skills into English lesson planning. The authors highlight competencies such as communication, collaboration, critical thinking, digital literacy, leadership, citizenship, and creativity, showing how these can be developed through meaningful tasks, authentic materials, and collaborative activities. The section also highlights the importance of reflective learning, personalized instruction, and supportive feedback in helping learners develop both language proficiency and the broader competencies needed to participate effectively in academic, professional, and social contexts.

Part III: Learning Skills, written by Emine Yavuz, focuses on the development of key learning skills in language education, particularly the 4Cs (Critical Thinking, Creativity, Collaboration, Communication). The author explains the importance of these competencies in helping preparatory school students transition from rote learning to more active and autonomous forms of learning. The section also highlights the role of Task-Based Learning as an effective methodology for fostering these skills through meaningful language use and collaborative tasks. In addition, it discusses how the purposeful integration of technology within task-based activities can further support learner autonomy and prepare students for academic and real-world communication.

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Part II: Life Skills, written by Betül Güteryüz Adamhasan, Jale Güneş Coşardemir, and Rabia Büşra Çemç, examines the role of life skills in English language teaching. The authors discuss how capacities such as responsibility, decision-making, cooperation, and self-awareness support learner agency and active participation in language learning. The section also illustrates how communicative tasks and technology-enhanced activities—including the use of ChatGPT and other AI-supported tools—can help learners develop these skills while strengthening language proficiency. Emphasis is placed on designing tasks in which students critically evaluate, adapt, and reflect on digital and AI-generated content, promoting responsible and autonomous learning.

Part II: Literacy Skills, written by Neslihan Keleş and Peace C. Chieke, explores the role of literacy skills in contemporary English language education. The authors discuss key literacies relevant to the 21st century, including digital literacy, critical digital literacy, media literacy, and emotional literacy, and explain how these competencies support learners' critical thinking, responsible technology use, and social-emotional development. The section also illustrates how various digital tools, media platforms, and AI-supported resources—such as ChatGPT—can be integrated into language classrooms to enhance learners' analytical skills, digital citizenship, communication, and reflective learning.

Part II: Lesson Planning with Sustainable Development Goals, written by Funda Nediceyuva, Ghada Oudah, and Nur Banu Karaman, examines how Sustainable Development Goals can be integrated into English language lesson planning. The authors highlight how incorporating real-world themes such as sustainability, equality, climate action, and access to education allows learners to use English as a tool for inquiry, collaboration, and social engagement. The section demonstrates how SDG-based instruction can support language development while fostering critical thinking, global citizenship, and learner agency, and it provides practical classroom activities that connect communicative language learning with real-life global challenges.

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Part II: Classroom Practice and Examples, written by İnci Gültekin, Leila Jedi, Fatma Karaman, Çiğdem Engin Gülbenzer, and Özlem Cengiz, presents practical classroom applications that integrate English language teaching with the Sustainable Development Goals. The lesson plans combine language learning with real-world themes such as health, environmental awareness, and social responsibility while promoting 21st-century skills including critical thinking, communication, collaboration, creativity, and digital literacy. Through activities such as discussions, problem-solving tasks, reading exercises, and AI-supported learning tools like ChatGPT, students are encouraged to use English meaningfully while developing awareness of global challenges and their role as responsible global citizens.

PART III: Key Aspects of Using AI in ELT at Preparatory Schools, by Özlem Aksu Kurtoğlu, Görkem Aydın, and Tuğba Aydın Yıldız explore the use of AI in English language teaching at Turkish university preparatory schools, emphasizing its role as a pedagogical thinking partner rather than a substitute for teachers. AI can enhance lesson planning, personalized materials, speaking and writing practice, and digital literacy, while activities like prompt iteration and “Hallucination Hunt” develop students’ metacognitive and critical evaluation skills. However, the chapter stresses that the effectiveness of AI depends on teacher mediation, contextual awareness, and ethical oversight, ensuring outputs align with learning objectives and avoid reinforcing inaccurate language patterns. Conceptualized as a pedagogical amplifier, AI supports differentiated instruction, efficiency, and innovation, but teachers remain central in guiding meaningful, responsible, and reflective use of AI tools in preparatory ELT.

PART III: Using Digital Technologies in Lesson Planning, by Burcu Başak Coşkun, Esra Ayten, and Yasin Ergin highlight how digital technologies support English language teaching by enabling learner-centered instruction, multimodal input, and flexible participation. Tools like learning management systems, multimedia platforms, and digital assessments help teachers design, adapt, and evaluate materials, address diverse learner needs, and foster autonomy through e-portfolios and self-assessment. Their effectiveness depends on teachers’ digital pedagogical skills and purposeful integration, showing that thoughtfully applied technologies can enhance both teaching and student learning in preparatory ELT contexts.

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PART III: Integrating Technology-enhanced lesson planning with 21st century skills, by Nursel Çetinkaya and Serra Taner emphasize how technology-enhanced lesson planning supports the development of 21st-century skills alongside language learning. By integrating digital tools thoughtfully into learning objectives, materials, tasks, and assessments, teachers can foster critical thinking, collaboration, creativity, communication, digital literacy, and learner autonomy. Effective planning ensures that technology mediates learning rather than driving it, enabling interactive, reflective, and personalized experiences. When used intentionally, these practices enhance both language acquisition and transferable skills, preparing students to engage actively and ethically in academic and professional digital environments.

PART III: Classroom Practice and Examples: AI and Digital Technologies, by Selcan Aslı Erim Tiryaki, Ece Atambay Ertürk, Gizem Akıllı, Nursevinç Karakuş, and Talha Erdalı illustrates how AI and digital tools can be integrated into preparatory school language classrooms. It highlights practical strategies for enhancing reading, writing, listening, and speaking skills while promoting learner engagement, autonomy, and critical thinking. The section shows how AI can support pre-reading, while-reading, and post-reading activities, scaffold idea generation and revision in writing, provide personalized listening materials and interactive exercises, and serve as speaking partners offering feedback. Emphasizing that AI is a supportive tool rather than a replacement, it also addresses ethical use, classroom management, and careful planning to maximize learning outcomes.

PART III: Classroom Practice and Examples: Integration of Digital Technologies/AI with 21st-Century Skills, by Kübra Ayaz, Nazife Şen Ersoy, and Hande İsaoglu explores how digital technologies and AI can enhance 21st-century skills in university preparatory English programs. Through task-based lessons, AI supports critical thinking, collaboration, communication, creativity, digital literacy, and learner autonomy. Sample activities include evaluating online sources and creating multimodal campaigns, where AI acts as a scaffold to guide reasoning and idea generation. Integrating these tools increases engagement, supports diverse learners, and prepares students for academic and professional success.

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Part IV: Technology-Enhanced Lesson Planning Solutions to Challenges in English Language Preparatory Schools examines how technology-enhanced lesson planning can help address common challenges in English language preparatory school contexts. Merve Yıldız explores using AI, like Google Gemini Gems, to support writing assessment in preparatory schools, reducing teacher workload while maintaining reliability and feedback quality. AI acts as a scoring partner guided by rubrics and teacher oversight, helping provide clearer, consistent evaluations. Classroom use showed improved efficiency and deeper feedback, highlighting how AI-TPACK can make technology-enhanced assessment effective without replacing professional judgement.

Halil Sarı shows how technology and structured writing cycles foster learner autonomy in preparatory programs. Through group research, drafting, feedback, and revision using tools like LMS and Google Docs, students gradually take control of their learning, improve writing quality, and build self-regulation. Technology supports collaboration, transparent criteria, and reflection, enabling students to become confident, independent writers.

Sultan Tutku Budak tackles equity in AI use for writing. Students have unequal access and AI can reinforce language biases. Lessons use offline-complete tasks, teacher-led AI demos, printed models, and optional AI tools. Students critique AI outputs, revise drafts, and reflect on AI use, promoting fairness, critical digital literacy, and engagement, while teacher oversight ensures accuracy and ethical practice.

Şebnem Süslü Kalafat addresses low learner motivation in textbook-centered preparatory classes. Traditional methods often feel repetitive, limiting engagement and creativity. Technology-enhanced tools—Padlet, Copilot, and SUNO—are integrated to transform lessons: Padlet fosters collaborative brainstorming and peer feedback, Copilot visualizes reading comprehension to deepen understanding, and SUNO turns vocabulary practice into creative music-based tasks. These interventions increase participation, motivation, and meaningful language use, while teacher guidance and shared devices ensure inclusion and manage classroom constraints.

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Ertan Yazıcı addresses the challenge of “AI workslop” in English preparatory programmes—machine-generated writing that appears polished but lacks meaningful learning. High-stakes assessments, large classes, and time pressure can incentivize students to use AI as a shortcut, reducing opportunities for language development. The proposed solution is a process-oriented, AI-aware workflow emphasizing observable thinking and staged submissions: annotated drafts, evidence logs, micro-vivas, and reflection statements. Assessment prioritizes reasoning, revision, and source use over surface fluency, making generic AI outputs insufficient. This approach supports learning visibility, responsible AI use, and fair evaluation while encouraging engagement, critical thinking, and skill development, though it may increase teacher workload in large cohorts.

Finally, Majed Edvard Serhatti highlights that high-intensity English preparatory programmes often leave little time for meaningful practice, leading students to rely on AI for quick answers. He proposes using Google Classroom, Padlet, and a Custom Gemini AI that only responds when learners produce correct language, encouraging active output, reflection, and peer interaction. Tasks like interviewing a historical figure allow students to practise grammar, think critically, and communicate authentically, with AI scaffolding low-stakes practice while teachers provide targeted follow-up. The key is designing AI to push rather than replace student thinking.

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PART I: LESSON PLANNING FUNDAMENTALS

Büşra Altun, Cennet Ulusoy, Feride Emir

An important component of lesson planning is defining clear learning outcomes and course objectives. This is particularly important in Turkish preparatory schools, where students often enter the classroom with varying language levels, learning habits, and academic backgrounds. Clearly structured learning outcomes guide instructional decisions, material selection, classroom interaction, and assessment practices, serving as a roadmap for both teachers and learners. This chapter examines the core principles of effective lesson planning in the context of English language teaching in Turkish preparatory schools.

Learning outcomes describe what learners are expected to achieve by the end of a lesson or course, while course objectives represent broader goals aligned with institutional curricula and the Common European Framework of Reference for Languages (CEFR) descriptors. Biggs and Tang (2011) emphasize the principle of Constructive Alignment, which highlights the relationship between learning outcomes, teaching activities, and assessment methods. In preparatory programs, this alignment is essential because students are expected to reach a target proficiency level within a limited timeframe. Similarly, Richards and Renandya (2002, p. 31) argue that clearly written objectives form the foundation of effective lesson planning by guiding the selection of activities and maintaining lesson focus.

However, effective planning requires more than alignment with curriculum goals. Teachers should also consider learners' real needs rather than relying solely on coursebook objectives. Understanding learners involves identifying the knowledge, skills, interests, and learning preferences students bring to the classroom, including differences in autonomy, personality, and learning behavior (British Council, n.d.). For this reason, teachers may design core learning outcomes for all learners while offering additional outcomes for stronger students which allows meaningful participation at different proficiency levels.

Sharing learning outcomes with students can further support engagement. When learners understand what they are working toward, they are more likely to take responsibility for their learning. Harmer (2015) states that explaining lesson aims helps students reflect on progress and develop learner autonomy. Once learning outcomes are clearly defined, the next step is organizing lessons in a meaningful sequence. Learning should develop gradually rather than appear as isolated classroom events. Effective lesson sequencing allows language items, skills, and strategies to be recycled and expanded over time. Research suggests that meaningful engagement with language

through tasks increases the likelihood of long-term retention (Laufer & Hulstijn, 2001), highlighting the importance of continuity in lesson design.

In Turkish preparatory programs, continuity is often achieved through skill-based units supported by grammar and vocabulary instruction. Teachers can plan lessons that build on previously learned content. For example, a reading lesson introducing cause–effect relationships may be followed by a writing lesson in which students produce a short cause–effect paragraph using similar structures. This approach enables learners to encounter the same language through different skills. When the four skills are taught without an integrated coursebook, aligning topics becomes particularly important so that students do not feel disconnected when moving between skills.

Along with sequencing content, modern lesson planning also involves decisions about where and how learning occurs. In many preparatory schools, blended or hybrid learning models are increasingly common. The choice of learning modality should depend on lesson aims. Classroom time is more suitable for speaking, interaction, and immediate feedback, while online environments support grammar practice, vocabulary review, and self-paced learning. To create more time for speaking or writing in class, some language-focused components can be assigned as flipped tasks. Also through learning management systems, students may complete videos or online exercises before class that may allow face-to-face lessons to focus on meaningful communication. In this way, technology supports learning goals rather than being used for convenience.

After selecting effective learning modalities, planning the activities, and selecting the appropriate resources, the next step in planning an effective lesson is to consider the unique needs and atmosphere of each class. While many teachers adhere to coursebooks and utilize digital tools or classware associated with these books, it is crucial to understand the specific requirements of each student group.

The key to designing effective activities lies in understanding the target audience, in this case, our students. This involves experimenting with various activities and observing their effectiveness. Teachers must be aware of the diverse learning preferences of their students to create engaging and inclusive learning experiences.

When activities are adapted to serve clear teaching purposes, they can more effectively support communication, collaboration, and language development. Research suggests that authentic tasks can enhance learners' communicative competence by situating language in meaningful contexts (Losada *et al.*, 2017). In a similar way, integrating real-world or global topics, such as social issues, cultural diversity, or everyday problem-solving situations, allows learners to use English as a tool for communication rather than as an isolated classroom subject. Through such adaptations, teaching materials become more meaningful and contribute to the development of both linguistic competence and 21st-century skills.

A classroom is the common ground where students of all cultural and educational backgrounds meet. Not only do the learners have different visions, but they also have different strengths and weaknesses. Students are often classified as auditory, visual, or kinesthetic learners. Also, they can be good communicators and outgoing, while some can be overly inhibited. They might be good at individual tasks or might be more open and productive working in a group or with a partner. They, as well, might have different levels of readiness. Therefore, the instructor plays a key role in lesson planning, ensuring the inclusion and participation of all members of the classroom. As Roberts (n.d.) explains, differentiation can be grouped by outcome or by task. Differentiation by outcome might be considered questionable in terms of applicability in language preparatory programs since many institutions aim to achieve the same goal in the given time using the same pacing. Hence, differentiation by task is a preferable choice for such purposes. Differentiating lesson plans by task requires the instructor to know their learners well, anticipate their needs, and select lesson materials accordingly. For instructors with heterogeneous classrooms, it is a good idea to have backup sources for early finishing high achievers and more controlled or guided practices for low achievers. In order to increase the success of the outcome, conducting a needs analysis is a realistic option to consider for instructors at preparatory institutions.

Learning does not happen at the end of lessons all the time. Feedback and assessment has a great role to manipulate the learning process and see the results throughout the progress. That is why how to give feedback, what kind of assessment will be there and even the interaction patterns for each lesson step should be planned in advance to take the best out of each lesson.

Assessment does not only happen through exams. Formative assessments during lessons also help teachers evaluate the students and their needs. Teachers might use concept check questions to assess students' on the spot understanding. Moreover, research suggests that feedback guides learners by clarifying learning goals and supporting progress toward improvement (Hattie & Timperley, 2007). Yet it shouldn't only focus on errors, it should be supportive which will eventually increase motivation and confidence.

Interaction patterns of each lesson might differ through classes yet they all should be planned in advance in order not to miss any parts. Language classes the purpose is to have students communicate especially in the 21st century. While group and pairworks support cooperation, individual tasks allow reflection which is why we should plan this variety to have learning become continuous.

Classroom language is another important point to consider when designing a lesson. Alongside authentic and restricted input, the learners are exposed to a large amount of data from the instructor (Scrivener, 2011). Drills, "Repeat what I say" exercises and giving instructions are a type of restricted input. Unless classroom language is planned it may cause higher amounts of TTT.

One of the ways to decrease TTT is reconsidering how classroom instructions are given. As Cooley (2014) highlights using imperative statements, not repeating instructions, echoing students' statements or asking lengthy questions are most frequent causes of over exposure to TTT. According to Darn, tolerating silence, using facial expressions and gestures are among useful strategies to lower TTT.

A good lesson plan aims not only to transfer the objectives to learners but also to boost learners' schemata, to aid multiple skills rather than a single skill, and to provide reinforcement and evaluation. In recent years, task-based teaching and communicative learning strategies have become increasingly popular in teaching English as a second or foreign language. In these approaches, learners are not passive "receivers" but active "doers." As a result, lesson planning has become more learner-centred and aims to create opportunities for learners to practice and experiment with the language. Lesson plans should be designed to be process-oriented rather than focusing solely on the final product. Miller (2009) coined a term called Reflective Lesson Planning. In a RLP classroom, the students' goal is to demonstrate performance. It requires the instructor to not only focus on language goals but also on learner strategies that would eventually lead to greater learner autonomy in the classroom.

When the lesson finishes the real work starts for the teachers when they will reflect on their responses and participation and learning outcomes to evaluate their planning decisions. Based on these reflections lessons can be revised to better meet learners' needs and improve future plans of the instructions.

Overall, effective lesson planning involves making informed and purposeful decisions that respond to learners' needs, classroom dynamics, and instructional goals. When planning is viewed as a flexible and reflective process, it enables teachers to design meaningful learning experiences that support both language development and learner engagement.

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PART II: 21ST-CENTURY SKILLS INTEGRATED LESSON PLANNING

Tuba Topluk, İzel Andıç Seyhan

The concept of “21st-century skills” and its associated core competencies has become increasingly widespread among language teachers (British Council, n.d.-a). In general terms, these skills refer to the abilities that enable individuals to develop agency and participate critically in both learning and real-world contexts (British Council, 2021). In educational settings, the growing emphasis on preparing young people for future employment and societal participation has drawn attention to what are commonly referred to as 21st-century skills (British Council, n.d.-b). Within this perspective, educators are expected to equip learners with practical knowledge and skills, support them in becoming global citizens, and design learning experiences that are engaging, relevant, and personalized (British Council, n.d.-c). Against this background, this chapter focuses on how English language teachers understand, integrate, and evaluate 21st-century skills in their classroom practices.

Figure 1 below illustrates the most common categories of 21st century skills. These skills include communication, collaboration, critical thinking, digital literacy, leadership, citizenship, and creativity (Dudeney, 2015; Voogt & Roblin, 2012).

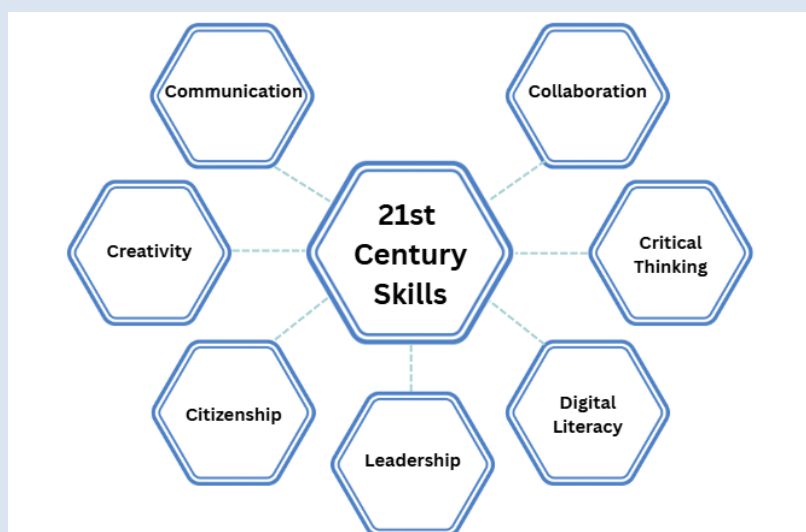


Figure 1. 21st Century Skills

Communication constitutes a fundamental skill that enables learners to convey, exchange, and negotiate meaning with others effectively. In classroom contexts, communication can be fostered through activities such as discussions, presentations, and hands-on tasks that provide

language learners with opportunities to articulate their thoughts and interact meaningfully with their peers. Closely related to communication is collaboration, which Norris (2019) defines as the process through which individuals work together to accomplish a task or achieve a shared goal. In language classrooms, collaboration can be promoted through group and pair work as well as task-based activities that require learners to cooperate and negotiate meaning.

Engagement in collaborative tasks also encourages the development of critical thinking skills, as learners must analyze information, evaluate ideas, and make decisions in order to complete tasks effectively with their peers. In this respect, critical thinking can be supported through the use of authentic materials and the integration of open-ended questions that prompt learners to interpret, reflect on, and discuss real-world issues.

Another essential competence is digital literacy, which involves the ability to use technological tools effectively by drawing on both cognitive and technical skills. Language teachers can foster digital literacy by incorporating online tasks, podcasts, videos, and interactive tools into their instructional practices. Such integration enables learners to access diverse resources and engage with language in multimodal environments.

In addition, leadership represents an important dimension of 21st-century skills. It allows learners to guide and support their peers during collaborative activities, for instance by assuming roles such as discussion leaders or group coordinators. Through these roles, learners can contribute to directing classroom interactions toward shared learning outcomes.

Another related competency is citizenship, which Norris (2019) describes as the understanding of societal values such as respect, tolerance, and democracy, along with the knowledge and abilities required to participate as responsible and informed members of society. In language classrooms, citizenship can be promoted by incorporating discussions of global, social, and cultural issues that encourage learners to develop awareness of diverse perspectives.

Finally, creativity, defined as the ability to generate innovative ideas and express them in original ways, can be encouraged through activities such as role-playing, storytelling, and creative writing. These activities allow learners to experiment with language while engaging their imagination and personal experiences. Overall, the integration of these core competencies can support the development of both linguistic abilities and the broader 21st-century skills that language learners need to participate effectively in academic, professional, and social contexts.

At this stage, it is essential to consider practical strategies for integrating these skills into educational contexts. Accordingly, when designing lesson plans, teachers should purposefully incorporate opportunities for learners to develop 21st-century competencies within their instructional procedures. In language classrooms, it is possible to emphasize these skills while maintaining a focus on language learning and ensuring that curriculum requirements and key content

are addressed (Dudeney, 2015). For instance, authentic materials presenting a global issue can be used to engage students in problem-solving activities through the target language. In this context, learners actively contribute by generating ideas and reflecting on real-life scenarios, thereby practicing communication, collaboration, and critical thinking simultaneously. Through such tasks, students have the opportunity to apply multiple 21st-century core competencies in meaningful ways—they think critically and creatively to address the problem and collaborate effectively with peers (Maley & Peachey, n.d.). Importantly, the benefits of these activities extend beyond the classroom, as the skills cultivated can positively influence learners' real-life experiences and interactions.

In implementing these competencies, both teachers and learners must be able to navigate a rapidly changing and interconnected environment, develop agency, and engage actively and critically in both learning and real-life contexts (British Council, n.d.-d). A crucial first step involves encouraging teachers and students to reflect systematically on their own teaching and learning practices. Such reflection should be ongoing and iterative, enabling stakeholders to evaluate their needs and expectations and to assess the extent to which instructional and learning objectives are being achieved. Similarly, students should reflect on their progress to determine how closely they are advancing toward their goals and to identify strategies for further improvement. At this stage, it is particularly important for teachers to provide timely feedback and targeted support, ensuring that learners are guided effectively in developing both their language proficiency and 21st-century competencies.

Moreover, the emergence of 21st-century skills has brought a significant shift to educational practices, moving away from a one-size-fits-all approach. Contemporary education emphasizes the development of individual competencies that are aligned with the demands of the modern world. This perspective allows educators to recognize that students differ in terms of interests, motivation, creativity, skills, and learning preferences. Consequently, teachers can focus on providing a more personalized learning experience by nurturing traits that enable students to make informed and responsible decisions (Norris, 2019). Such personalization can be implemented in a variety of ways. For example, during pair or group work—which corresponds to the 21st-century skill of collaboration—learners may be asked to cooperate with peers to solve tasks or complete projects, contributing their unique knowledge and abilities to achieve shared objectives. In this context, Usta-Gezer (2025) highlights that contemporary instructional strategies, including problem-based learning, project-based learning, blended learning, personalized learning, collaborative learning, and the active integration of mobile devices, can be effectively employed to foster 21st-century competencies in educational settings.

Above all, the entire process should be principled, consistent, and clearly communicated to students, ensuring that they understand both the tasks they are undertaking and the rationale behind them. Regular and systematic implementation of this integrated approach can help students develop a comprehensive proficiency in 21st-century skills, which is likely to be beneficial in both academic and professional contexts (Dudenev, 2015). To support this, teachers should foster a welcoming, calm, and motivating learning environment that encourages engagement, risk-taking, and sustained participation.

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II.I. Learning Skills

Emine Yavuz

In contemporary education, literacy has evolved significantly beyond traditional reading and writing skills. In the 21st-century landscape, language education encompasses various "Learning Skills"—specifically Critical Thinking, Creativity, Collaboration, and Communication, commonly known as the 4Cs. In the context of university preparatory schools, these skills are vital for transitioning students from passive recipients of information into autonomous and active participants who are capable of navigating complex environments of target language. This section describes these learning skills, explores how Task-Based Learning (TBL) serves as a robust methodology for their development, and demonstrates how technology can be purposefully integrated to foster learner autonomy.

Defining Learning Skills in the Preparatory School Context

To implement effective teaching, it is necessary to first understand the dimensions of these skills within an academic framework. Critical thinking involves the ability to analyse information objectively and make reasoned judgements, while creativity refers to the capacity to generate novel ideas or alternative solutions to problems. Collaboration requires students to work effectively and respectfully within diverse teams, and communication entails the clear expression of ideas through oral and written means tailored to a specific audience.

In preparatory schools, the relevance of these skills is paramount. Students often enter these programs with a background in rote memorisation; however, university success demands a shift toward active enquiry and problem-solving. By embedding the 4Cs into the language curriculum, educators provide students with the cognitive and social tools necessary for departmental studies, where they will be expected to critique sources, participate in seminars, and complete group projects.

Using TBL for Improving Learning Skills

To foster these essential competencies, the primary methodology employed is Task-Based Learning (TBL). As Nunan (2004) suggests, TBL shifts the instructional focus from the linguistic product to the communicative process itself. TBL is a student-centred approach where the "task" is the core unit of planning and instruction, requiring learners to use the target language as a tool to achieve a functional, non-linguistic outcome. According to the British Council (n.d.), a task-based

approach ensures that learning is an active process, as students must negotiate meaning and solve problems to complete their objectives rather than simply practising isolated grammatical forms.

A clear and effective TBL framework consists of the following components as defined by the British Council (n.d.):

Pre-task: The teacher introduces the topic, provides clear instructions, and may highlight essential vocabulary or phrases to support the students without pre-teaching grammar in isolation. Ellis (2003) emphasizes that this stage is crucial for establishing the "task schema" and activating the learners' prior knowledge.

Task: In the heart of the cycle, students complete an authentic activity, such as a simulation or problem-solving project, in pairs or small groups while the teacher monitors from a distance. This stage encourages learners to use their existing linguistic resources freely to achieve the task goal (Ellis, 2003).

Planning: Following the completion of the activity, students prepare a report to tell the class how they fulfilled the task and what their findings were. This stage is vital for shifting the students' focus toward accuracy and organization before they address the whole class.

Report: Groups present their outcomes to the class, allowing for a comparison of different creative solutions and linguistic approaches. This stage provides a natural context for authentic communication and peer feedback.

Language Focus: In the final stage, the teacher and students examine specific language features that occurred naturally during the task cycle. This is followed by practice activities based on the linguistic needs identified during the analysis stage, ensuring that grammar instruction is contextualized and relevant.

The Relation of Technology and Learner Autonomy

The integration of technology is central to supporting this active, student-centred process. When students use digital tools to research information, design collaborative products, or create multimedia presentations, they are not merely learning to use technology; they are using it purposefully for their academic growth. This synergy between TBL and technology allows students to become more autonomous learners and develop digital awareness. By grounding technology use within the TBL task cycle—particularly during the task and planning stages—educators ensure that learners take responsibility for selecting and applying the appropriate resources to meet communicative goals, thereby bridging the gap between language proficiency and 21st-century academic readiness.

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II. II. Life skills

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1. Introduction

This chapter explains how life skills can be understood and developed within English language teaching. It begins with a conceptual background that defines life skills in relation to language learning and learner agency. It then moves to classroom practice, showing how teachers can use technology and AI-supported tools to strengthen communication, collaboration, critical thinking, and responsibility. Throughout the chapter, the emphasis is on practical classroom use rather than on technology for its own sake.

2. Conceptual Background: Life Skills in ELT

In ELT, life skills can be understood as a connected set of personal, social and cognitive capacities that help learners respond to academic demands and everyday challenges. These include self-awareness, cooperation, decision-making, problem-solving, communication, responsibility and the habits that enable learners to manage their work with increased independence. They also include academic capacities such as planning, evaluating information and sustaining effort, as well as vocationally relevant qualities such as honesty, reliability, and accountability (Yamin et al., 2025). Seen in this way, life skills are not an extra layer added to language teaching. They shape how learners approach tasks, work with others, and take ownership of their learning.

A useful way of framing life skills is through learner agency. As these capacities develop, students become better able to make informed choices, respond to difficulties and act with greater self-reliance. This understanding aligns with competence-based perspectives that link education to practical capabilities and independent action (Nyamboga, 2024). It also aligns with work that positions students as active contributors to learning rather than passive recipients of instruction

(Cook-Sather, 2010). In language classrooms, this aspect matters because students are constantly required to interpret information, negotiate meaning, manage uncertainty and decide how to respond to others.

Life skills can also be described in terms of how learners understand and manage the conditions that shape their lives. From this perspective, life skills education includes dealing constructively with success and failure, handling practical problems, maintaining well-being, and communicating effectively in relationships and group settings (Sethi, 2024). It also involves recognising personal boundaries, respecting others' boundaries, and making choices that reflect social and ethical awareness. In ELT, these dimensions become visible through interaction and reflection. Learners do not only practice what to say; they also practice how to listen, how to disagree appropriately, how to repair misunderstandings, and how to participate responsibly in shared work (Evertsen & Brevik, 2025; Liu et al., 2025).

For this reason, life skills in ELT usually develop through language use rather than through separate 'life skills lessons'. When learners take part in communicative tasks, they repeatedly practice the social and cognitive routines that support responsible action, such as expressing opinions, clarifying meaning, negotiating roles, evaluating options, and completing tasks with others. Over time, these routines contribute not only to language development but also to the habits that underlie cooperation, adaptability, and sound judgment.

In technology-enhanced classrooms, this work now extends to digital citizenship and AI literacy. Learners read, write, collaborate, and generate ideas in online spaces with AI-supported tools, so responsible participation increasingly includes knowing how to question output, verify accuracy, acknowledge assistance, and revise critically (Le-Nguyen & Tran, 2024; Tzirides et al., 2024). AI can support idea generation, practice, and feedback, but it can also produce unreliable or biased content and blur ownership of writings and ideas if used uncritically (Shneiderman, 2020). For that reason, teacher guidance remains central. The goal is not simply to allow the use of AI but to design tasks in which learners evaluate, adapt, and justify what they produce.

3. From Concept to Classroom Practice

For teachers, the main question is not whether a digital tool is available, but which tool is most useful for a particular language skill and life-skill outcome. The most effective classroom use occurs when tools are chosen to support a clear process, such as comparing sources, revising a draft, discussing alternatives, or reflecting on decisions. In this sense, technology works best when it supports interaction, purposeful task completion and visible learner responsibility. This practical orientation is consistent with cooperative learning and task-based approaches, both of which treat language as something learners use to solve problems, exchange ideas and produce results together (Johnson & Johnson, 2009; Oxford, 2001).

In preparatory English classes, teachers can use short AI-generated summaries of reading texts as evaluation material rather than as finished answers. A tool like NotebookLM can help organise source material and generate concise versions of text, while a shared space like Padlet can be used for small-group comparisons and discussions. Students can read the original text, examine the generated summary, identify omissions or distortions and then explain their judgments orally or in writing. If the teacher wants to extend the task into writing, a feedback tool such as Brisk Boost Tutor can be used after students have produced their own revised summaries. Here, reading is the starting point, speaking supports collaborative interpretation, and writing consolidates understanding. The main pedagogical value is that learners do not simply accept the output; they learn to justify meaning, negotiate interpretations, and take responsibility for the final version.

Moreover, AI-supported paraphrasing tasks can be used to develop academic integrity and critical evaluation. Students may begin with a short academic source, identify key ideas and then compare their own paraphrase with one produced through a generative AI tool such as ChatGPT or Gemini. At this stage, the tool is useful for generating a draft to be inspected, not copied. Teachers can then ask learners to trace where meaning has shifted, where language has become too close to the source and where disciplinary vocabulary has been weakened. Brisk Boost Tutor or similar feedback tools can support later revision, and corpus or readability tools can be used to examine lexical choice and clarity. In this sequence, reading supports source comprehension and writing becomes a process of evaluation, redrafting and explanation. The life-skill focus is learner agency: students learn to make informed choices, question convenience and remain accountable for the text they submit.

Another useful practice involves listening and speaking through annotated lectures. Teachers can use recorded lectures with digital note-taking tools such as OneNote or Notion so that students can capture key points, mark areas of uncertainty, and compare notes with peers. Where appropriate, an AI-supported classroom platform, such as Mizou, can extend the task through guided questioning, follow-up discussions, or simulated academic dialogue. The emphasis here is not on automation, but on analytical listening. Students listen for structure, compare interpretations, decide what is important, and explain why. This process strengthens listening comprehension, note-taking discipline, perspective-taking, and the ability to discuss information clearly with others.

Technology can also support context-sensitive communication when it is tied closely to workplace purposes, such as culinary English. For reading and writing, students might draft a menu description, a recipe explanation, or customer-facing text, then use AI assistance to test alternative wording, translations, or tone. Google Translate may help with initial bilingual support, and speech tools can assist with pronunciation practice for key items. The important point is that learners must review the output against the audience, accuracy, and appropriateness. A tool such as Mizou can

then be used for short scenario-based exchanges in which students explain dishes, respond to customer questions, or adjust language for different service situations. In this way, reading and writing connect directly to speaking and professional awareness.

A related extension is to ask students to present their revised menu concepts or other workplace products and then briefly reflect on how AI was used in the process. For example, multimedia tools such as Suno can be used to create listening prompts or scenario materials, while chat-based tools can simulate customer interactions before the presentation. Students then explain not only what they produced but also what they changed, what they rejected, and why. Such an approach makes accountability visible. Speaking serves as a space for explanation and reflection; listening is necessary to respond to peers' or the teacher's questions; and the life-skill outcome emphasises responsible professional communication rather than passive tool dependence.

Across these contexts, one principle remains constant: tools should be selected according to the skill being developed and the type of thinking the teacher wants learners to practice. Reading tools are most useful when they help learners compare, ask questions, and reorganise information. For writing, they are most useful when they support drafting, reviewing, and revision rather than replacing authorship. For listening and speaking, they are most effective when they create opportunities for analysis, response, and reflection. Used in this way, technology contributes to life skills by giving teachers structured opportunities to make responsibility, cooperation, and adaptability part of everyday language work.

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II. III. Literacy Skills

Neslihan Keleş, Peace C. Chieke

In contemporary education, literacy goes beyond traditional reading and writing skills. In the 21st century, literacy encompasses a range of skills, including digital literacy, critical digital literacy, media literacy, and emotional literacy. This section describes what these literacies are and how they can be incorporated into English language education.

Digital and Critical Digital Literacy

In a rapidly changing world, there is an emerging demand for technology in all walks of life. Accordingly, language education is one of the areas that has been significantly changed and influenced by the technology itself. Digital literacy is the ability to understand and utilize information in various formats (Gilster, 1997:1), and it has become an indispensable component of language teaching and learning. In simple terms, digital literacy refers to the fundamental skills and knowledge required to use digital technologies effectively. Some of these skills include the ability to use a computer or mobile device, access and navigate the internet, create and edit digital content, and understand basic online safety and security measures. Interestingly, many of these basic skills are self-taught, and many students (depending on their levels) are already conversant with them, as they own devices such as mobile or smartphones, tablets, and laptops. However, at lower levels, teachers

can dedicate time to helping learners acquire these essential skills, and this instructional time should be built into the curriculum.

The 21st century, an era marked by information overload and the widespread dissemination of misinformation due to the rapid expansion of artificial intelligence, requires ethical considerations in educational and academic contexts. This situation has therefore called for a more critical perspective on digital literacy. Critical digital literacy encourages learners to question and reflect on the authentic materials and digital sources to which they are exposed in the real world. It also involves understanding how digital media shapes our perceptions, relationships, and societies. The difference between digital literacy and critical digital literacy lies in their focus. While digital literacy refers to the ability to use digital tools, critical digital literacy emphasizes the ability to use these tools in an informed, responsible, and ultimately, empowering manner.

Critical digital literacy has five key aspects which are individual skills and critical perspectives needed to navigate digital environments effectively (Hinrichsen & Coombs, 2013). These include:

1. **Decoding / Analyzing Algorithms:** Understanding the invisible mechanisms, biases, and rules that govern digital spaces, such as why certain content appears in a feed.
2. **Critical thinking / Evaluation and Critique:** Questioning the reliability of information, recognizing fake news, evaluating the credibility of digital content and understanding the ideological context of digital messages.
3. **Technical Skills / Digital Production and Participation:** Actively creating, editing and sharing content (videos, blogs) as well as participating in social/political processes rather than being passive or sitting on the fence.
4. **Digital Citizenship / Ethical Behavior and Privacy:** Reflecting on the impact of digital actions, ethics, and data privacy. Learners should be informed about how to navigate online spaces responsibly, safely, and ethically. Educators need to teach them how to create an online identity or profile, identify, block or report fake accounts, and recognize and avoid cyber bullying.
5. **Media literacy** –Learners should be able to analyze media messages, recognize bias, and understand how digital media shapes perceptions and social norms.

The development of critical digital literacy requires pedagogical approaches that move beyond the simple incorporation of technological tools toward purposeful and reflective classroom practices. Some pedagogical strategies are presented below:

Collaborative learning platforms such as *Google Classroom*, *Moodle*, and *Microsoft Teams* provide opportunities to integrate language development with critical thinking. Through these platforms, learners can evaluate sources, compare perspectives, and discuss contested issues in a structured digital environment.

Project-based learning constitutes another powerful strategy for cultivating both digital and critical digital literacy. Through group-based projects using multimodal platforms, learners develop technical digital skills while simultaneously engaging in critical thinking, problem-solving, and peer evaluation.

Students can also be encouraged to use AI-supported tools to question the information generated by AI, compare its accuracy across different sources, and identify potential biases. This process enables students to develop an awareness of digital ethics and responsible technology use.

Media Literacy

Media Literacy is undoubtedly a desired 21st century skill in language teaching and learning. It refers to the ability to access, navigate and decisively analyze stories, information or any other form of content presented in the mass media to determine their accuracy or credibility, and relevance. It has become especially important in our time, as misinformation and fake news, have become increasingly common.

In the parlance of language teaching, media literacy involves guiding learners to effectively access, create, evaluate and analyze content across various media platforms. When implemented properly and systematically, it fosters effective instruction. Media literacy also encourages students to work independently and collaboratively. It, therefore, promotes autonomous learning as well as collaboration and communication when students work in groups. In the contemporary educational landscape, media literacy plays a crucial role in teaching and learning. It helps English language teachers to reduce TTT (Teacher's Talking Time) and increase STT (Students' Talking Time). Media provides opportunities for learners to see, hear and speak, thereby fostering greater interest and engagement in the English language.

The integration of media into English language teaching can be used to introduce new topics, facilitate students' comprehension of materials, and make learning more memorable. The use of media in the classroom also creates opportunities for flexible learning options that meet the needs of diverse learners (Carleton College & National Science Foundation, 2010). Media materials such as videos, audio recordings, animations, songs, and short films can capture students' attention and make challenging topics more understandable. Short videos, for example, can be used as icebreakers provided they contain meaningful lessons. These lessons do not necessarily have to be academic; instead, they may focus on life skills, leadership or coping with challenges. Several media platforms and their possible uses in language teaching are outlined below:

WhatsApp – This platform can be used to organize students into groups in preparation for classroom activities such as debates. It fosters communication and collaboration, as students in their respective groups (e.g., proposition and opposition teams) research, brainstorm, rehearse, and prepare for the class debate. In this context, the teacher can be a member of each group, providing

guidelines and supervising the discussions virtually. The teacher can also use this medium to disseminate important information.

YouTube – This platform exposes students to educational and instructional materials, providing visual and auditory elements. Through this platform, students can access short videos on grammar, vocabulary, speaking and listening skills. They can also learn life skills and self-motivation strategies.

Kahoot! – This is a game-based learning and real-time assessment platform. Teachers and students can use it for revision lessons and formative assessment. Its strength lies in combining education with entertainment, making learning a fun activity. A wide range of English language content is available on *Kahoot!*.

Websites – An important aspect of media literacy is teaching students how to use websites to gather and evaluate information, including news. This helps students stay informed about local and global events as well as current issues.

Search Engines – They enable students to retrieve information efficiently and support them in conducting research tasks.

Blogs – Students can be taught how to create blog posts in which they describe personal experiences or share information. By sharing links to their posts, they can communicate their ideas with peers and a wider audience.

In a classroom setting, media literacy involves exposing students to various media platforms and guiding them on how to navigate these platforms safely and successfully. It also includes teaching them the benefits of using media platforms responsibly and judiciously. Social media, for instance, can be a veritable media tool for language teaching and learning. Platforms such as *WhatsApp, Twitter, Instagram, Tik-Tok, Facebook* all fall under the category of social media and can be used meaningfully when integrated into instruction. In using any of these, students must be taught and encouraged to (Richardson & Milovidov, 2019):

- Always use/share decent profiles and not profiles that are suggestive
- Never accept invitations from members that do not have profile image
- Protect themselves from cyber bullying and/or report any such experience
- Use technology responsibly
- Never visit obscene sites
- Be mindful of the amount of time spent on the media
- Evaluate information without bias
- Navigate safely and confidently

Emotional Literacy

Emotional literacy (EL) refers to the capacity and ability to recognize, manage and express feelings “to communicate effectively, and become an autonomous person” (Bocchino, 1999, p.162). Learning environments cannot be isolated from emotions, since they have a crucial role in building relationships and maintaining interpersonal communication. Within the context of foreign language education, EL enable teachers to regulate their own emotions while cultivating their students’ emotional awareness. This literacy is also significant for learners because emotional experiences can positively affect motivation, engagement, anxiety, and language achievement (Dewaele et al., 2019; Wang et al., 2022). Furthermore, EL contributes to learners’ social and emotional development, which is known as social-emotional learning (SEL) today.

According to the SEL framework proposed by Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), there are five core competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Without a doubt, emotionally literate individuals can better perform in those competencies which play a key role in foreign language learning and acquisition. Additionally, emotional literacy is integral for fostering a supportive school environment, enhancing academic success, having a high level of well-being, and developing life-long personal and interpersonal skills.

Emotional literacy skills can be effectively integrated into English language teaching via digital and AI-enhanced tools as well as authentic sources. For example, online collaboration platforms such as *Padlet* or *Google Jamboard* help learners brainstorm ideas by sharing interactive responses or giving emotional reactions in a multimodal way. Such platforms are regarded as digital whiteboards where learners can easily express emotions and share ideas to reinforce collaborative and communicative language learning by using texts, emojis, images, graphics, or videos. Telecollaboration tools such as *Zoom* or *Google Meet* also allows learners to be easily engaged in virtual interactions, thereby enhancing their communicative competence and emotional understanding.

Moreover, generative AI has been widely used for enhancing literacy skills in educational contexts. For instance, AI-integrated chatbots like *ChatGPT* offer new ways to create interactive dialogues or narratives. Similarly, *Pi*, a web-based personal AI assistant that engages users in an empathetic, emotional and natural conversation that feels more like talking with a human companion than interacting with a traditional chatbot.

Digital storytelling or infographic tools, including *Canva*, *Storybird*, *MS Photo Story*, *Miro*, and *Book Creator* help learners create digital posters, multimedia presentations and stories. By doing this, they have a chance to reflect emotionally on their language production.

Authentic media resources such as *YouTube* or *TED-Ed* videos, podcasts, social networking sites, and online newspapers expose learners to real-world languages and allow them to gain intercultural competence and diverse emotional perspectives. Videos, podcasts, and images evolving around emotional themes and conveying social messages can generate discussions to enhance emotional literacy.

Lastly, guided activities and self-reflection like emotional check-ins, emotion mapping, and reflective diaries help learners analyze emotional content, understand different perspectives, and develop empathy. For example, keeping online journals on *Google Docs* or writing an online blog where students reflect on their language learning journeys can be quite effective. Learners can also benefit from using an emotion wheel application, such as *Feelings Wheel*, to enhance their emotional awareness and self-understanding.

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II. IV. Lesson planning with Sustainable Development Goals

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It is an undeniable fact that that we live in an increasingly interconnected and rapidly changing world. Therefore, English language classrooms should not focus solely on grammatical rules and vocabulary taught through specific approaches and methods. Instead, they should also function as meaningful spaces where students learn the language through engaging activities based on real-world issues. Such activities aim to encourage learners to develop critical perspectives and acquire the skills needed to participate actively in global society.

In this context, integrating the Sustainable Development Goals (SDGs), introduced by the United Nations, into English language teaching offers a meaningful and transformative framework that connects language learning with social responsibility, ethical awareness, and civic engagement. When language learning is contextualized within global and local issues such as sustainability, equality, climate action, and access to education, teachers can help students see English as a tool for inquiry, collaboration, and action. This approach not only supports linguistic development but also fosters learner agency, critical thinking, empathy, and global citizenship—key components of 21st-century skills.

The purpose of this chapter is to present a comprehensive framework for integrating the Sustainable Development Goals into English language lessons. It highlights the strong connection between language learning and sustainable development by demonstrating how language teaching can extend beyond linguistic competence to promote global awareness, critical thinking, and learner agency. The chapter outlines the pedagogical rationale for using real-life issues in English lessons and examines the role of SDG-based instruction in developing 21st-century skills. Its focus is twofold: to present SDG integration as a structured pedagogical approach to lesson planning and to emphasize its role in encouraging students to become active global citizens.

The use of real-life, local, or global contexts (e.g. sustainability, equality, climate action, community issues) in English lessons

The relationship between language learning and the Sustainable Development Goals (SDGs) is mutually reinforcing. Teaching English as a second language is not limited to grammar and vocabulary instruction; it is also closely connected to the goals of sustainable development. In this sense, language education can help raise learners' global awareness, improve their critical thinking and problem-solving skills, and empower them to take action and assume responsibility. It also prepares learners for the future by strengthening their sense of global citizenship and developing empathy and cultural sensitivity (British Council, n.d.; Maley & Peachey, 2017).

Integrating the Sustainable Development Goals (SDGs) into language education enables students to acquire the language while actively engaging with real-world issues. It promotes a sense of active citizenship by moving students from the role of passive learners to that of thinkers and active participants who use English to address global challenges. By incorporating social, environmental, and global issues—particularly those outlined in the SDGs introduced by the United Nations—into lesson plans, teachers can shape students’ attitudes, perspectives, and future engagement while simultaneously meeting language learning objectives.

Integrating real-life global contexts in English lessons serves to equip learners with 21st-century skills while simultaneously meeting language learning objectives. By integrating sustainable development topics, teachers help students navigate a rapidly changing, interconnected world and develop their own agency and sense of social responsibility. (British Council, n.d.)

Integrating these contexts into lesson plans not only addresses global issues but also enhances learners’ linguistic development. This approach can be seen as an alternative way of designing the syllabus. Global issues can be adapted to suit different proficiency levels. For example, primary school students might create logos or slogans representing one of the SDGs, whereas advanced learners can discuss the effects of a problem and propose possible solutions (Alan Maley & Nik Peachey, 2017).

Using real-world topics provides a practical framework for language learners to practice the “4 Cs” and other core 21st-century skills, as illustrated in Figure 1 below.

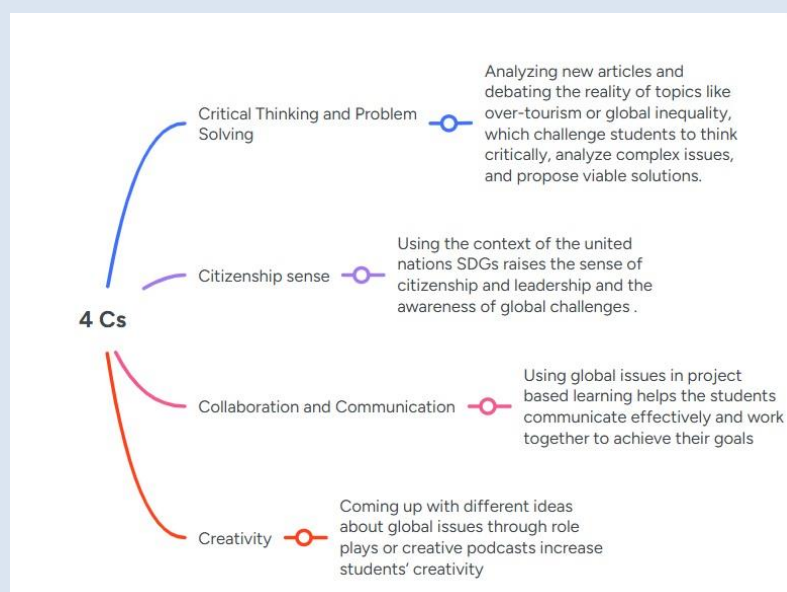


Figure 1. *The four Cs in language teaching and their importance.*

<https://www.britishcouncil.org/np/british-council-core-skills-and-competencies>

Contextualizing global and social issues proposes a planned framework for communication (Maley & Peachey, 2017), which fosters

- Awareness and Empathy: through raising consciousness of different circumstances.
- Critical Problem-Solving: through engaging with complicated problems, analyzing situations, and proposing original solutions.
- Active Advocacy: Tasks like writing letters to local governments or creating "action newspapers" about food security empower students to see their voice as a "powerful weapon" for change.

Language learning based on 21st-century core skills qualifies students for better personal growth through:

- Employability: Empowering critical thinking skills, collaboration, and media literacy fosters motivation and increases future employment opportunities
- Leadership and Agency: By conducting surveys, carrying out research, having Inquiry-based discussions, and leading group projects, students are given the floor to ask their own questions, and lead research and develop agency, and the confidence to take responsibility for their own learning.
- Intercultural Competence: Exploring global issues helps learners understand cultural differences, respect diverse opinions, and navigate the "post-truth era" with a critical mindset. (British Council, n.d.; United Nations, n.d.)

Addressing the SDGs in a language learning syllabus encourages autonomous learning. Also, the combination of creative activities and real-world content fosters a holistic approach to education; this approach keeps the balance of standardized schooling by integrating creative thinking and social responsibility into everyday practice.

Empowering the Global Citizen

Education for Sustainable Development Goals (SDGs) is a key component for integrating SDGs into the English language classroom. The ultimate goal of this process is to equip students with the learner agency- the will and ability to apply knowledge in real-life contexts. Language learning is not just an academic skill; it is also a strategic bridge between theoretical knowledge of global issues and the capacity to come up with ideas to solve these issues. In this context, English lessons prepare students not only academically but also as active citizens who are capable of making ethical decisions and coping with real-world challenges.

The integration of SDGs into lesson plans promotes "Problem-Based Learning" (PBL) models, where language is used as a tool to reach reasonable solutions. For example, when students are

asked to analyze a brand's supply chain based on the framework for SDG 12 (Responsible Production and Consumption) provided by UNESCO (2017), this task moves beyond simple vocabulary learning because it requires students to use higher-order language skills. Students need to apply comparison structures to evaluate materials, cause-and-effect indicators to describe the results of production, and modal verbs of probability to discuss potential ethical risks. As shown in Figure 2, these goals provide a roadmap for such classroom activities.



Figure 2. *The United Nations Sustainable Development Goals.*

Note. From *Hand drawn SDG infographic infographic* [Vector], by Freepik, 2022, Freepik (https://www.freepik.com/free-vector/hand-drawn-sdg-infographic-infographic_29830257.htm). Used under the Freepik License.

Maley and Peachey (2017) argue that bringing such global issues into the classroom directly enhances students' cognitive evaluation capacities. When students are asked to engage with problems like this, instead of passively memorizing information, they use their reasoning skills which gives them the autonomy to make critical decisions that will help them shape their lives and environments. This approach aligns with the Organisation for Economic Co-operation and Development's (OECD, 2018) definition of "Global Competence," which is the capacity to examine local and global issues while taking action for collective well-being.

Integrating SDGs into the classroom transforms traditional daily communication to the level of active engagement. Instead of teaching modal verbs (e.g., should, must, could) only by providing the grammatical rules, teachers can ask their students to use them to draft a formal campaign for a local water conservation project by using SDG 6 (Clean water and sanitation) provided by UNESCO (2017). This approach enables students to express their opinions on international platforms, access

information by browsing academic resources in a foreign language, and articulate local issues in a global language. Thus, language becomes a tool for change that transcends classroom walls.

Finally, SDG-focused language teaching directly shapes students' future professional lives as well as their personal development. The modern business world no longer seeks only technical proficiency, but it also welcomes ethical leadership, adaptability, and a vision for sustainability. As highlighted in the British Council (2020) core skills brochure, a curriculum blended with 21st-century skills prepares students for a global workforce where social responsibility is at least as valuable as language proficiency. The use of real-life, local, or global contexts; such as sustainability, equality, and climate action in English lessons ensures students are equipped better both personally and professionally (British Council, 2020). Individuals who acquire ethical decision-making skills develop a lifelong learning habit. This process proves that a language classroom is not just an educational platform, but a journey that defines an individual's role in society.

Classroom Practices

Activity 1: Responsible Consumption and Production

Introduction

This lesson introduces students to Responsible Consumption and Production, which is one of the elements in Sustainable Development Goals, and encourages them to evaluate the effect of their daily habits on the environment. Through reading, discussion and collaborative problem solving tasks, students look at the topic from different views and they are expected to find realistic solutions at both individual and societal levels. In this sense, students develop not only language skills but also ethical awareness and civic responsibility.

Learning Outcomes

Students will be able to clearly define and state cause-effect relationships about the topic.

Students will be able to make an argument from different perspectives by developing rebuttals.

Students will be able to explore realistic solutions for the problem they discuss.

Age and Level

Prep school students, B1/B1+

Time

60 minutes

Materials

Projector/Smartboard

Live digital polling tool (Mentimeter etc)

SDG12-related article (handout or digital)- [5 Things You Should Know About Single-Use](#)

[Plastics](#)

Digital poster tool (Canva, Google Slides, Padlet etc)

Warm up

Students respond to a live digital poll -which everyday habit creates the most waste?

The replies are projected and briefly discussed. The students can give reasons why they believe the habit they choose creates the most waste and what they should do to reduce using it.

Reading

Students are given an SDG12- related article/short text and answer some comprehension questions.

Students also think about the answer to some critical thinking questions about the causes of the problem, who is affected most and what responsibilities consumers and producers have.

The teacher helps and elicits higher level vocabulary if needed.

Problem Solving Group Discussions

Students form groups of 4-5.

They define a problem related to SDG12 clearly, identify the causes and consequences, and propose realistic and sustainable solutions and alternatives.

Students create a digital poster to present in-class.

Presentations and Whole class discussion

Each group presents their posters.

The audience asks follow up questions or challenges ideas respectfully.

Activity 2: Quality Education

Introduction

This lesson encourages students to explore the concept of “Quality Education” as a global human right. To achieve this, students examine different contexts from traditional classrooms to the challenging journeys students take to get to their schools and the inequality that Covid 19 created in education.

The lesson adopts a Scaffolded Discovery and Jigsaw approach. It starts with images to build key vocabulary and moves to collaborative information gathering followed by a project-based learning task where students design an inclusive educational institution.

Learning Outcomes

Students will be able to use target vocabulary to express problems and solutions in an education related theme.

Students will be able to compare and identify the inequalities that students around the world face using different media sources and AI tools.

Students will be able to utilize AI tools to conduct research and make decisions in the final

project.

Age and Level

Prep School Students/A2

Time

90 min

Materials

Images of different classroom environments

A digital tool for vocabulary matching activity (Kahoot, Quizlet, Wordwall etc)

A digital tool for research (Chatgpt, Gemini etc)

Tablets or phones with internet connection

Warm up

The teacher shows some images of a school, a classroom with many/few students, a class with students from different backgrounds, students studying outside or with few materials. Students describe the images by answering simple questions

- Where are the students?
- Is it a proper classroom for a good education?
- Do all children go to school? Why? Why not?
- What are the qualities of a good education?

The teacher elicits on the key vocabulary as students answer the questions.

To teach new vocabulary and recycle the learnt ones, the teacher shares a digital tool where students match the words with meanings or pictures. (education, homeschooling, online learning, equal, equality, inequality, quality, opportunity etc)

Peer teaching

Students form groups of 4-5.

Each group will read a task.

Task A - School for All

<https://lingua.com/english/reading/at-school/>

Task B - Challenges Students Face

<https://youtu.be/k9K1t8b9t3s?si=qktZ7B4KmCX-YDvX>

Task C - Online Learning

Students are asked to use an AI tool. They ask AI tool to “make a list of the challenges that students faced during COVID19 pandemic” or “make a list of the inequalities that COVID19 created in education”

Each group creates a shared document and takes notes of the important points they learn in it.

They move to new groups with one member from each task.

Each student explains the important points they learn.

- In the text, I learnt that.....
- In the video, there are students and they must.....to get to school.
- During Covid 19, some students did not have a chance to.....

Discussion

In their new groups, students create a problem-solution T-chart to find out some solutions for the problems that they shared.

Presentation (A Perfect School Project)

Students return their original groups and start a “Perfect School Project”. Each group is instructed to be the Ministers of Education and they have to establish a school which solves the problems that they discussed. They need to give a name to the school, give details about how it provides equal access to education, from transportation to education tools used, and how the school serves best to the community.

Students can prepare ppt and/or images created with an AI tool.

Finally, students present their project to the whole class.

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II.V. Classroom Practice and Examples

İnci Gültekin, Leila Jedi, Fatma Karaman, Çiğdem Engin Gülbenzer, Özlem Cengiz

In the 21st century, education is expected not only to teach language and academic skills but also to prepare students to become responsible global citizens who are aware of social, environmental, and ethical challenges. The following lesson plans are designed within the framework of the United Nations Sustainable Development Goals (SDGs), integrating English language learning with real-world global and local issues such as health, environmental protection, sustainable cities, justice, and climate change. These lessons combine language development with 21st-century skills, particularly critical thinking, communication, collaboration, creativity, and digital literacy. Through problem-solving tasks, discussions, reading activities, and AI-supported learning tools, students are encouraged to use English meaningfully while developing awareness of global challenges and their role in building a more sustainable, fair, and responsible future. Each lesson focuses on a different SDG but shares a common goal: connecting language learning with real-life issues and encouraging students to become active, informed, and responsible members of society.

Lesson Plan 1: HEALTH AND WELL-BEING

Topic: Good Health and Well-Being

Learning Outcomes: Students will be able to

- develop an understanding of a healthy lifestyle and identify their habits
- acquire and use a set of functional vocabulary to be able to discuss health challenges such as sleeplessness and stress.

- build reading skills and spoken fluency in collaborative tasks and propose simple solutions to health issues students face.
- improve digital literacy skills using AI.

Age/Level: 17-21 CEFR Level A2 (University Prep Class)

Target Group: University Students

Time: 90 mins

Materials:

- Reading Text Adapted from Time Magazine
- Whiteboard, projector
- PC/Monitor, mobiles/tablets
- AI tool- Internet connection
- Problem Cards

Introduction: In the 21st century, one of the biggest challenges for students in metropolitan cities like Istanbul is ‘time poverty’, which leads to poor eating habits and lack of sleep, resulting in stress. This lesson is specifically tailored for tertiary-level students, where the pressures of a megacity and severe time constraints impact the well-being of nearly 20 million residents.

Integrating SDG 3 and the 4Cs, this lesson is designed to activate prior knowledge and encourage the use of English in an AI-driven, 21st-century learning environment.

Procedure:

Lead-in (10 mins)

- T projects four local images of a person sleeping in the school library, a person on a crowded metrobus, a teenager eating ‘traditional simit’ for breakfast and someone jogging in Maçka park (Appendix A) and asks:

1. Which picture is good for your well-being? Why?
2. Which picture shows a common problem for students in Istanbul?

- T asks ‘*How long did you spend in transport today?*’
- Ss discuss how these factors and their environment impact their overall health and connect this to ‘Time Poverty’ and how it limits exercise.

Vocabulary and AI Literacy (20 mins)**Drawing Activity: My Healthy Plate!****Keywords:** Legumes, grains, nuts and seeds, dairy, fat

'Design your healthy plate'

1. Draw images of what you eat and drink in a day.
2. Name the items if you can.

- Students use an AI tool to create their actual plate and label the items like grains, dairy etc.

- They compare and contrast their plates in pairs/ groups.

Discuss: 'Why is it difficult for students to achieve good health in a busy city like Istanbul.'**Optional:** Students vote for the healthiest plate!**Reading and Comprehension (20 mins)****(Adapted from Time Magazine)****Pre-Reading:**

- T displays pictures of children around the world and have students guess their nationality.

- Ask 'Where is s/he from? Describe their diet.'

Reading:

- Students read the text *adapted from Time Magazine* (Appendix B) about the diets of young children and match the names with the pictures.

- They check if their initial predictions about the pictures are correct.

Post- Reading: Comprehension (10 mins)

- Students compare and contrast the similarities and differences between their own diet and children mentioned in the text.

Task: Think-Pair- Share**Questions**

- *'Do you have similar eating habits in your country?'*
- *What problems do students have with health in Istanbul?*
- *Is it easy to be healthy in Istanbul?*

Digital Option:

Answers submitted on AI tool (anonymously).

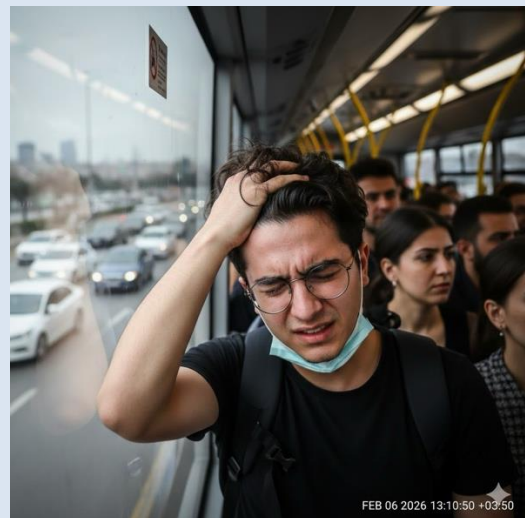
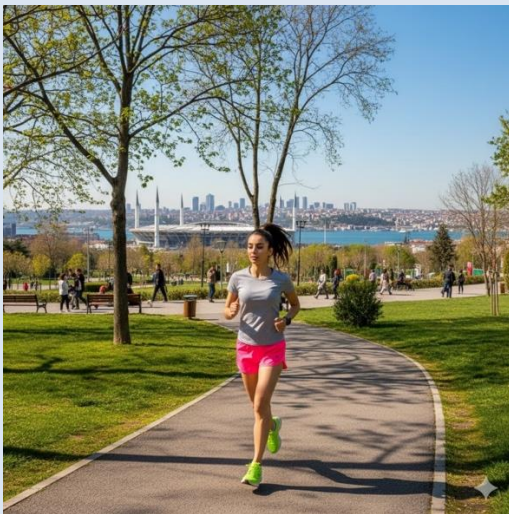
7 . Critical Thinking and Discussion (20 mins)**Task: Problem–Solution Cards**

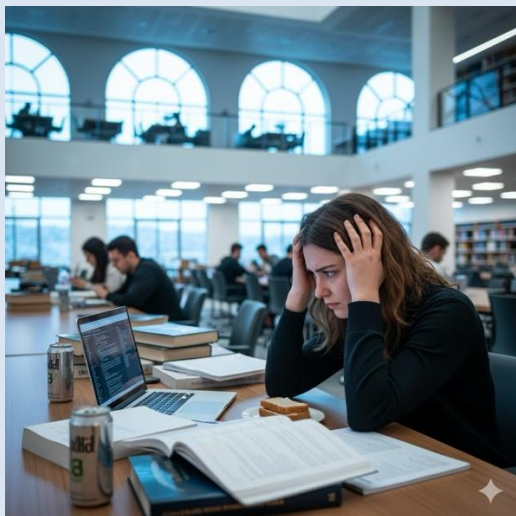
Each group gets a card:

Problem:	Critical Thinking Question:
1. “Students don’t sleep enough and this increases stress.”	Is it their personal choice?
1. “Healthy food is expensive in the campus .”	Why is a burger cheaper than salad in the canteen?
“Some people do not have time to exercise because of long commuting hours.”	How can they spare time for walking?

Students discuss:

1. Why is this a problem?
2. Design one simple solution.

APPENDIX A



APPENDIX B

Reading - What Kids Eat Around the World (A2)

In a world with an increasing number of obesity rates, photographer Gregg Segal travelled around the world and asked kids to write what they eat in one week to learn about their food. Then, he took some photos of the children with their local food around them. He wanted to understand how food affects children's health.

A study from Cambridge University found that some of the healthiest diets are in Africa as people there eat vegetables, fruit, beans, grains, and nuts. They usually cook their meals at home. In the United States, many people eat processed food and they eat very few vegetables.

Anchal Sahni is a 10-year-old girl from Mumbai, India. She lives in a small aluminium hut with her family near a construction site. For dinner, Anchal eats home-cooked food. Her family eats traditional meals such as okra and potatoes with curry, flatbread, and lentils.

Anchal has a healthier diet than many middle-class kids in India, who can afford to eat out. Many children in India eat fast food because their families have more money. In Mumbai, a pizza from Domino's is very expensive. It costs more than what Anchal's father earns in one day.

Paolo lives in Catania, Sicily. His diet is a great example of the Mediterranean diet. He also eats a lot of fresh, local food. His favorite meals include pasta with tomato sauce, fresh fish from the sea, and many types of vegetables. In Sicily, families like Paolo's often eat together, and they prefer home-cooked meals over junk food.

Amelia Gavia also lives in Catania. While she lives in the same city as Paolo, her eating style shows how modern life is changing. She eats traditional Italian food, but she also has more processed foods and snacks in her diet. Her story shows the "Nutrition Transition"—where traditional healthy habits meet fast-paced modern life.



Left: Paolo Mendlaro, 9, Catania, Sicily; Right: Amelia Gavia, 12, Catania



Isaiah Dedrick, 16, Long Beach, Calif.; Carolina Bonet Sanabrai, 5, Los Angeles



Left: Chetan Menge, 10, Mumbai; Right: Adveeta Venkatesh, 10, Mumbai



Rosalie Durand, 10, Nice, France



Greta Moeller, 7, Hamburg, Germany



Siti Khaliesah Nataliaa Muhamad Khairizal, 9, Kuala Lumpur; Mierra Sri Varrsha Selvan (sister, 8) & Tharkish Sri Ganesh Selvan (brother, 10) Kuala Lumpur

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Lesson Plan 2: LAKE VAN: POLLUTION, RESPONSIBILITY, AND SOLUTIONS

While the first lesson focuses on individual health and well-being, sustainability is not limited to personal lifestyle choices alone. Environmental health is equally important for human well-being. Therefore, the next lesson shifts the focus from personal health to environmental responsibility by examining pollution in Lake Van and encouraging students to think about environmental problems and possible solutions.

Topic: Pollution, Responsibility and Solutions

Learning Outcomes: Students will be able to

- employ critical-thinking skills to analyse an environmental problem
- express cause–effect relationships orally
- collaborate in online groups to propose realistic solutions
- evaluate AI-generated ideas critically
- communicate awareness-raising messages related to sustainability

Age/Level: 17-21 CEFR Level B1 and above

Time: 80 minutes in two 40-minute online lessons.

Materials

- Slides of photos showing pollution around Lake Van
- Slides of useful speaking phrases
- Video-conferencing platform with breakout rooms
- AI tool or online search engine

Introduction

In this remote speaking lesson, learners explore pollution in and around Lake Van, a local environmental issue that directly affects their lives. Through guided discussion, collaborative online tasks, and AI-supported idea generation, learners develop speaking skills while engaging with Sustainable Development Goal 14 and key 21st-century competencies such as collaboration, digital literacy, and learner agency.

Procedure:**Part one: Understanding the problem (40 minutes total)****Warm-up
(5 mins)**

- T shares a slide with photos of Lake Van (Appendix B) and ask them “What comes to your mind when you hear Lake Van?”
- T lets them explain orally, which activates students’ background knowledge.
- T accepts all answers at this stage to encourage students’ personal engagement.
- SS will warm up speaking and lower speaking anxiety in an online setting.

**Visual Awareness-
Raising
(10 minutes)**

- T shares photos (Appendix B) showing pollution around Lake Van.
- T puts learners into breakout rooms for 5 minutes in pairs or small groups.
- T tells them: “Look at the images on the screen. In breakout rooms, discuss:
 - What is happening in these images?
 - Why is this a serious problem?
 - Who might be responsible?
- Visit breakout rooms and support discussion where needed.

Ss will foster collaborative online discussion, develop environmental awareness, and practice descriptive and evaluative language

Stage 2 : Guided discussion: Causes and Effects (10 mins)

- T gives useful expressions to students to use during the discussion (because of, leads to, affects, one result is...).
- T asks learners to discuss the causes and effects of pollution in Lake Van using these phrases.
- T encourages equal participation within groups.

Local–global reflection (5 mins)

- T asks: “Is pollution in Lake Van only a local issue, or also a global one? Why?”
- Ss respond orally.

Brainstorming solutions (10 mins)

- T asks learners to brainstorm possible solutions.
- T emphasizes that ideas do not need to be perfect or realistic at this stage.

Part two: Solutions, roles, and reflection (40 minutes total)

AI-supported idea generation and evaluation (10 mins)

- T asks learners to use an AI tool or online source to generate ideas for reducing water pollution.
- T tells them to choose two ideas and discuss:
Are these ideas realistic?
Would they work in the local context of Van?
- T puts learners into breakout rooms for 5 minutes.
- T highlights that AI suggestions should be evaluated critically.

Role-based group task (15 mins)

- T assigns each group one role:
 1. Local authorities
 2. University students
 3. Local residents
- T puts learners into breakout rooms and ask them to prepare:
two practical solutions / one awareness-raising idea (e.g. slogan or social media message)

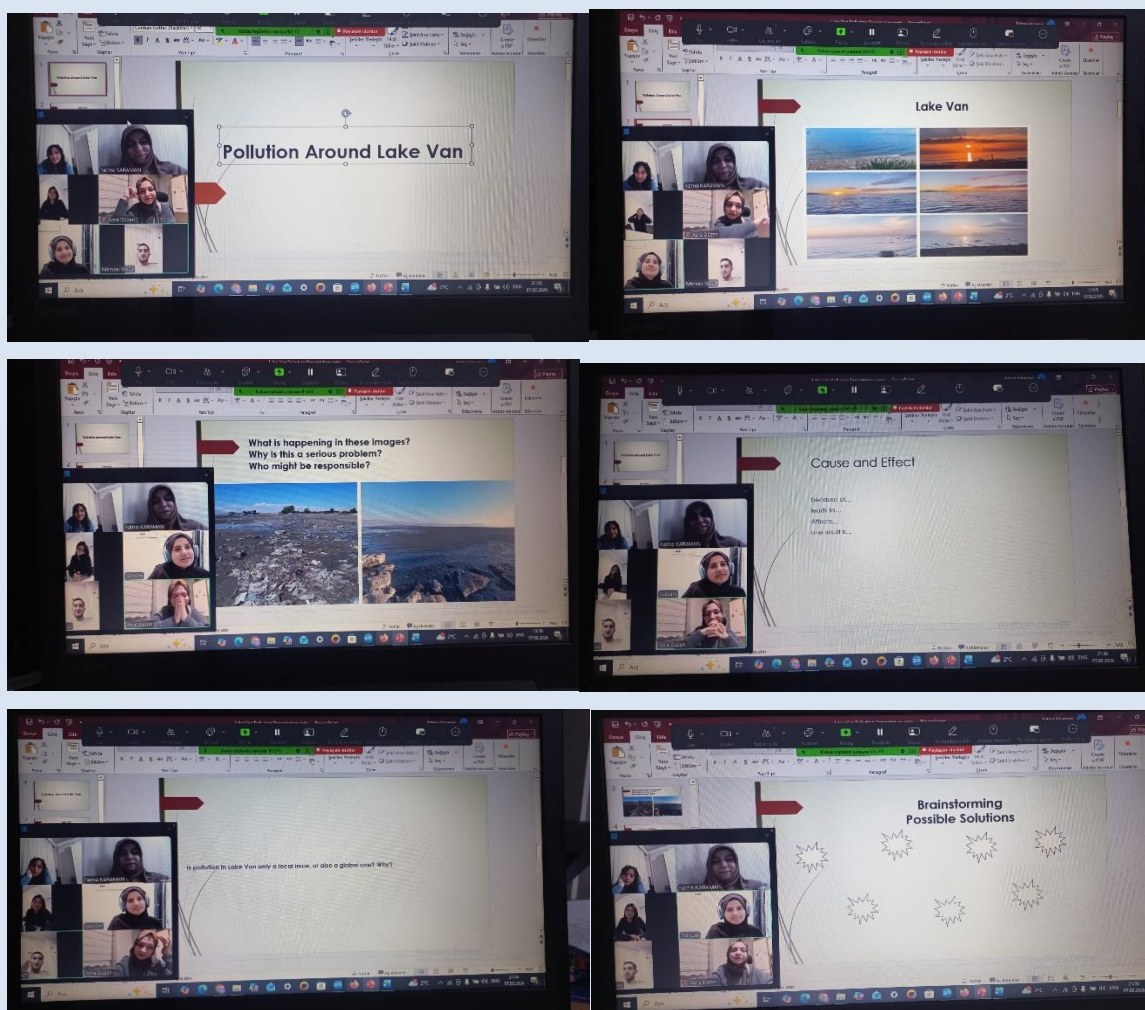
Group presentations (10 mins)

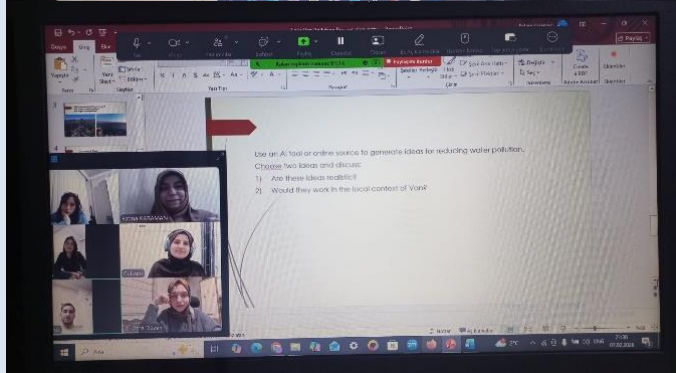
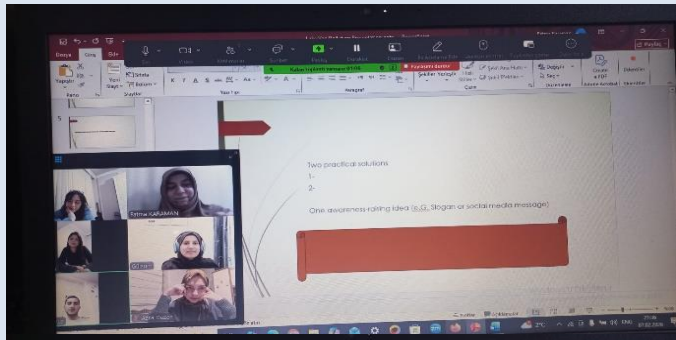
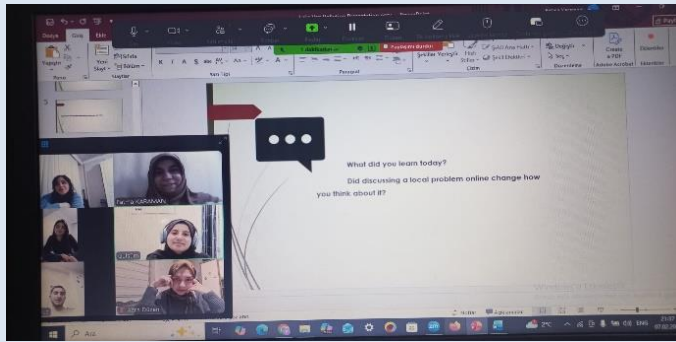
- Groups present their ideas to the class orally.
- After each presentation, T invites one question or comment from another group.

Reflection and feedback (5 mins)

- T asks learners:
 1. What did you learn today?
 2. Did discussing a local problem online change how you think about it?
- After having students' opinions on the lesson: T assesses the performance of each group.
- T provides brief oral feedback focusing on clarity, engagement, and relevance, not grammatical accuracy.

APPENDIX A: Photos taken by Fatma Karaman during the online sessions





APPENDIX B

Lake Van Photos taken by Fatma KARAMAN and her students



Pollution and environmental threat at Lake Van (photo published on Ekoloji Birliđi, 17 March 2025).



“Van Gölü’nün bu sorun ile başı dertte” (photo published on Şehrivan Gazetesi, 2025).

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Lesson Plan 3: Challenges of Modern Cities

After exploring a local environmental problem and discussing responsibility and solutions, it is important to look at environmental and social issues on a larger scale. The following lesson expands the discussion from a single environmental issue to the broader concept of sustainable cities and the challenges of modern urban life, such as traffic, pollution, and quality of life.

Topic

Sustainable Cities and Communities (SDG-11): Making Growing Cities More Liveable

Learning Outcomes: By the end of the lesson, learners will be able to:

- identify urban sustainability challenges and related vocabulary,
- discuss problems and propose solutions using appropriate language,
- collaborate to develop ideas for more sustainable cities,
- demonstrate 21st-century skills, including critical thinking, communication, and digital literacy.

Age/ Level: Young adults at CEFR level B2

Time: 80 minutes (two 40-minute lessons).

It can be adapted to a single 60-minute session by omitting some tasks.

Materials:

- a projector / smartboard
- internet access
- modern city images
- the passage
- students' digital devices (optional)

Introduction

This lesson integrates SDG-11 into an English language preparatory programme by focusing on urban sustainability issues relevant to students' lives in modern cities. Task-based and technology-enhanced activities support language development alongside key 21st-century skills.

Procedure**Warm-up (10 minutes)**

- T displays five modern city images (Appendix A) showing contrasting urban features (heavy traffic, industrial areas, green parks, overcrowded public transport, urban construction).
- T asks students to respond to a live Mentimeter poll: *Which image best represents daily life in Bursa (or your city)?*
- Ss discuss the results and ask each other to justify why the chosen image reflects daily life in their city.

Alternative (pen and paper)

- T shows the images one by one on the smartboard and asks students to vote by raising hands or marking their choice on paper.

Lead-in and vocabulary focus (10 minutes)

- T puts students into pairs to match key vocabulary with definitions or examples on a shared Padlet wall (*traffic congestion, infrastructure, sustainable, pollution, quality of life, contribute to, place pressure on, long-term planning*).
- T checks answers and briefly clarifies the meaning and use.

Alternative

- T uses word and definition cards and asks students to match them in groups.

Reading (20 minutes)**Skimming**

- T gives students 60 seconds to skim the text.
- T displays four possible headings using Mentimeter and asks students to vote for the best one:
 1. Why cities are becoming more popular
 2. The advantages of economic growth
 3. Key challenges of growing cities and how they can be addressed
 4. The future of rural life
- After voting, T asks students to discuss in pairs: *What in the text helped you choose this heading? Why?*

Alternative

- T provides the headings on the board or handout and asks students to underline supporting words in the text.

Scanning**Jigsaw Reading**

- T divides students into small groups.
- T uses a digital wheel to assign each group one

category about

- causes of traffic congestion
- causes of environmental pollution
- benefits of green spaces
- solutions suggested in the text

- Groups scan the text (Appendix C) and find two key points related to their category.

- T forms new groups so students can share information.

- T checks answers as a class.

Alternative

- T uses paper cards (Appendix B) with categories instead of the digital wheel.

- In groups, students discuss which problems from the text exist in their own city giving reasons and examples.

- Groups prepare a poster (digital or paper-based) presenting the problems and possible solutions.

- Optionally, groups briefly present their posters and vote for the most effective one.

- Students complete the sentence: *One thing I learned about sustainable cities today is ...*

- The teacher provides brief feedback on content and language.

- Students choose one urban problem and write a problem-solution essay (250–400 words).

**Post-reading
discussion & poster
presentation (30
minutes)**

**Feedback and
reflection (10
minutes)**

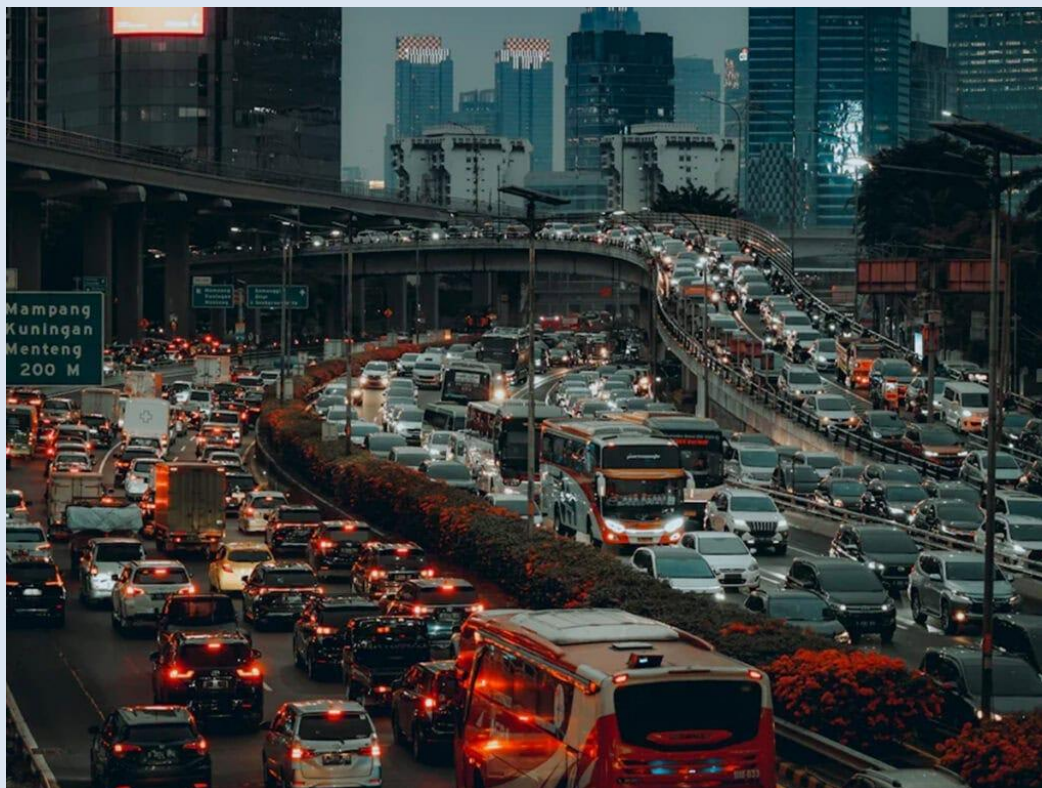
**Optional task/
homework**

APPENDICES

APPENDIX A

Images of a Modern City

1. Heavy Traffic



3. Green Parks





Key Vocabulary with Definitions / Examples

1. Traffic congestion: a situation where there are too many vehicles on the road, causing slow movements and delays

2. Infrastructure: the basic systems and services a city needs to function, such as roads, public transport, water, and electricity

3. Sustainable: able to continue over time without causing damage to the environment or using too many resources

4. Pollution: harmful substances in the air, water, or land that damage the environment and human health

5. Quality of life: the level of comfort, health, and happiness people experience in their daily lives

6. Contribute to: to help cause or improve a situation

7. Place pressure on: to make a situation more difficult by increasing demand or stress

8. Long-term planning: thinking and making decisions that focus on future needs and effects rather than short-term results

APPENDIX B

Paper Category Cards

**Causes of Traffic
Congestion**

**Causes of
Environmental Pollution**

**Benefits of Green
Spaces**

**Solutions Suggested in
the Text**

APPENDIX C

Reading Passage

Challenges of Living in a Growing City

Cities across the world are growing at an unprecedented pace, creating both significant opportunities and serious challenges for sustainable living. On the one hand, urban development can improve access to employment, education, and public services. On the other hand, rapid population growth places increasing pressure on infrastructure, housing, and natural resources. As a result, cities must find ways to manage growth while protecting both residents' quality of life and the environment.

One of the most visible and widely discussed problems in expanding cities is traffic congestion. In many urban areas, residents continue to rely heavily on private vehicles rather than public transport, which leads to overcrowded roads, longer commuting times, and higher stress levels. Moreover, traffic congestion significantly contributes to environmental pollution, particularly air pollution, which has been linked to respiratory problems and other long-term health issues. Without effective and accessible transport planning, cities risk becoming increasingly inefficient and difficult to live in.

Environmental pollution represents another major challenge closely connected to rapid urban development. Industrial production, large-scale construction projects, and growing numbers of vehicles all contribute to rising pollution levels. When economic growth is prioritised at the expense of environmental protection, cities struggle to develop in a truly sustainable manner. In the long term, pollution not only damages ecosystems but also increases public health risks and places an additional burden on healthcare systems.

At the same time, the reduction of green spaces has become a serious concern in many growing cities. As urban areas expand, parks and natural environments are frequently replaced by residential buildings, roads, or commercial centres. This loss of green spaces limits opportunities for recreation, social interaction, and physical activity, particularly for young people. Furthermore, green

areas play a crucial role in improving air quality, reducing urban temperatures, and supporting mental well-being.

For these reasons, Sustainable Development Goal 11 emphasises the need to create cities that are inclusive, safe, resilient, and sustainable. Achieving this goal requires long-term planning, investment in efficient public transport, effective pollution control, and the protection of green spaces. By addressing these interconnected challenges in a balanced way, cities can grow while meeting the needs of both present and future generations.

Reference

Shutterstock. (2026). *Crowded city street at rush hour* [Stock image]. Shutterstock.
<https://www.shutterstock.com>

Lesson Plan 4: PEACE, JUSTICE AND STRONG INSTITUTIONS

Sustainable cities are not only about infrastructure, transport, and green spaces; they also depend on strong institutions, fair decision-making, and responsible leadership. For this reason, the next lesson moves from environmental and urban sustainability to the importance of peace, justice, leadership, and strong institutions in building stable and sustainable societies.

Topic: Peace, justice and strong institutions

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

- analyze characters and events in a narrative text and explain how actions influence people and situations.
- identify key vocabulary from the story and connect these words to abstract concepts such as justice, peace, trust, and responsibility.
- demonstrate understanding of leadership and ethics through role-play, simulations, and decision-making activities.
- explain the importance of communication, coordination, and calm behavior in crisis situations.
- relate the story to real-life concepts such as strong institutions, fairness, and social responsibility.
- express personal reflections about leadership, decision-making, and responsibility through speaking or video reflection activities.
- develop critical thinking skills by answering comprehension, thematic, and creative writing questions.

Age/Level: 17-21 CEFR Level B1 and above (University Prep Class)

Target Group: University Students

Time: 80 mins (2 lessons- 40 mins each)

Materials:

- Whiteboard, projector
- PC/Monitor, mobiles/tablets
- AI tool- Internet connection
- A reading passage
- Visuals

Introduction: In the 21st century, one of the most important challenges for societies is maintaining trust, justice, and effective leadership during times of crisis and uncertainty. This lesson is specifically designed for tertiary-level students, where decision-making, ethical leadership, and communication play a critical role in maintaining order and public trust in difficult situations.

Integrating SDG 16 (Peace, Justice and Strong Institutions) and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity), this lesson aims to develop students' understanding of leadership ethics, institutional trust, and responsible decision-making through storytelling, simulations, and interactive digital tools. The lesson encourages students to activate prior knowledge, participate in decision-based scenarios, and use English in an AI-supported, 21st-century learning environment while exploring the human element behind strong institutions and leadership.

Procedure:**Lesson 1: The Human Element**

- **Pre (10 min): Visual 1 Analysis.** T shows the image (Appendix A).
T asks SS on **Padlet**: "*What is Mrs. Fatma thinking? What is the officer thinking?*"
- **While (20 min): Story Mapping.** Students read (Appendix B) the first two paragraphs. In pairs, they use **Google Jamboard** to list 3 things Demir did to build "Institutional Trust."
- **Post (10 min): Vocabulary Branching.** Students find "fiction" words in the text (e.g., *hissed, crumbling, steady*) and match them to "SDG 16" concepts (e.g., *crisis, instability, integrity*).

Lesson 2: Command & Ethics

- **Pre (8 min): Silent Leadership.** Using **Visual 2**, students try to "act out" a command to the class without speaking. SS discuss the importance of **Coordination**.
- **While (22 min): The "Demir" Simulation (Google Forms).**
SS discuss and empathize with the people in the given scenarios above.
 - *Decision 1:* The radio dies. Do you (A) Panic and shout? (B) Use the signals from Visual 2?
 - *Decision 2:* A villager tries to cross the dangerous bridge. Do you (A) Forcibly stop them? (B) Explain the risk and offer an alternative?

- **Post (10 min): The Reflection.** On **Flip**, students record a video: *"I am Cadet Demir. Today I learned that a Strong Institution is built when..."*

The Narrative: "The Echo of a Choice"

Pre-Reading (Engagement): Before reading, students go to **Mentimeter** and answer: *"You are alone in a crowd of 200 confused people. What is your most powerful weapon? (A) Your voice, (B) Your radio, (C) Your calm behavior."*

APPENDICES

APPENDIX A





APPENDIX B

The Story: The sun was barely over the horizon when Cadet Demir's unit reached the site of the flash flood. The village of Akçalı was in chaos. People were trying to save what remained of their homes, and the local bridge—the only way out—was damaged.

Demir remembered his training on **Institutional Integrity**. He knew that in moments of fear, a uniform represents the State. He saw an elderly woman, Mrs. Fatma, struggling with a heavy bag near the crumbling riverbank. Instead of shouting orders, Demir walked over, offered a steady hand, and spoke calmly. "We are here for your safety, Ma'am. Please follow me."

Suddenly, his radio hissed and went silent. The storm had knocked out the local tower. Demir looked at his team. Without words, he used the hand signals they had practiced a thousand times. A sharp raised hand for "halt," a circular motion for "regroup." His team responded instantly. Their **coordination** wasn't just tactical; it was a sign of a **Strong Institution** that doesn't break when

technology fails.

By noon, the tension had faded. The villagers were no longer shouting; they were standing in an organized line, talking with the officers. Demir realized that **Justice** wasn't just a word in a textbook. It was the result of a morning spent making fair decisions under pressure. He hadn't used force once; he had used **trust**.

Comprehension & Critical Thinking Questions

1. **Character Analysis:** How did Demir's interaction with Mrs. Fatma change the "mood" of the village?
2. **Thematic Link:** In the story, the radio fails. How does the unit's **coordination** keep the "Peace" (SDG 16)?
3. **Creative Writing:** Imagine the story continues. Write a 3-sentence "After-Action Report" that Demir's commander would write about this successful mission.

Reference

OpenAI. (2023). ChatGPT (Feb 13 version). <https://chat.openai.com>

Lesson Plan 5: Climate Change: A Global and Individual Challenge

Strong institutions and responsible leadership are essential not only for maintaining peace and justice but also for addressing global challenges such as climate change. The final lesson therefore focuses on climate change as both a global and individual responsibility, encouraging students to think critically about the roles of governments, companies, and individuals in protecting the environment and creating a sustainable future.

Topic: Climate Change: A Global and Individual Challenge

Learning Outcomes: By the end of the lesson, learners will be able to:

- employ critical-thinking skills to evaluate the tension between corporate responsibility and individual agency.
- read texts for specific information, identifying statistics and action points.
- acquire and use environmental vocabulary terms in context.
- collaborate and communicate in a team to solve complex environmental problems.
- develop digital literacy and creativity by using generative AI
- deliver a 2-3 minute group presentation advocating for a specific environmental stance.

Age/ Level: Young adults at CEFR level B1

Time :90 minutes (two 45-minute lessons).

Materials :

- A B1 level reading passage adapted from National Geographic
- wordlist (Definitions and Context) (optional)
- vocabulary Video (multimodal input)
- environmental Scenarios (Group Task Sheet)

Introduction

This lesson empowers students in Istanbul to move beyond feelings of powerlessness. By integrating SDG 13 with the 4Cs, students actively engage in solving urban challenges—such as heat and pollution—using Gemini Nano Banana technology, while visualizing a more sustainable future for their city.

Procedure**Stage one – Reading about Climate Action (45 minutes)****1. Warm-up (10 minutes)**

- T starts with a "mood check" regarding the environment particularly in big cities like Istanbul. T shows a picture of the Bosphorus and a busy Istanbul street at rush hour (appendix A.) T asks: "What comes to mind when you look at these?" How does the noise of the traffic affect you?"
- T introduces the phrase "Climate Fatigue."
- T explains that many people stop caring because the news is too bad. T asks learners to discuss in pairs: "Do you feel hopeless about the planet?" This activates their prior knowledge and sets a personal context for the lesson.
- T asks students about their access to water at home:
If yes: T asks about a time they lacked water or how a future shortage would affect them.
If no: T asks how they currently manage or obtain clean water.

2. Vocabulary Mastery (15 minutes)

- T plays the video which is created by Notebook LM to allow students to discover meaning of target words through visual and auditory cues: <https://youtu.be/GFMITYA2JUg>
- T integrates the digital game link to reinforce vocabulary acquisition in an engaging format. <https://wayground.com/admin/quiz/697e22086ed8c9a90004adbd>

3. Critical Reading (20 minutes)**Before Reading**

- Discussion: T asks students: "What is 'climate fatigue'?" List 3 things that make people feel hopeless about the environment and 3 things individuals can do.

While Reading

- Skim (2 Mins): Ss read the text (appendix B.) and identify the author's main argument: Is it a message of hopelessness or a call to action? (Answer: Call to action).

- Scan (Dual-Color Task): Underline (Color A) - The "Giant Problems": Students find the statistics about large countries and the 25 major companies responsible for half of global industrial pollution.

Circle (Color B) - The "Small Solutions": Ss locate specific personal changes mentioned in the text:

- Transport: Using bicycles or public transport instead of cars.
- Diet: Switching to a plant-based diet to reduce meat industry pollution.
- Fashion: Choosing high-quality items over "fast fashion" to stop toxic waste in water systems.

After Reading

- Debate: In groups, Ss discuss: "If 25 companies cause half of all pollution, does my choice to stop buying 'fast fashion' actually matter?"
- Critical Thinking: Ss use the text to find one health benefit mentioned for each "small solution" (e.g., lower blood pressure from a plant-based diet).

Stage Two – Creative Output (45 minutes)

4. Scenario Assignments (5 minutes)

T divides the class into groups of three using Material 4 (Scenarios), gives each group a specific "Problem Set." (appendix C.)

5. Collaboration and AI Creation (20 minutes)

- T explains that groups have 20 minutes to prepare a speech and a visual.
- This is where Collaboration and Digital Literacy merge. Students must decide their talking points. If they are the "Polluting Corporation," how do they make themselves look good? If they are the "Activists," how do they convince people to change their diet?

- AI Visuals: The entire group is responsible for the creative outcome. Members work together around the device to brainstorm and refine the prompt, ensuring they effectively "transfer" the specific location, vibe, and atmosphere of their topic into the AI tool. This collective effort ensures the final high-impact visual perfectly supports the group's specific stance and makes their presentation more persuasive.

6. The "Climate Action" Presentations (20 minutes)

- Each group stands at the front. They project their AI-generated image and speak for 2–3 minutes.
- Peer Feedback: After each presentation, the other students must "Vote" using a thumbs-up/down: "Was their solution possible in Istanbul?"

- Teacher Role: Listen for the correct use of target vocabulary. Do not interrupt; take notes for a brief correction session at the end.

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APPENDIX A



created by Gemini (Nano Banana)

APPENDIX B

Climate Change: A Global and Individual Challenge

Climate change is a long-term shift in global or regional climate patterns. Often, it refers specifically to the rise in global temperatures from the mid-20th century to the present. Many people today feel "**climate fatigue**" because they are tired of hearing bad news about the environment. However, understanding the science behind the crisis is the first step toward finding a solution.

Climate is different from weather because it is measured over a long period. Unexpected weather patterns can make it difficult to grow crops, and scientists have connected these changes to damaging events like floods and hurricanes. In polar regions, rising temperatures have caused ice sheets to melt, which contributes to **sea levels** rising and threatens many species with becoming **extinct**.

The primary cause of current climate change is human activity, specifically **burning** fossil fuels like natural gas, oil, and coal. This process releases **greenhouse gases** into Earth's **atmosphere**, where they trap heat and cause global warming. While big **emissions** are often produced by large countries or 25 major companies responsible for half of global industrial pollution, our personal **contribution** is still vital.

We can take several steps to reduce our **carbon footprint** and live a more **sustainable** life:

- **Public Transport:** In urban areas, choosing bicycles or **public transport** instead of cars turns polluted streets into clean spaces.

- **Diet:** Switching to a **plant-based** diet can significantly reduce the pollution caused by the meat industry. This also helps prevent health issues like becoming **obese**.

- **Fashion:** We can stop following "fast fashion," which often leads to factories dumping **toxic waste** into water systems. Instead, we can choose from a **variety** of high-quality, long-lasting clothes.

In conclusion, although we need **cooperation** between international governments, individual actions have a real **impact**. When we choose to live more sustainably, we create a better quality of life for everyone.

APPENDIX C

Istanbul Environmental Scenarios – Group Tasks

1. Breaking News: The Istanbul Heatwave (Journalists)

You are journalists for a major Istanbul news, reporting on a record-breaking summer heatwave.

- **Explain:**
 - What is happening (extreme temperatures, water levels in dam dropping).
 - What caused it (greenhouse gas release from heavy traffic, lack of green spaces, burning fossil fuels).
 - The impact (water **shortages**, risks to elderly citizens, and **climate refugees** moving from rural areas).
 - What will happen to the city's future if these temperature patterns continue.
- **Output:** 2–3 min news report and image creation.

2. The Industrial Giant: Marmara Manufacturing (The Corporation)

You are the management of a massive factory located in the industrial zones surrounding Istanbul.

- **Explain:**
 - Why you rely on **fossil fuels** and **mass-production** to keep prices low for Istanbul's 16 million residents.
 - Why switching to 100% green energy is too expensive for the local economy.
 - How you defend your **carbon footprint** and respond to accusations of dumping **toxic waste** into local water systems.
- **Output:** 2–3 min press conference and image creation.

3. Save the Marmara: Sea Mucilage Activists (Activists)

You are environmental activists proposing a urgent plan to save the Marmara Sea.

- **Explain:**
 - The current environmental pattern (rising sea temperatures and waste dumping).
 - How human activity in the city contributes to the problem.
 - **Sustainable** solutions (stricter waste laws, reducing the **release** of chemicals)
 - How cleaning the sea will prevent a local **famine** (loss of fish) and protect marine **species**.
- **Output:** 2–3 min protest speech and image creation.

4. Istanbul 2055

You describe life in Istanbul 30 years from now if sea levels rise and temperatures stay high.

- **Explain:**
 - Climate disasters (flooding in districts like Kadıköy or Beşiktaş).
 - Severe water **shortages** as the city's reservoirs dry up completely.
 - Local animal **species** (like the Bosphorus dolphins) **dying out**.
 - How **refugee** movements have changed the city's population.
- **Output:** 2–3 min "time traveler" presentation and image creation.

5. The Metropolitan Council (Government Task Force)

You are advisors to the Istanbul Metropolitan Municipality (IBB).

- **Explain:**
 - The primary causes of the city's pollution (transit, heating, and construction).
 - How to balance the city's economic growth with the need for a **sustainable** environment.
 - New laws you suggest (e.g., banning older cars from the city center, mandatory solar panels).
 - Why these difficult decisions are necessary to prevent a total environmental collapse.
- **Output:** 2–3 min policy briefing and image creation.

6. The Bosphorus Debate (Public Panel)

You are guests on a live TV debate show filmed at the Galata Tower.

- **Roles:** Environmentalist, Factory Owner, Fisherman (impacted by pollution), and Government Official.

- **Debate:**

- Who is truly responsible for Istanbul's air and water quality?
- Should the city prioritize industrial jobs or environmental health?
- What is the immediate next step: better **public transport** or stricter factory fines?

- **Output:** 2–3 min heated debate and image creation.

PART III: TECHNOLOGY-ENHANCED LESSON PLANNING

III. I. Key Aspects of Using AI in ELT at Preparatory Schools

Özlem Aksu Kurtoğlu, Görkem Aydın, Tuğba Aydın Yıldız

English language teaching (ELT) in university preparatory programs in Türkiye is typically delivered through intensive curricula designed to help learners reach a target proficiency level within a limited timeframe. In such contexts, large class sizes and heterogeneous proficiency profiles may restrict teachers' ability to provide individualized feedback and adapt instructional materials effectively (Kessler, 2018). Against this background, the use of artificial intelligence (AI) in preparatory schools can be seen both as an opportunity and a challenge. Although instructors and students are increasingly motivated to experiment with AI-based chatbots and digital tools, uncertainty regarding pedagogically appropriate integration may hinder their effective adoption. While global research provides a range of AI-based tools and methodologies, their implementation must be aligned with the pedagogical needs and institutional constraints of Turkish preparatory school contexts.

Within this framework, AI-based tools are increasingly used as supplementary resources that support instructional design, material development, and learner engagement. Key aspects of AI-enhanced lesson planning and teaching in preparatory schools include writing effective prompts, using AI as a practice partner, scaffolding learning, personalizing materials, creating activities and teaching materials, and helping learners evaluate AI-generated output through critical thinking and digital literacy (Hossain et al., 2025). The following sections discuss these dimensions together with their pedagogical and ethical implications.

Writing Effective Prompt

The pedagogical effectiveness of AI tools largely depends on users' ability to formulate effective prompts. Well-structured, task-specific prompts increase the relevance and instructional usefulness of AI-generated outputs (Preschern et al., 2025). Therefore, before asking AI systems to generate learning activities or materials, teachers should clearly define lesson aims, learning outcomes, and target language structures.

For example, if the objective of a lesson is to help learners produce complex sentences using newly learned grammatical structures, prompts may include expressions such as "at the end of the lesson", "students will have written", or "accurate complex statements." Such phrasing guides the AI system toward generating production-oriented tasks rather than materials that overemphasize vocabulary or isolated grammar practice (Preschern et al., 2025).

For learners, prompt formulation also functions as a metacognitive strategy. Constructing prompts requires students to clarify learning goals, specify information needs, and take responsibility for shaping AI outputs. Since many preparatory school students enter university from exam-oriented educational backgrounds, they may initially use AI tools primarily for translation or quick answers

(Hossain et al., 2025). To address this tendency, curricula should incorporate prompt literacy and AI output verification as part of digital literacy instruction.

One useful classroom strategy is Prompt Iteration, in which students begin with a general prompt (e.g., “write about city life”) and gradually refine it by adding constraints such as “from an architecture perspective” or “focus on noise pollution.” This process highlights the role of human agency in shaping AI-generated output and encourages learners to experiment with different levels of specificity (Preschern et al., 2025).

Another example can be seen in argumentative writing. A student might initially use a broad prompt like, “Write a paragraph about climate change.” Through prompt iteration, they gradually add constraints, refining it to: “Write an argumentative paragraph about renewable energy using B2-level academic vocabulary and three transition words.” This refinement functions as a metacognitive strategy. It forces students to clarify their learning goals, specify their information needs, and take responsibility for shaping the AI outputs, successfully shifting them away from seeking quick translations toward deliberate language practice.

Using AI as a Practice Partner

In addition to generating instructional materials, AI tools can function as interactive practice partners that support speaking and writing development. Through repeated interaction, learners can practice language production in relatively low-pressure environments while receiving immediate responses. Such interactions may help learners rehearse fluency, reduce performance anxiety, and view writing as a process involving drafting, revising, and reflecting.

However, it is important to recognize that AI-generated feedback is not always pedagogically reliable. Uncritical reliance on AI responses may lead to superficial processing or the reinforcement of inaccurate language patterns (Darwin et al., 2024). For this reason, teacher mediation remains essential to ensure that AI-supported activities align with learning objectives and promote meaningful language development. Teachers may guide students in evaluating AI feedback, comparing it with course materials, and discussing possible inaccuracies.

Scaffolding Learning Through AI-Generated Support

AI systems can also contribute to scaffolding and personalized learning by providing explanations, hints, and guided practice opportunities. Nevertheless, effective scaffolding requires careful calibration. Teachers need to determine when AI support should be introduced, how long it should remain available, and when it should be gradually withdrawn to encourage learner autonomy. This approach aligns with sociocultural perspectives emphasizing adaptive scaffolding within learners’ zones of proximal development (Azevedo, 2005; Vygotsky, 1978;).

From this perspective, AI can be viewed as a pedagogical thinking partner rather than a substitute for teacher expertise. In practice, this means that teachers actively interpret, filter, and contextualize AI-generated outputs during lesson planning and classroom instruction. For example, teachers may use AI tools to explore alternative explanations, generate additional practice activities, or

refine task design while ensuring alignment with learning objectives, assessment criteria, and ethical considerations (Aydın Yıldız, 2024).

Personalising and Adapting Materials

Another important advantage of AI tools lies in their capacity to generate multiple versions of instructional materials at different levels of linguistic complexity. This feature is particularly valuable in preparatory classrooms where learners often display diverse proficiency levels. Large language models can produce level-appropriate texts, exercises, and sample responses that support differentiated instruction and increase instructional flexibility (Kessler, 2018).

Nevertheless, the educational value of AI-generated materials depends on teachers' professional judgment regarding linguistic appropriacy, cognitive demand, and curricular relevance. In this sense, AI functions as a pedagogical amplifier that enhances teaching possibilities but remains mediated by teacher expertise (Holmes et al., 2022; Shulman, 1987). Research on teacher cognition similarly highlights that instructional decisions are shaped by teachers' beliefs, professional experiences, and contextual knowledge (Borg, 2006).

Creating Activities and Teaching Materials Using AI Tools

AI tools can assist teachers in generating worksheets, communicative tasks, and model texts quickly. However, automatically generated outputs may not always correspond to institutional objectives or course syllabi. For this reason, teachers remain central as pedagogical decision-makers, and AI is most effective when used as a support mechanism rather than a substitute for professional expertise (Kessler, 2018).

Teachers also act as ethical gatekeepers by defining the scope and timing of AI use within their classrooms. Establishing pedagogical boundaries helps maintain meaningful interaction, creativity, and communicative authenticity. For instance, teachers may allow AI tools for brainstorming or idea generation while requiring students to produce final written work independently.

Helping Learners Evaluate AI Output

Effective integration of AI tools also requires helping learners develop critical evaluation skills. This ability is closely related to epistemic vigilance, which refers to individuals' capacity to assess the reliability and credibility of information sources (Kostoulas et.al., 2025). In AI-supported learning environments, epistemic vigilance encourages students to question the accuracy and completeness of AI-generated responses.

One practical activity designed to foster such skills is "Hallucination Hunt." In this activity, students analyze an AI-generated text for example, a description of a historical event, and verify its claims using reliable academic or institutional sources. Through this process, learners learn that AI systems generate responses based on patterns in training data rather than verified factual knowledge. In other words, AI systems are predictive rather than factual, and their outputs may occasionally contain misleading or incorrect information (Tonmoy et al., 2024).

These practices demonstrate that digital literacy in AI-supported learning environments involves not only using technological tools but also critically shaping and evaluating AI-assisted outputs (Hossain et al., 2025).

Pedagogical and Ethical Considerations

Despite its pedagogical potential, generative AI also raises important ethical and academic integrity concerns. UNESCO (2023) emphasizes the need for clear institutional policies and sustained teacher oversight to ensure responsible AI use in educational contexts.

Therefore, AI tools should be positioned as mediated learning support embedded within pedagogical design, rather than as content-producing substitutes for learners. Teachers play a crucial role in guiding students toward responsible and reflective AI use while maintaining alignment with course objectives and assessment practices.

To illustrate how AI can support preparatory school ELT, Table 1 summarizes key areas of AI integration and their pedagogical value.

Table 1. Areas of Artificial Intelligence Use in Preparatory School ELT

Area of Use	Primary Function	Pedagogical Value
Lesson planning	Content and task generation	Increased instructional efficiency
Prompt writing	Structured AI interaction	Support for learner autonomy
Speaking practice	Fluency rehearsal	Reduced performance anxiety
Writing support	Drafting and formative feedback	Emphasis on writing as a process
Personalization	Level-based content adaptation	Facilitation of differentiated instruction

Conclusion

In sum, conceptualizing AI as a pedagogical thinking partner highlights the continuing centrality of teachers in preparatory school ELT. While AI tools can support personalization, efficiency, and pedagogical innovation, their educational value ultimately depends on teachers' informed decisions, contextual awareness, and ethical mediation. Without this guidance, uncritical reliance on AI responses may lead to superficial processing or the reinforcement of inaccurate language patterns. Therefore, conceptualizing AI as a pedagogical thinking partner highlights the continuing role of teachers in preparatory school ELT. When guided by professional expertise, AI functions not as an autonomous instructional agent but as a pedagogical amplifier that expands the possibilities of language teaching and learning.

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III. II. Using Digital Technologies in Lesson Planning

Burcu Başak Coşkun, Esra Ayten, Yasin Ergin

Digital technologies play a significant role in English language teaching by supporting lesson design, classroom delivery, and assessment practices. Beyond artificial intelligence applications, a wide range of digital tools such as learning management systems, multimedia platforms, and assessment technologies provide flexible and interactive learning environments. These technologies allow teachers to organize learning materials more systematically and support students' language development through structured digital environments.

In the lesson design phase, digital tools enable teachers to develop learner-centered content that integrates multiple language skills. Learning Management System (LMS) platforms such as Moodle and Google Classroom allow teachers to organize weekly modules, upload reading and listening materials, share vocabulary lists, and assign preparatory tasks before class sessions. In preparatory school contexts, teachers can use LMS platforms to create weekly learning pathways in which students first watch short instructional videos or complete vocabulary tasks and then attend the lesson prepared for discussion and communicative activities. Such digital environments are widely used in blended learning and flipped classroom models, as they encourage students to come to class prepared and enable teachers to dedicate classroom time to interaction-based language practice (Bates, 2019).

Multimedia tools also play a crucial role in the delivery stage of language instruction. Video-based learning platforms such as Edpuzzle or YouTube, podcast applications such as Spotify podcasts, and interactive presentation tools such as Nearpod or Genially enrich the input students receive in the target language. For example, teachers in preparatory programs can assign short video segments embedded with comprehension questions through Edpuzzle to practice listening skills before the lesson. During classroom sessions, students may respond to interactive presentation tasks or discuss podcast content in pairs or small groups. Additionally, digital storytelling tools such as Adobe Express or Storybird allow students to produce their own narratives, supporting both speaking and writing development. Audiovisual materials also bring authentic language use into the classroom, strengthening communicative language teaching practices (Harmer, 2015). Furthermore, accessibility tools such as subtitles, screen readers, and text-to-speech applications contribute to inclusive learning environments by supporting students with different learning styles or language proficiency levels (Dudeney et al., 2013).

Digital technologies also transform assessment practices by supporting formative and process-oriented evaluation. Online quiz tools such as Kahoot, Quizizz, and Socrative allow teachers to quickly assess students' understanding during or after lessons while providing instant feedback. In preparatory school settings, teachers can use these tools to review grammar or vocabulary topics at the end of each unit in an engaging way. In addition, learning analytics features in LMS platforms help instructors track student participation, assignment completion, and learning progress over time. Process-oriented assessment methods such as e-portfolios created through platforms like Mahara or Google Sites allow students to collect writing samples, recorded presentations, and reflective learning journals throughout the semester. Digital rubrics can also be integrated into LMS systems to provide transparent evaluation criteria and detailed feedback. These approaches reflect contemporary pedagogical perspectives that view assessment as an integral component of the learning process rather than merely a final measurement tool (Bates, 2019; Levy & Stockwell, 2013).

In conclusion, non-AI digital technologies contribute significantly to the effectiveness of English language teaching when they are integrated into pedagogically meaningful instructional designs. Learning management systems, multimedia resources, and digital assessment tools support student

engagement, facilitate skill integration, and enable continuous monitoring of learning progress. The effective use of these technologies largely depends on teachers' digital pedagogical competencies, which involve selecting appropriate tools, designing meaningful digital learning tasks, and integrating technology into language teaching in ways that support communicative learning objectives. When implemented thoughtfully, digital technologies can enhance both teaching practices and students' learning experiences in preparatory school contexts.

The Impact of Technology on Educational Content Design and Implementation Processes

English teachers are increasingly using digital technologies in the process of developing teaching materials. Beyond artificial intelligence, a variety of digital tools enables teachers to design, adapt, and evaluate instructional resources in ways that strengthen pedagogical consistency, flexibility, and sustainability. For example, visual design platforms such as **Canva** or **Genially** can be used to create multimodal materials that combine written explanations, visuals, and audio elements within a single learning resource. Interactive activity tools such as **Wordwall** allow teachers to transform traditional exercises into engaging digital tasks. In addition, **Mentimeter** can be used to create short quizzes or instant polls that help teachers quickly check students' level of understanding during or after a lesson. Collaborative platforms such as **Google Docs** also enable teachers to revise materials easily, modify task requirements, and prepare alternative versions for learners with different proficiency levels. Through the use of these tools, teachers can develop materials that are both adaptable to diverse learning contexts and responsive to students' learning processes.

One of the most significant contributions of technology to education is the ability to develop instructional materials in a digital environment. Digital platforms offer teachers the opportunity to create holistic and structured materials by combining text, visuals, audio, and activity instructions. These multimedia-based designs enhance students' engagement and comprehension levels by presenting information through different sensory channels while maintaining order and clarity in the content. However, recent research shows that the effectiveness of digital materials is directly related not only to the sophistication of technological tools but also to the digital pedagogical competencies of teachers (Graham, 2025). This situation once again highlights the importance of conscious and goal-oriented instructional design.

Technology also plays a significant role in the adaptation and differentiation of instructional materials. Once a basic instructional material is developed, it can be effectively adapted to suit different proficiency levels, learning needs, or classroom contexts. Teachers can change the difficulty level of tasks, supporting elements, or student outcome expectations without needing to create the material from scratch. This flexibility supports inclusive teaching approaches and facilitates the implementation of differentiated instruction in classrooms with students of varying proficiency levels. Recent systematic reviews reveal that digital technologies reduce teachers' workload and enable them to respond more effectively to learner diversity (Yu, 2025).

Another important aspect of technology-supported material production is the classroom use and evaluation of these materials. Digitally produced content can be easily shared, reused across different class groups, and updated to reflect classroom experiences. Teachers can gather valuable insights into how the materials are performing in practice by collecting feedback from students through short digital surveys or reflective activities. Research shows that teachers value digital materials not only as time-saving tools but also because they offer opportunities to improve teaching based on student interaction and performance data (Tunç & Baytak, 2025).

The following table summarizes the key ways in which digital technologies support different stages of material production in English language teaching.

Table 1. *Digital Technologies Supporting Material Production*

Material Production Stage	Pedagogical Focus	Technology-Supported Functions	Example Tools
Design & Creation	Multimodal presentation and clarity of instructional content	Supports creation of integrated text, audio and visual materials	Canva
Adaptation & differentiation	Adressing learner diversity	Enables teachers to adaption of tasks and multiple versions of the material	Google Docs, Wordwall
Assessment & Improvement	Evidence-based improvement of instructional materials	Gathers the collection of feedback and supports data-informed uptades	Google Forms, Mentimeter

As shown in Table 1, digital technologies support teachers at different stages of material production, including design, adaptation, and evaluation. During the design stage, tools such as Canva enable teachers to create multimodal instructional materials that integrate text, images, and audio elements. In the adaptation stage, platforms such as Google Docs and Wordwall allow teachers to modify tasks, adjust difficulty levels, and develop multiple versions of materials for learners with different needs. Finally, digital tools such as Google Forms and Mentimeter support the evaluation and improvement of materials by enabling teachers to collect learner feedback and analyze learning outcomes.

Although technology improves the production of teaching materials, the effectiveness of this improvement depends on factors such as teacher competence, access to technological resources, and pedagogical suitability. Teachers require continuous professional support to use digital tools purposefully and effectively; otherwise, technology may remain merely a superficial innovation. When digital technologies are integrated with clear learning objectives and reflective teaching practices, they can significantly enhance both the sustainability and pedagogical quality of instructional materials.

The Role of Digital Technologies in Supporting Inclusion, Accessibility, and Learner Autonomy in ELT

Digital technologies play an increasingly important role in supporting inclusive, accessible, and learner-centred practices in English Language Teaching (ELT). In diverse educational contexts, technology-enhanced learning environments help teachers address learner diversity, reduce participation barriers, and encourage greater learner responsibility in the learning process. When digital tools are integrated purposefully into lesson planning and instructional design, they contribute to more flexible and learner-centred language learning environments.

One important contribution of digital technologies is their ability to support inclusive and accessible learning environments. Digital platforms allow language input to be presented through multiple modes, including written texts, audio recordings, videos, and visual supports. Such multimodal input enables learners to process language through different channels and is particularly beneficial in ELT classrooms where learners differ in proficiency level, learning pace, and educational background. For example, teachers can upload reading materials to learning management systems such as Moodle or Google Classroom and provide additional supports such as glossaries, audio explanations, or guiding comprehension questions. These tools allow learners to revisit materials and access explanations when needed, helping them engage with authentic language input without oversimplifying the content.

Digital tools can also reduce affective barriers and encourage greater participation in classroom interaction. Some learners may feel hesitant to participate in traditional face-to-face discussions because of anxiety or limited language confidence. In such situations, digital platforms such as Padlet, Mentimeter, or online discussion forums within learning management systems can provide alternative participation channels. For instance, teachers can ask students to respond to discussion prompts or reflect on lesson topics through online discussion boards before or after class. Research on technology-enhanced language learning suggests that such digital participation opportunities can increase learner engagement and motivation when learners are given flexible ways to contribute (Stockwell, 2013). These activities allow learners to express their ideas in a less stressful environment while giving teachers insight into students' understanding and engagement.

Accessibility is further enhanced through asynchronous digital technologies, which allow learners to engage with course materials beyond the limitations of time and place. Tools such as recorded lectures, video-based learning platforms, and online assignment submission systems enable learners to revisit explanations, review difficult concepts, and engage with course content at their own pace. For example, teachers can upload recorded mini-lectures or pronunciation demonstrations

through platforms such as Zoom recordings or Panopto, allowing students to review the material before class or during revision. Asynchronous access is particularly beneficial in large or mixed-ability classes, where learners may require different amounts of time to process new language input.

Digital technologies also play an important role in promoting learner autonomy, which refers to learners' ability to take responsibility for planning, monitoring, and evaluating their own learning (Little, 1991). In ELT classrooms, this process can be supported when digital tools help learners track their progress, reflect on their learning strategies, and set individual learning goals. ELT-oriented digital tools such as e-portfolios, online self-assessment checklists, and learner reflection journals support this process by making learning progress visible and encouraging reflective learning practices. For example, students can create digital portfolios using platforms such as Google Sites or Mahara, where they upload written assignments, speaking recordings, and reflections on their learning progress. Through these portfolios, learners can monitor their development over time and identify areas that require further improvement.

Similarly, online self-assessment tools integrated into learning management systems or created through platforms such as Google Forms allow learners to evaluate their progress in relation to specific course objectives. Teachers can design checklists aligned with learning outcomes and ask students to complete them regularly throughout the semester. These activities encourage learners to reflect on their learning strategies and set realistic learning goals.

Learner autonomy can also be supported through digital learner journals or reflective blogs, where students regularly document their language learning experiences, challenges, and achievements. Tools such as WordPress, Padlet, or LMS-based blogging tools enable students to reflect on their learning process while allowing teachers to provide formative feedback. According to Benson (2011), autonomy develops most effectively when learners are encouraged to make informed decisions within structured learning environments. Digital platforms support this process by offering guided choices, such as selecting learning materials, reviewing recorded explanations, or completing self-assessment activities aligned with course objectives.

Furthermore, digital technologies extend learning opportunities beyond the classroom by allowing learners to access authentic language resources independently. Platforms such as BBC Learning English, YouGlish, or Quizlet provide learners with opportunities to practise vocabulary, listening, and pronunciation using authentic language input. By engaging with these resources outside the classroom, learners can reinforce classroom learning while developing independent learning habits.

Overall, digital technologies—beyond artificial intelligence—play a significant role in supporting inclusive, accessible, and learner-centred language learning environments. By enabling multimodal input, flexible participation opportunities, and reflective learning practices, digital tools contribute to more effective and sustainable ELT practices. In this way, the examples discussed in this section demonstrate how teachers and educators can integrate digital technologies into their instructional practices to create more inclusive and flexible language learning environments.

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III. Integrating Technology-Enhanced Lesson Planning With 21st Century Skills

Nursel Çetinkaya, Serra Taner

In contemporary English language teaching, the development of 21st-century skills has become an integral part of educational aims alongside linguistic competence. Skills such as critical thinking, collaboration, communication, creativity, digital literacy, autonomy, and problem-solving are increasingly viewed as essential for learners' academic progress and lifelong learning. This chapter explores how technology-enhanced lesson planning can support the integration of 21st-century skills in English language education. It discusses how digital tools can be purposefully incorporated into different stages of lesson planning, including learning objectives, materials selection, task design, and assessment practices.

In preparatory and/or language school contexts, where learners are expected to develop 21st-century skills within a limited timeframe and often under intensive curriculum demands, lesson planning plays a decisive role. Technology-enhanced lesson planning offers meaningful opportunities to integrate 21st-century skills into language education, provided that digital tools are selected and used with clear pedagogical intentions rather than for their novelty alone. As emphasised by the British Council (n.d.-c),

technology use in language teaching is most effective when it supports learner-centred practices and purposeful communication.

Technology-enhanced lesson planning can be understood as the intentional integration of digital tools, platforms, and resources across different stages of lesson design to support learning objectives and learner engagement. Rather than focusing on the technical features of tools, this approach prioritises alignment between learning objectives and outcomes, materials, tasks, interaction patterns, and assessment. In this sense, technology becomes a means of mediating learning rather than an end in itself. British Council (n.d.-c) guidance highlights that effective technology integration should promote meaningful interaction, learner agency, and opportunities for reflection, all of which are closely linked to the development of 21st-century skills.

One key stage at which 21st-century skills can be embedded is the formulation of learning objectives. When planning technology-enhanced lessons, teachers can move beyond learning objectives that focus solely on language elements or skills and include outcomes related to collaboration, critical engagement, or digital literacy. For example, objectives may specify that learners will work collaboratively to co-construct meaning in a shared digital space or evaluate online information using agreed criteria. Making such objectives explicit helps ensure coherence between what learners are expected to achieve and how learning activities are designed. According to British Council (n.d.-b), clearly articulated objectives support purposeful learning and encourage learners to take greater responsibility for their own progress.

Materials selection is another important area where technology-enhanced planning supports the integration of 21st-century skills. Digital technologies provide access to a wide range of authentic and multimodal materials, including videos, infographics, podcasts, and online texts. When selecting these materials, teachers can consider not only their linguistic suitability but also their potential to promote critical thinking, creativity, and intercultural awareness. For instance, learners may be asked to compare different digital sources on the same topic, identify perspectives or biases, or reflect on how meaning is constructed across modes. Such practices support digital literacy and critical engagement with content, which are central components of 21st-century learning (Dudenev, n.d.).

Task design plays a vital role in lesson planning for classroom practice. When planning classroom tasks, teachers can use technology as a tool to create more interactive learning experiences while supporting the development of 21st-century skills. Well-planned technology-enhanced tasks can create meaningful opportunities for communication, collaboration, and problem-solving. In this context, digital platforms that allow collaborative writing and online discussion enable learners to negotiate meaning and reconstruct texts in shared communication. These tasks both support language development and teamwork and improve interpersonal skills. It is important to keep in mind that the effectiveness of these tasks depends on careful planning, including clear instructions, appropriate scaffolding, and purposeful interaction patterns. From this aspect, technology creates a supportive environment in which pedagogical goals are realised, rather than the driving force of the lesson.

Another advantage of technology-enhanced lesson planning is that it supports creativity by encouraging learners to produce digital content rather than simply consume information. Tasks that involve creating presentations, short videos, digital posters, or reflective blogs allow learners to personalise language use and make choices about content and form. These activities also provide opportunities for creative expression while developing digital competence and communication skills. Teachers need to consider practical issues such as time constraints, technical support, and assessment criteria during the planning stage to ensure that creative tasks remain focused and achievable. Therefore, lesson planning is the beginning of a practical classroom. British Council (n.d.-a) lesson planning guidance highlights the importance of aligning creative tasks with clear learning aims and manageable classroom procedures.

Assessment and feedback are other areas where technology-enhanced lesson planning can foster learner autonomy. Digital tools can facilitate formative assessment through peer feedback, self-assessment activities, and reflective tasks. For instance, learners may evaluate each other's digital productions using agreed criteria or reflect on their learning process through short online comments or blogs. Planning for these assessment moments in advance, during lesson planning, helps integrate feedback naturally into the lesson and encourages learners to engage actively in their own learning. As noted by the British Council (n.d.-a), formative assessment practices that involve learners in reflection and evaluation support both language development and the growth of independent learning skills, supporting learner autonomy.

Despite its potential advantages, technology-enhanced lesson planning also requires careful decision-making by teachers. Not all uses of technology automatically lead to the development of 21st-century skills. The selection of tools should be analysed meticulously beforehand and be in accordance with the subjects. Uncritical or excessive use of technological tools may increase cognitive load or reduce meaningful interaction. Teachers, therefore, need to evaluate the pedagogical value of digital tools in relation to learner needs, proficiency levels, and contextual constraints. Considerations such as accessibility, inclusivity, and ethical use of digital resources should also inform planning decisions. The selection process for technology is the same as for classroom materials. It requires careful planning and investigation. Reflective practice is essential in helping teachers assess the effectiveness of technology integration and make informed adjustments to future lessons (British Council, n.d.-c).

In preparatory and/or language school contexts, integrating technology and 21st-century skills does not necessarily require major curricular changes. Curriculum is prepared by curriculum units and is mandatory for all instructors, defined here as teachers of English working in higher education contexts. Instructors can make small, intentional adjustments in lesson planning - such as incorporating collaborative digital stages, encouraging reflective feedback, or rethinking task formats. They can have a significant impact on learners' skill development. When technology use aligns with clearly defined objectives and sound pedagogical principles, it can widely enhance both language learning and the development of transferable skills.

To sum up, incorporating technology-enhanced lesson preparation with 21st-century abilities requires a shift from tool-focused to intention-driven design. Digital technologies can promote critical thinking, teamwork, creativity, communication, digital literacy, and learner autonomy when they are carefully incorporated into the lesson planning process. For educators, this integration requires constant introspection, deliberate decision-making, and a commitment to aligning technology use with educational objectives. In addition to enhancing language acquisition, this method equips students to actively and ethically engage in social, professional, and academic settings in a world that is increasingly digital.

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III. IV. Classroom Practice and Examples

a) AI and Digital Technologies

Selcen Aslı Erim Tiryaki, Ece Atambay Ertürk, Gizem Akıllı, Nursevinç Karakuş, Talha Erdal

This section explores the integration of artificial intelligence (AI) and digital technologies into language instruction in preparatory school programmes. It focuses on how these technologies can support the development of core language skills, namely reading, writing, listening, and speaking, while also enhancing learner engagement and participation. Drawing on current pedagogical approaches and classroom-based practices, the section aims to demonstrate how AI can be used as a supportive and mediating tool rather than a replacement for instruction. Particular emphasis is placed on task design, learner interaction, and critical engagement with AI-generated content in order to foster academic literacy, learner autonomy, and digital competence. To provide a structured overview of these practices, the section first focuses on reading instruction, followed by writing, listening, and speaking, before concluding with a broader perspective on learner engagement.

1. AI and Digital Technologies in Reading Instruction at Preparatory Schools

Reading instruction in preparatory school programmes frequently presents challenges related to learners' limited strategic engagement with academic texts. Research consistently indicates that many second language learners approach reading as a linear decoding process, focusing primarily on vocabulary recognition rather than constructing meaning through prediction, inference, and critical evaluation (Grabe & Stoller, 2011; Nation, 2009). As a result, learners often experience difficulties in identifying main ideas, recognising author stance, and responding to inference-based comprehension questions.

Recent large-scale reviews of artificial intelligence (AI) in language education demonstrate that reading is among the core language skills most frequently supported by AI-enhanced systems, particularly through personalised learning environments and natural language processing tools (Huang et al., 2023). In preparatory school contexts, where learners are expected to transition rapidly to academic literacy demands, AI-supported reading practices may offer potential to reduce cognitive load, increase engagement, and support strategic reading development. In some studies, AI is explicitly positioned not as an authoritative source of meaning, but as a pedagogical scaffold that supports metacognitive awareness, learner autonomy, and critical engagement with academic texts (Holmes et al., 2022; Kasneci et al., 2023).

Pedagogical Approach to AI-Supported Reading

Rather than altering academic reading texts themselves, the instructional focus can be placed on transforming how learners interact with texts. This approach reflects principles of materials adaptation that prioritise modifying task design and interaction patterns over simplifying content. AI-supported reading activities can therefore be designed to shift reading practices from individual, answer-driven tasks towards collaborative meaning-making and critical discussion.

Such an approach aligns with current perspectives in AI-enhanced language education, which emphasise the importance of human-in-the-loop pedagogy and guided learner interaction with AI outputs (Huang et al., 2023; O'Neill et al., 2024). For this purpose, AI-generated responses can be treated as prompts for evaluation rather than as correct interpretations, reinforcing learners' responsibility to justify meaning through textual evidence.

Pre-Reading Activities: Activating Background Knowledge and Purpose

During the pre-reading stage, AI tools can be used to activate background knowledge and establish clear reading purposes. Learners are presented with the title and selected subheadings of an academic text and are asked to generate possible research questions using an AI-supported tool. Such an activity aims to encourage prediction and goal-setting, which are known to facilitate comprehension and engagement in academic reading (Grabe & Stoller, 2011).

Learners can also compare AI-generated questions with their own predictions and discuss their relevance and plausibility. Rather than accepting AI outputs uncritically, students are asked to evaluate and refine them, reinforcing their role as active meaning-makers. This process is thought to contribute

to reduced reading anxiety and increased learner confidence, particularly in preparatory school contexts where academic texts are often perceived as demanding (Hudson, 2007).

While-Reading Practices: Strategy Development and Collaborative Meaning-Making

During the while-reading stage, AI-supported tasks can be designed to reinforce strategic reading rather than provide direct answers. Learners are asked to engage in activities such as prompting the AI to summarise a paragraph, identify the author's attitude, or propose the main idea of a section. These AI-generated outputs can subsequently be analysed through small-group and whole-class discussion.

Crucially, AI responses can be evaluated against textual evidence, allowing learners to identify inaccuracies, oversimplifications, or missing information. This practice may have the potential to shift interaction patterns from individual decoding to collaborative meaning construction and to support the development of inference-making and stance identification skills. Such guided and critical engagement with AI also aligns with recent research highlighting the pedagogical value of positioning AI as a mediating tool rather than an authoritative source (Kasneci et al., 2023; Huang et al., 2023).

Post-Reading Tasks: Critical Reflection and Productive Engagement

Post-reading activities can focus on synthesis, evaluation, and productive engagement with academic texts. Learners can use AI tools to generate draft summaries, alternative titles, or brief counter-arguments. These outputs can explicitly be framed as preliminary drafts rather than final products, and then students can revise AI-generated texts based on close reading, peer feedback, and teacher guidance. In this respect, typical learner outputs can include collaboratively annotated texts, revised AI-generated summaries, and short reflective notes documenting reading strategies and decision-making processes.

Using AI as a drafting and revision support can extend learners' engagement with academic texts beyond initial comprehension by encouraging iterative reflection and revision. When supported by instructional mediation, such practices contribute to learner autonomy and deeper awareness of reading-writing connections (Kohnke et al., 2023). Moreover, incorporating AI-related themes into reading materials has been shown to enhance learners' perceived relevance of academic texts and increase their engagement in higher education contexts (Tang & Foley, 2022).

Ethical Considerations and Learning Outcomes

In integrating AI into classroom activities, ethical considerations are of critical importance as well. Discussions on how to apply AI can be made throughout the implementation, including discussions of academic integrity, responsible AI use, and data privacy. Learners can explicitly be informed that AI-generated content does not replace independent reading or critical thinking, which is also in alignment with international guidance on AI literacy that underscores the importance of developing learners' capacity to critically evaluate digital tools alongside language skills (UNESCO, 2023; European Commission, 2022).

Overall, the AI-supported reading practices described in this section contributed to key learning outcomes in preparatory school programmes, including strategic reading, critical thinking, academic literacy, learner autonomy, and digital competence. These practices directly support core learning outcomes by fostering strategic reading skills, critical engagement with texts, and increased learner awareness of responsible digital tool use.

Building on these insights into reading instruction, the following section shifts the focus to writing, where AI-supported tools are used to scaffold idea generation, organisation, and revision processes in preparatory school contexts.

2. AI and Digital Technologies in Writing Instruction at Preparatory Schools

Enhancing Opinion Writing through AI-Supported Digital Tools in English Preparatory Programmes

This section presents concrete classroom practices demonstrating how AI-supported digital tools can be integrated into the teaching of opinion paragraphs and opinion essays in English language preparatory programmes. The examples aim to support lesson planning, classroom instruction, and learning outcomes while offering practical models that other instructors can adapt to their own contexts.

Rationale for Technology Selection

AI-supported tools were selected to address common difficulties faced by preparatory school students in writing, particularly in idea generation, organisation, coherence, and revision. Rather than replacing student writing, these tools were used to scaffold specific stages of the writing process and to promote learner autonomy, critical thinking, and digital literacy.

Lesson Context and Objectives

Level: B1–B2

Writing focus: Opinion paragraph and opinion essay

Objectives:

- to develop students' ability to express and justify opinions
- to improve paragraph and essay organisation
- to raise awareness of ethical and responsible AI use in academic writing

Classroom Activity 1: AI-Supported Pre-Writing and Planning

At the pre-writing stage, students were introduced to a topic such as *“Should university education be free for all students?”*. Using an AI tool such as **ChatGPT**, students generated possible arguments and examples through guided prompts (e.g. *“List two arguments supporting this opinion with examples”*). They were explicitly instructed not to request full paragraphs or essays.

Students critically evaluated AI-generated ideas, selected relevant points, and created individual outlines for an opinion paragraph or a five-paragraph opinion essay.

Learner outputs: brainstorming notes, outlines, argument lists.

Classroom Activity 2: Drafting and Digital Collaboration

Students drafted their opinion paragraphs or essays using **Google Docs**, which allowed the teacher to monitor progress and provide formative feedback during the lesson. Peer feedback was conducted using a checklist focusing on clarity of opinion, organisation, topic sentences, and linking devices.

To support language accuracy, students used **Grammarly** to identify grammatical and clarity issues. They were encouraged to review suggestions critically rather than accept them automatically.

Learner outputs: first drafts, peer comments, Grammarly feedback summaries.

Classroom Activity 3: AI-Assisted Revision and Reflection

During the revision stage, students used **QuillBot** or **DeepL Writer** to explore paraphrasing and sentence clarity options. They revised selected sentences and completed a short reflection explaining which AI suggestions they accepted or rejected and why.

This activity reinforced learner responsibility and awareness of authorship while improving language accuracy and style.

Learner outputs: revised drafts, reflection statements.

Reflections on Effectiveness and Challenges

These practices increased learner engagement and confidence in opinion writing. Students demonstrated improved organisation and clearer argument development. Challenges included the need for clear classroom rules regarding AI use and ensuring equal access to digital tools. Explicit instruction and reflection were essential to prevent over-reliance on AI.

Ethical and Learning Outcome Considerations

Ethical use was addressed by prohibiting full text generation and emphasising AI as a support tool. These practices supported key learning outcomes, including writing coherence, argumentation skills, critical thinking, digital literacy, and learner autonomy.

While writing instruction highlights the role of AI in supporting productive language skills, the next section turns to listening, examining how AI-driven tools can enhance learners' exposure to input, comprehension, and interactive listening experiences.

The table below presents the AI and digital tools used in preparatory programmes for writing instruction, along with their corresponding stages in the writing process and pedagogical purposes (see Table 1).

Table 1. *AI Tools Used for Writing Instruction in Preparatory Programmes*

AI / Digital Tool	Stage of Writing	Pedagogical Purpose
ChatGPT	Pre-writing	Idea generation, argument development
Google Docs	Drafting	Collaboration, peer feedback
Grammarly	Revising	Language accuracy and clarity
QuillBot / DeepL Writer	Revising	Paraphrasing and style improvement

Source: Gemini

3. AI and Digital Technologies in Listening Instruction at Preparatory Schools

AI-supported language education has been reshaping how learners access and practice input. AI tools; such as mobile apps, chatbots, speech-recognition platforms, and AI-generated audio have the potential to enhance learners' listening comprehension, motivation, and engagement. In an ELT classroom, Artificial Intelligence can be utilized in many different ways when it comes to listening activities. These purposes can be listed as the following:

1. Creating dialogues and monologues in different styles; such as formal and informal
2. Creating examples of personalized listening materials (different levels of the same track)
3. Preparing different types of questions for listening activities
4. Creating tongue twisters for a combined activity of listening and speaking
5. Designing games containing listening skill
6. Transcribing video or audio to prepare subtitles or transcript for lower levels
7. Preparing lesson plans for including listening activities

In Table 2, some suggested AI tools are listed for each task mentioned above:

Table 2. *Examples of AI tools useful for this section*

Task	Recommended AI Tool	How it Supports the Activity
1.Creating Dialogues	Kukarella or ElevenLabs	These tools allow you to "cast" multiple AI voices (e.g., a formal British manager vs. an informal American teen) to read scripts you generate in ChatGPT.
2.Personalized Materials (Leveled Audio)	Twee or Diffit	Paste a link or text, and these tools will instantly rewrite it into different CEFR levels (A1 to C2). You can then use their built-in Text-to-Speech (TTS) to create the audio.
3.Question Generation	to-teach.ai or TurinQ	Upload any MP3 or YouTube link; the AI analyzes the content and generates Multiple Choice, True/False, or Open-Ended questions automatically.
4.Tongue Twisters	Flint (Tongue Twister Generator)	Specifically designed for K-12 and ELT, this generator creates twisters based on specific phonetic sounds (e.g., "th" vs "s") to target listening/speaking gaps.
5.Designing Games	ChatGPT-4o (Voice Mode)	Students can play "The Interrogation" or "20 Questions" by talking directly to the AI, which acts as a responsive, real-time game master.
6. Transcription & Subtitles	Otter.ai or Adobe Premiere	These tools generate high-accuracy transcripts with timestamps. For lower levels, you can edit the transcript to simplify vocabulary while keeping the audio timing.
7.Preparing Lesson Plans	MagicSchool AI or Brisk Teaching	These platforms have dedicated "Listening Lesson" generators. You provide the topic and level, and they output a full plan with objectives, warm-ups, and post-listening tasks.

Source: Gemini

In the past, teachers relied on a limited set of recorded dialogues. Today, instructors can generate realistic audio that mimics specific academic scenarios—such as a chemistry lab briefing or a multi-accented seminar discussion—tailored to the students' future departments. This ensures that listening practice is not just linguistically relevant but contextually grounded. Table 2 presents further examples of AI tools that can be used to develop listening materials.

Table 3. Sample AI tools to be used while generating listening materials

For generating example dialogues and texts:	For creating audio from text:
Gemini, ChatGPT, Copilot, Perplexity, Poe	Heygen, Listnr, Speechless, Descript Overdub, WellSaid Labs, Replica, Speechki, ElevenLabs

(Peachey, 2024)

In conclusion, AI and digital technologies offer valuable support for listening instruction at preparatory schools by enhancing personalization, interactivity, and efficiency. However, their successful integration depends on thoughtful pedagogical use and critical evaluation by teachers. Rather than replacing traditional methods, these technologies should be viewed as complementary tools that enrich the listening learning experience and help students develop essential language skills in a rapidly evolving digital world.

Beyond individual language skills, AI and digital technologies also play a significant role in shaping overall classroom dynamics. The following section therefore broadens the discussion by focusing on how these tools can be used to enhance learner engagement after providing some sample classroom activities.

Sample Classroom Activity:

This game was designed with the help of *Gemini* and it is called "The AI Alibi". The ChatGPT-4o Voice Mode is used in this game as a non-player character (NPC) that students must interrogate.

Game Title: "The AI Alibi"

Target Level: Pre-Intermediate (A2/B1)

Primary Skill: Intensive Listening & Note-taking

AI Tool: ChatGPT-4o (Voice Mode)

1. The Setup

- The teacher sets the scene: A "crime" has been committed in the school (e.g., someone ate the Headmaster's birthday cake).
- The teacher gives ChatGPT a specific persona: *"You are 'Sam the Janitor.' You were at the school at 5 PM yesterday. You are helpful but talk quickly. If students ask where you were, tell them you were in the library, then the gym, then the cafeteria. Mention specific details like 'cleaning a blue spill' or 'fixing a broken locker'."*

2. How to Play

- 1. Team Formation:** Divide the class into "Detective Teams" (3–4 students).
- 2. The Interrogation:** One team at a time comes to the front of the class. They put ChatGPT-4o on **Voice Mode** (speakerphone on).
- 3. The Task:** Teams have 3 minutes to ask "Sam" questions about his timeline.
 - **Challenge:** Students are not allowed to look at the screen (the phone is turned face down). They must rely entirely on their ears.

4. Note-Taking: While one student speaks, the other teammates must frantically take notes on the details Sam provides (times, locations, colors, objects).

3. The Winning Condition

After all teams have "interrogated" the AI, the teacher reveals a set of "**Evidence Cards**" (e.g., "The cake was eaten at 5:15 PM near a blue spill").

- The team that successfully listened and recorded the specific detail matching the evidence (The Blue Spill + 5 PM) wins the round.

4. Pedagogical Rationale (The "Why")

- **Reduced Anxiety:** Interacting with a "character" makes the listening task feel like play rather than a test.

- **Authentic Interaction:** Because the AI's responses are generative, students cannot predict exactly what Sam will say. This requires **active, high-stakes listening** for "Key Information" (Selective Listening).

- **Peer Scaffolding:** Teammates help each other decode what they heard,

Table 4. *Stages of the sample lesson plan*

Stage	Activity	Time
Warm-up	Review "Question Forms" (Where were you? What did you see?)	5 mins
The Game	Teams interrogate the AI NPC (Sam) and take notes.	20 mins
The Reveal	Teacher presents evidence; teams present their "Case."	10 mins
Verification	Students read the AI transcript to check their listening accuracy.	10 mins

4. Boosting Learner Engagement via Digital and AI-Supported Tools

The swift advancement of artificial intelligence (AI) and digital technologies has significantly influenced teaching and learning practices across all educational levels. Today, it is evident that AI is not the future anymore, but it is the present, and therefore, it cannot be reduced to a particular dimension, as it encompasses various aspects of our lives, influencing everything from communication to education. To put a finer point on it, AI is currently transforming our lives, such as the way we communicate and make thoughtful decisions. On top of that, AI has an undeniable impact on education and research as well. In this regard, it has a huge influence on the transformation of how teachers need to engage their students, and recognizing the complexity of AI inclusion education is essential for understanding its multi-faceted impact on teaching and learning. For this reason, it is important for today's teachers to integrate AI and digital technologies into their classes to promote learner engagement.

Certain digital tools, such as [Mentimeter](https://www.mentimeter.com/) (<https://www.mentimeter.com/>), can be employed as live polls, quizzes, and Q&A to enhance learner engagement, as they offer interactive tasks to be used in discussion activities. To give an example, certain speaking tasks used as warm-up activities in course books can be done using such digital tools as illustrated below.



Figure 1. Example of a Warm-up Speaking Task Adapted with Digital Tools

The teacher can input the questions from discussion tasks into these tools and invite learners to share their opinions. Such tools enable even typically reticent learners to participate more actively, which in turn encourages greater engagement in subsequent tasks.

Another example of a digital tool to boost learner engagement is [Curipod](https://curipod.com/) (<https://curipod.com/>). The teacher can use this tool to prepare interactive presentations. The teacher can share the presentation with learners, who are then able to follow the content in real time by accessing the presentation via a QR code provided by the teacher, and when deemed appropriate, learners can be invited to contribute their own comments on the content or the situations presented. Moreover, learners can vote on one another's responses, thereby facilitating not only teacher-student interaction but also student-student interaction. The following figure illustrates how this tool can be utilized.

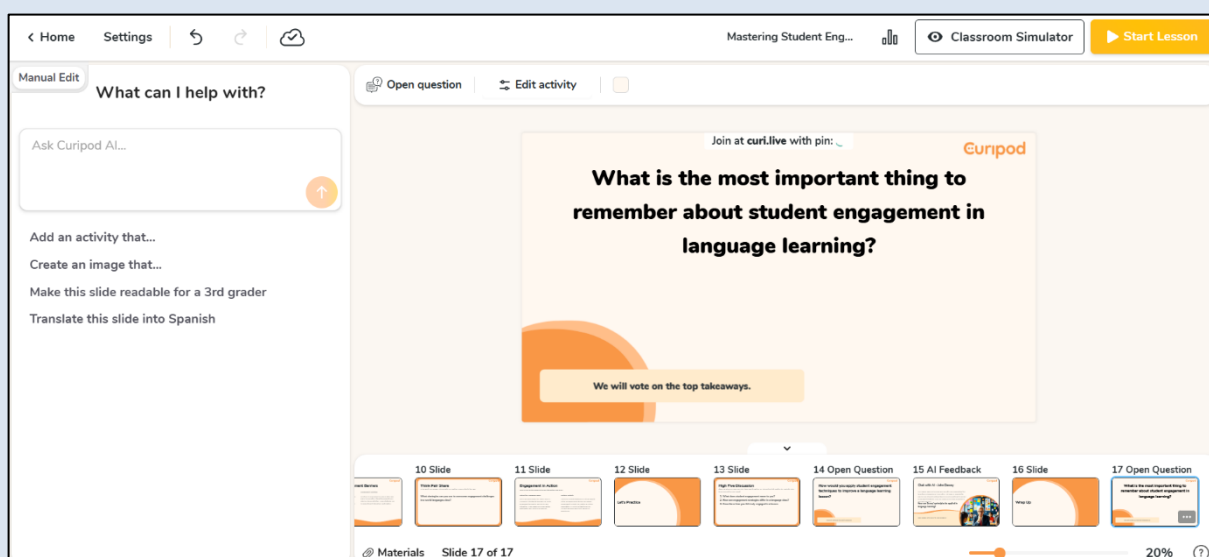


Figure 2. Example of an Interactive Presentation with AI Tools

As can be seen, digital tools can effectively enhance student engagement. Additionally, it is possible for the teacher to monitor the extent of learners' engagement. That is, the teacher can observe and evaluate how actively learners participate. It is also important to note that the use of such technology can provide significant benefits for personalized learning, as it facilitates the adaptation of instructional materials to individual learners' needs. However, it is worth noting that teachers need to be cautious while using AI and digital technologies, as they may contribute to both teachers' and learners' too much dependency on these tools, hindering their critical thinking and social skills development. Therefore, bringing AI and digital tools to classrooms can be both advantageous and disadvantageous in a classroom setting because they can enhance teaching and learning experiences while also posing certain risks, including privacy issues, overreliance, and impairing critical thinking. In this respect, balancing its benefits with potential drawbacks is crucial for a sustainable future. That is, emerging digital technologies must serve as tools for teachers rather than dictate their instructional practices.

In line with this emphasis on active participation, the next section focuses specifically on speaking instruction, exploring how AI can provide learners with increased opportunities for interaction, practice, and feedback.

5. AI and Digital Technologies in Speaking Instruction at Preparatory Schools

Speaking is usually regarded as one of the most challenging skills for not only instructors of English to teach but also learners of English to acquire in preparatory schools. Students are generally concerned about accuracy, fluency and pronunciation while trying to utter their sentences. Considering time constraints and large class sizes, students may have fewer opportunities to practice and improve their speaking skills in class. AI-generated tools or digital technologies, however, may provide them with extended oral practice. These tools can function as supplementary speaking partners to promote learner autonomy.

At the pre-speaking stage, students can be asked to work in pairs or groups, and they can use generative AI tools to brainstorm some ideas for speaking tasks. After evaluating those ideas with their partners or group members, students can try to integrate the phrases/expressions they need to use in their speaking sections of the book. During the while stage, students can ask AI-generated tools to function as their speaking partners, and these tools can ask questions as simulated interlocutors followed by students' voice recordings. AI can be given prompts to adopt a specific role during this stage. As a post-stage, learners can get immediate feedback on their accuracy and fluency, which can help them to get individualised feedback.

Teachers can also benefit from AI tools before conducting their lessons. For example, they can ask AI to generate some role-play scenarios in line with the curriculum in order to save time (see Appendix B). Another way to make use of AI tools by instructors could be to guide their students so that they can compare their own answers in terms of vocabulary and grammatical structures that they are supposed to use according to their level of English (see Appendix C)

APPENDICES

APPENDIX A: Sample AI-Supported Tools and Prompts for Reading Instruction

1. Pre-Reading: Research Question Generation

Tool type: Research-oriented AI system (e.g. **Elicit**)

Sample prompt: Based on the title and subheadings of this text, generate three possible research questions the author might address.

Pedagogical focus: Prediction, schema activation, purpose-setting

2. While-Reading: Social Annotation and Evidence Checking

Tool type: Social annotation platform (e.g. **Perusall** or **Hypothes.is**)

Sample task: Highlight a sentence that supports or contradicts the AI-generated summary of the paragraph. Add a short comment explaining your choice.

Pedagogical focus: Inference-making, stance identification, evidence-based reading

3. Post-Reading: Drafting and Reflective Revision

Tool type: **Generative AI tool** combined with shared digital documents

Sample prompts: Write a 120-word summary of the text focusing on the author's main argument. Suggest an alternative title that reflects the central claim of the text.

Follow-up reflection task: Briefly explain which parts of the AI-generated draft you revised and why.

Pedagogical focus: Synthesis, revision, learner autonomy, metacognitive awareness

APPENDIX B: Possible Scenarios for Making, Accepting & Refusing Offers

Instructor's Prompt:

Create role-play scenarios for intermediate level of English learners for the following: Making, Accepting & Refusing offers. Follow this pattern:

Student A: Read your situation to your partner.

Student B: Make an offer according to the situation.

Student A: Accept or refuse the offer. (Check your card.)

Scenario 1 – Missed Class Notes

Student A*: Read your situation to your partner.

You were absent yesterday because you were sick. You missed an important lecture and the teacher gave homework. You don't have the notes.

Student B: Make an offer according to the situation.

Student A: Accept or refuse the offer. (Check your card.)

👉 Card options for Student A (teacher keeps this part):

- Accept: You really need the notes.
- Refuse: You already got the notes from someone else.

◆ Scenario 2 – Moving to a New Apartment

Student A*: Read your situation to your partner.

You are moving to a new apartment this weekend. You have many heavy boxes and large furniture.

Student B: Make an offer according to the situation.

Student A: Accept or refuse the offer. (Check your card.)

👉 Card options:

- Accept: You feel stressed and need help.
- Refuse: Your family is already helping you.

◆ Scenario 3 – Preparing for an Exam

Student A*: Read your situation to your partner.

You have a very difficult exam next week. You don't understand some topics and you feel nervous.

Student B: Make an offer according to the situation.

Student A: Accept or refuse the offer. (Check your card.)

👉 Card options:

- Accept: You want to study together.
- Refuse: You prefer studying alone.

◆ Scenario 4 – Heavy Shopping Bags

Student A*: Read your situation to your partner.

You are carrying many shopping bags and they are very heavy. You look tired.

Student B: Make an offer according to the situation.

Student A: Accept or refuse the offer. (Check your card.)

👉 Card options:

- Accept: Your arms hurt.
- Refuse: You live very close.

◆ Scenario 5 – Laptop Problem

Student A*: Read your situation to your partner.

Your laptop suddenly stopped working. You have an important assignment to submit tomorrow.

Student B: Make an offer according to the situation.

Student A: Accept or refuse the offer. (Check your card.)

👉 Card options:

- Accept: You urgently need a solution.
- Refuse: You already fixed it.

◆ Scenario 6 – Feeling Unwell at School

Student A*: Read your situation to your partner.

You feel unwell during class. You have a headache and feel dizzy.

Student B: Make an offer according to the situation.

Student A: Accept or refuse the offer. (Check your card.)

👉 Card options:

- Accept: You need help.
- Refuse: You just need some water.

APPENDIX C

How would an A2+ level of English learner answer the following question in 1 minute? Fashion shows often present size-zero models. Do you think this is a problem? Say why. Discuss in pairs.

Love this kind of speaking prompt for A2+ 🍷 It's clear, current, and discussion-friendly.

Here's how an **A2+ level learner** could answer in about 1 minute (simple vocabulary, short sentences, clear reasons):

I think this is a problem because size-zero models are very thin and not realistic for most people. Many young girls and boys watch fashion shows and compare themselves to these models. They may feel unhappy about their bodies.

Also, this can cause health problems. Some people may try to lose too much weight to look like these models. This is not healthy. I think fashion shows should show different body types so people can feel more confident and accepted.

Figure 3. Sample A2+ Learner Response to a Speaking Prompt on Size-Zero Models

How about B1?

Ahhh okay, now we're leveling up 😊 B1 students can go a bit deeper — more explanation, maybe one example, slightly more abstract language like *influence*, *pressure*, *society*, *self-esteem*.

Here's a **1-minute B1 sample answer**:

Yes, I think this is a problem. Fashion shows often present size-zero models as the "ideal" body type. This can influence young people and create pressure to look very thin. As a result, some people may develop low self-esteem or feel dissatisfied with their bodies.

In addition, focusing only on one body type does not represent real life. People naturally have different shapes and sizes. If fashion shows included more diverse models, society might have a healthier understanding of beauty.

Figure 4. Sample B1 Learner Response to a Speaking Prompt on Size-Zero Models

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b) Integration of Digital Technologies/AI with 21st century skills)

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This chapter examines the pedagogical integration of digital technologies and artificial intelligence (AI) in university preparatory programs, with a particular focus on fostering 21st-century skills. It explores how AI-supported practices can enhance critical thinking, communication, collaboration, creativity, digital literacy, and learner autonomy through task-based and socioculturally grounded instructional design. Through classroom-based examples and sample tasks, the chapter demonstrates how digital tools can function as structured scaffolds that support both language development and higher-order cognitive engagement.

1) Technology-Enhanced Lesson Design for Critical Thinking and Communication

In English as a Foreign Language (EFL) preparatory program, developing students' critical thinking and communication skills is considered a central instructional objective (Facione, 2015). Students enrolled in such programs are expected to move beyond everyday language use and gradually acquire the discourse practices required in academic contexts. This transition involves the ability to interpret information, question assumptions, and articulate reasoned arguments. Consequently, language instruction in preparatory programs should integrate cognitive engagement with linguistic development so that learners can effectively participate in faculty-level academic study (OECD, 2019).

The lesson design presented in this section is informed by principles of task-based language teaching, which emphasize meaningful language use through purposeful communicative tasks (Ellis, 2003). Within this framework, learners engage in problem-solving activities that require analysis,

evaluation, and collaboration. In addition, inquiry-based learning principles are incorporated to encourage students to investigate authentic academic situations commonly encountered in preparatory programs. Digital technologies and AI-supported tools are used as scaffolding mechanisms that guide learners' reasoning processes and promote sustained interaction during task completion (Benson, 2011).

1.1 Classroom Context

The lesson is designed for undergraduate preparatory school students aged between 18 and 21 who demonstrate English proficiency at the **B1–B2 level** according to the Common European Framework of Reference for Languages (CEFR). These students participate in an intensive English program intended to develop the academic reading, writing, listening, and speaking skills required before entering their departmental studies. The course is structured as an integrated-skills program delivered over a fourteen-week semester with approximately four instructional hours per week. Instructional planning must also take into account several institutional constraints. Preparatory programs generally operate within a centralized curriculum aligned with CEFR descriptors, which limit flexibility in syllabus design. In addition, relatively large class sizes and restricted instructional time require lessons to be efficient, learner-centered, and adaptable to mixed-ability groups.

1.2 Sample Lesson / Task Description

The sample lesson focuses on a task titled **“Evaluating Online Academic Sources for University Study.”** The topic was selected because preparatory-level students frequently encounter difficulties when identifying reliable online sources and summarizing information for academic assignments.

During the pre-task stage, students are introduced to different types of online sources, such as academic journal articles, blogs, and news websites, through brief digital examples. The instructor activates students’ prior knowledge by asking about their experiences with online research and then introduces key evaluation criteria including credibility, relevance, and potential bias.

In the while-task stage, students work collaboratively in small groups to examine two contrasting online texts related to a general academic topic. Using guided digital prompts, they assess the reliability of each source and discuss which text would be more appropriate for use in a university assignment. Throughout this stage, the instructor monitors group interactions, provides linguistic support when necessary, and encourages students to justify their evaluations with evidence (Ellis, 2003).

During the post-task stage, each group presents its evaluation orally to the class. Following the presentations, students complete a brief reflective writing activity in which they summarize their conclusions and explain the reasoning behind their decisions individually.

1.3 Role of Digital Technology / AI

Digital technologies serve as a supportive function in the lesson by providing structured evaluation checklists, guiding questions, and opportunities for immediate feedback. AI-assisted prompts encourage students to reconsider initial impressions and focus on evidence-based reasoning when evaluating sources. In this context, digital tools function primarily as cognitive scaffolding mechanisms rather than as content generators, ensuring that learners remain actively involved in the analytical process. Compared with traditional paper-based activities, digital tools provide faster access to authentic materials and facilitate collaborative discussion. They also enable instructors to manage classroom time more efficiently, particularly in large preparatory classes (OECD, 2019).

1.4 Mapping to 21st-Century Skills

The lesson supports the development of several 21st-century competencies, particularly critical thinking, communication, and digital literacy. Through the evaluation of online sources, students practice analyzing information critically and distinguishing reliable materials from less credible ones. The collaborative discussions and presentations foster oral communication skills, while the reflective writing task strengthens students’ ability to articulate academic reasoning in written form. These competencies align closely with language learning outcomes, as students engage in reading for evaluation, speaking for discussion, and writing for academic explanation.

1.5 Brief Reflection

Initial classroom implementation indicated a relatively high level of student engagement, largely because the task addressed challenges commonly encountered in preparatory programs. Students demonstrated greater awareness of issues related to source credibility and appeared more confident

when explaining their evaluations. Nevertheless, some learners showed limited familiarity with academic evaluation criteria and occasionally relied on superficial textual features when making judgments. These observations highlight the importance of explicit modelling and guided practice when integrating digital tools into preparatory-level language instruction.

2) Integrating Digital Technologies and AI for Collaboration and Creativity

Collaboration and creativity have become essential learning outcomes in 21st century English language programs, particularly in preparatory schools where students begin developing the academic and communicative competencies required for future study. In language learning, collaboration fosters co-construction of meaning and creates opportunities for learners to negotiate language, share perspectives, and engage in authentic interaction. Creativity, meanwhile, enables learners to take ownership of language, experiment with emerging linguistic resources, and express ideas in meaningful multimodal forms. These skills are increasingly valued in global communication contexts and are explicitly emphasised in frameworks such as the Partnership for 21st Century Learning (P21, 2019).

The theoretical foundation for integrating collaboration and creativity draws heavily from social constructivism. Vygotsky (1978) argued that tools—whether linguistic, symbolic, or technological—mediate cognitive activity and enable learners to extend their capacities. Collaborative learning environments, as described by Dillenbourg (1999), deepen intellectual engagement by situating learners in joint problem-solving tasks where knowledge emerges through interaction. In the foreign language classroom, such interaction is fundamental, supporting opportunities for negotiation of meaning, scaffolding, and peer-supported output (Swain, 2000).

Creativity also aligns with sociocultural understandings of learning as a generative and transformative process. Sawyer (2012) describes creativity as a distributed phenomenon in which ideas evolve through social exchange and iterative refinement rather than sudden individual insight. When digital technologies and AI tools are incorporated into this process, they extend learners' imagination, provide new modes for expression, and help operationalise creativity through digital production. Thus, integrating digital technologies and AI within collaborative tasks is pedagogically justified because it blends communicative practice with the creative and social skills needed for the modern academic landscape.

2.1 Classroom Context

In the English preparatory context, classrooms often rely on interactive, learner-centred approaches. Collaborative work typically involves small groups or pairs, carefully structured to balance participation and promote linguistic output. Teachers may assign complementary roles—summarizer, designer, researcher, facilitator—to ensure equal contribution and foster positive interdependence, a key feature of effective group work (Johnson & Johnson, 2018).

The physical and digital organisation of the classroom supports these structures. Flexible seating arrangements enable students to face one another, share devices, and move between discussion and production phases. At the same time, digital platforms create virtual collaborative spaces that

complement in-class interaction. Tools such as Microsoft Teams, Google Workspace, Padlet, or Canva's collaborative boards allow students to brainstorm, draft, and co-edit tasks synchronously or asynchronously. Collaborative documents serve as shared thinking spaces where learners can track revisions, leave feedback, and collectively build content.

With the increasing integration of AI tools in educational settings, students now have access to additional support systems enabling idea generation, language refinement, and multimodal design. AI-enhanced writing assistants, concept-mapping tools, and image-generation applications help learners explore alternatives and develop more polished outputs. These tools do not replace collaboration but amplify it by expanding the group's creative possibilities.

To illustrate how digital technologies and AI can be integrated to promote collaboration and creativity, the following sample task demonstrates a multi-stage, technology-supported assignment designed for English preparatory students.

Task Title: *Creating a Multimodal Campaign for a Global Issue (B1/B1+)*

In this task, students work in groups of four to produce a digital campaign raising awareness about a global issue such as climate change, mental health, or sustainable living. The final product may take the form of a short promotional video, a digital poster series, or a multimedia slideshow. The task emphasises both content creativity and collaborative meaning-making.

The task can be managed in four stages:

1. Planning: Students begin with online exploratory research. Using tools like Padlet or Miro, they create a shared brainstorming board. AI brainstorming assistants may help generate guiding questions or highlight possible sub-themes. Groups select the angle of their campaign by evaluating their collected ideas and choosing a message that feels both meaningful and feasible.

2. Co-Construction: Students use collaborative platforms such as Google Docs or Teams to draft the main message, persuasive appeals, and supporting details. They experiment with digital creative tools—Canva for posters, Adobe Express for videos, or PowerPoint for animated slides. During this stage, students may use AI writing support for refining text, checking register, or generating alternative phrasings. Visual AI tools may also support creativity by suggesting layout templates or generating illustrative images aligned with the campaign theme.

3. Revision: Groups participate in peer-to-peer feedback sessions where they review each other's drafts using comment features in collaborative documents. Students revise their multimodal artefacts by adjusting text, reorganising visuals, improving pacing, or enhancing coherence. AI tools can assist by identifying unclear segments, offering suggestions for cohesion, or helping adjust tone and audience appropriateness.

4. Sharing: Students share their campaign in the classroom or through the learning management system. Presentations allow groups to explain their creative decisions, linguistic choices, and collaboration process. A short reflective text accompanies the final submission, prompting learners to evaluate how collaboration and digital tools influenced the outcome.

The final product is a multimodal artefact blending text, visuals, and narration. It showcases students' ability to synthesise ideas, make purposeful design choices, and communicate a persuasive message to a wider audience. Importantly, it demonstrates how creativity and collaboration converge through digital technologies to produce meaningful language use.

2.2 Role of Digital Technology and AI

Throughout all task stages, digital technologies and AI function as mediators of collaboration and creativity. Shared digital environments enable learners to work together despite time or location constraints, extending collaborative opportunities beyond the classroom. These platforms support collective brainstorming, joint drafting, and real-time editing activities central to socially constructed learning (Dooly, 2017).

AI contributes by enhancing creative thinking and linguistic performance. During idea generation, AI can suggest conceptual categories or raise prompts that help groups expand their perspective. In drafting stages, AI writing assistants help students articulate ideas more clearly, offering scaffolds aligned with Vygotsky's (1978) notion of mediated learning. When producing multimodal content, AI design tools provide templates, colour schemes, and visual enhancements that support learners who may feel less confident about design skills.

Additionally, the revision process is enriched by AI-supported feedback on coherence, precision, or style, allowing groups to refine work more efficiently. AI thereby acts as a supplementary collaborator—an idea extender, language supporter, and design partner while students maintain agency and make final creative decisions.

2.3 Mapping to 21st-Century Skills

The instructional design of the sample task provided above directly addresses four core skills:

Collaboration: Learners build shared understanding, negotiate decisions, delegate tasks, and engage in collective problem-solving. Collaborative platforms also provide transparency about contributions, enabling equitable participation.

Creativity: The digital campaign format requires students to move beyond traditional writing, composing multimodal texts that involve design thinking, experimentation, and synthesis of diverse resources.

Communication: Students practice communicating with varied audiences, developing persuasive messages, presenting ideas, and exchanging feedback.

Digital Literacy: Learners practice navigating digital environments, evaluating online information, using collaborative tools, and integrating AI responsibly—skills essential for academic and professional life.

2.4 Conclusion

Ultimately, integrating digital technologies and AI into collaborative creative tasks not only enriches language learning but also helps learners develop the flexible, innovation-oriented skills needed in the 21st century. This approach supports the broader goals of English preparatory programs:

producing learners who are communicatively confident, digitally capable, and ready to engage in complex academic environments.

3) AI-Supported Practices for Learner Autonomy and Digital Literacy

In modern language education, integrating 21st-century skills has become a must for university preparatory programs. Students are required to develop not only linguistic competence but also critical thinking, effective collaboration, independent information management, and the ability to adjust in dynamic academic and professional environments. As modern workplaces increasingly demand flexibility, self-direction, and continuous learning, it has become essential for students to apply these skills beyond the classroom to succeed in their future careers. Learners must take an active role in directing their own learning processes to meet these demands. Holec (1981) defines learner autonomy as "the ability to take charge of one's own learning", and learner autonomy is one of the crucial skills that a 21st-century citizen should obtain both for education and professional life, as it promotes active participation in the learning process. Developing this skill is vital for students.

While learner autonomy is recognised as crucial for effective language learning, its implementation in prep schools faces challenges, including crowded classrooms, limited class hours, and inadequate technology. Traditional approaches often rely on teacher mediation, which can restrict learners' ability to make decisions and receive timely feedback. This limits their engagement in self-regulatory processes, such as planning and evaluation. According to Padmadewi et al. (2020), autonomous learning is essential in 21st-century education because students cannot rely solely on classroom instruction, given the wealth of online resources available.

In language preparatory programs, time constraints and diverse learner profiles hinder the consistent implementation of autonomy-oriented practices, resulting in intermittent rather than systematic integration into daily instruction. While students are encouraged to take responsibility for their learning, traditional classrooms often fail to establish conditions that support autonomous behaviour. In contrast, AI-supported learning environments offer a promising solution by enabling personalised, continuous, and learner-driven engagement with language-learning tasks, as demonstrated in Table 1. Across multiple reviews and empirical studies, AI tends to promote learner autonomy and self-direction when used as a scaffold rather than a replacement for learner agency. Table 1 presents examples of integrating AI into both in-class and out-of-class settings to support learner autonomy in preparatory EFL contexts.

Table 1: Examples of AI-Supported Practices for Learner Autonomy in Preparatory EFL Contexts

In-Class Applications	Out-of-Class Applications
<p>Supporting diversity and inclusion: AI helps learners adjust the task difficulty by requesting simpler or more detailed explanations, model answers, or alternative examples tailored to their level. This adaptability enables students of different proficiency levels to engage with the same task without the need for explicit grouping.</p>	<p>Self-directed, goal-based practice: Learners use AI to identify specific language goals (e.g., improving paragraph coherence, expanding topic-related vocabulary) and generate short, focused practice tasks aligned with those goals, rather than completing generic homework activities.</p>
<p>Facilitating brainstorming and idea generation: AI can support learners in generating and clarifying ideas during pre/post-task stages, while teachers help them critically evaluate and select relevant content rather than accept AI output uncritically.</p>	<p>Independent, immediate feedback and revision cycles: Students submit drafts or spoken responses to AI for feedback on clarity, organisation, or language use, revise their work independently, and bring the improved version to class for further discussion or teacher feedback.</p>
<p>Accommodating different learning styles: Learners can engage with content through various modes—such as visual summaries, auditory models (like dialogues and rhythmic patterns), or action-oriented task planning—allowing them to choose how they process and interact with language.</p>	<p>Structured reflection through learning logs: AI-guided reflection prompts (e.g., <i>What strategy did you use? What worked? What will you try next time?</i>) support weekly learning logs, helping learners articulate and evaluate their learning processes.</p>
<p>Promoting creativity and enjoyment: AI-supported creative activities, such as writing short songs, dialogues, or role-plays, reduce barriers to participation and encourage experimentation while allowing learners to control content, tone, and complexity.</p>	<p>Targeted revision of recurring difficulties (needs analysis): Learners ask AI to identify common language errors across tasks and create short revision activities to enhance their awareness of individual learning needs.</p>
<p>Supporting gamified, low-stakes practice: AI can create quizzes and challenges that allow learners to choose difficulty levels and pacing, fostering motivation and self-monitoring without high evaluative pressure.</p>	<p>Flexible, modality-based practice: Learners enrich the assignment content by using AI to generate visual/auditory aids, allowing them to practise language in ways that align with personal learning preferences.</p>

Reducing anxiety and supporting participation: AI provides private rehearsal opportunities, helping learners build language skills and confidence to participate inclusively in whole-class activities.

Linking independent work to classroom interaction: Learners integrate AI-supported reflections, revised texts, or questions from out-of-class practice into discussions and peer reviews, reinforcing the link between independent and guided learning.

In conclusion, adopting digital technologies and integrating AI into university English preparatory programs is transformational. It effectively facilitates the transition from students' linguistic development to the essential competencies required in the 21st century. By shifting the role of AI from content generator to cognitive scaffold, educators can create an environment that fosters critical thinking, creativity, and collaboration through task-based and communicative designs.

Additionally, these tools can address traditional institutional challenges—such as large class sizes and limited instructional time—by promoting learner autonomy and providing personalised, continuous feedback both inside and outside the classroom. Finally, when these technologies are implemented with clear modelling and a focus on learner agency, they empower students to evolve from general language learners to digitally proficient, independent thinkers ready to tackle the complexities of modern academic and professional life.

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PART IV. TECHNOLOGY-ENHANCED LESSON PLANNING SOLUTIONS TO SOME CHALLENGES IN ENGLISH LANGUAGE PREPARATORY SCHOOLS

Assessment Of Writing Skills As A Challenge

Merve Yıldız

One persistent challenge in preparatory schools is related to assessment procedures. Considering heavy course and exam schedules combined with high student populations, assessment demands could reach formidable levels. The amount of time spent and effort required to assess student performance and make decisions about achievement levels are usually overwhelming on the part of instructors responsible for handling those procedures.

The context

A conventional preparatory school context in Türkiye expects students to ascend the ladder of proficiency aiming to reach High B1 level. In accordance with the rigorous academic demands, formative assessment comes to the fore as well as providing satisfactory feedback to student output, especially for productive language skills - speaking and writing.

Technology-enhanced solutions

As providers of auxiliary support for assessment workflows, digital technologies such as Google Docs, or screencasting tools have helped in reducing the traditional pen-and-paper work and enhancing more participatory feedback or assessment sessions for students. Use of AI for assessment, however, has been emerging as the new norm in language education contexts, while still requiring a conscientious approach.

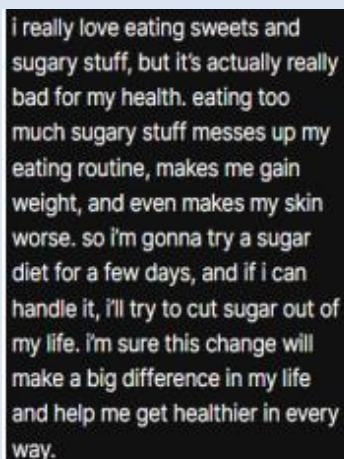
Pedagogical rationale

Technological pedagogical content knowledge (TPACK) (Koehler & Mishra, 2009) has long been a foundational framework in conceptualising technology integration skills teachers need to foster for adapting to the needs of students. More recently, with the advance of AI technologies, AI-TPACK (Ning et al., 2024) has been holding the floor of teacher education for similar purposes, yet with further propensities in enhancing teachers' work efficiency. Regarding feedback and assessment procedures, AI tools add on teachers' own merits while at the same time saving us time for enhancing our classes. The growing literature on the efficiency of providing feedback (e.g., Li et al., 2025) or assessment (e.g., Chen et al., 2025; Jang & Sawaki, 2025; Xi, 2023) through AI tools has found positive outcomes on learners' uptake of feedback and teachers' efficiency in developing feedback provision skills. Assessment and scoring issues have been approached more meticulously; while there are positive research outcomes including reduced human bias and enhanced objectivity (e.g., Al-Abbas et al., 2023), there have also been reviews of research that define assessment as a complex process requiring professional skills in

making final decisions for evaluating student performance through AI assessment (e.g., Chuang & Yan, 2025). As for assessment of writing skills, Zhao et al. (2023) find positive outcomes regarding human and AI inter-rater reliability suggesting that AI could reduce subjectivity and save teachers time in assessing writing, while Song et al. (2025) promote a hybrid undertaking of assessment -both human and AI raters involved- for enhancing reliability as well as highlighting AI literacy to harness AI tools for optimum efficiency.

Classroom Example

In an effort to integrate AI into the formative assessment of students' written work, I incorporated Google Gemini Gems as a tool to provide feedback and support me as an inter-rater, following personal research and self-training. To illustrate, I have designed a Google Gemini Gem as a writing scorer by uploading reference documents such as the CEFR Companion Volume (Council of Europe, 2020) creative writing descriptors and prompting it to generate a rubric aligned with these descriptors, the task objectives, and the target proficiency level (See Appendices for further details). Upon checking and assessing the texts myself, I have them assessed by the Google Gemini Gem using multiple higher or lower proficiency level texts for cross-check of reliability until I find the depth of feedback and consistency of assessment scores satisfying. Once this calibration is done, I introduce the student products and complete the assessment of all texts. Below in Figure 1 is a sample student text about forming new habits submitted on the Padlet platform.



i really love eating sweets and sugary stuff, but it's actually really bad for my health. eating too much sugary stuff messes up my eating routine, makes me gain weight, and even makes my skin worse. so i'm gonna try a sugar diet for a few days, and if i can handle it, i'll try to cut sugar out of my life. i'm sure this change will make a big difference in my life and help me get healthier in every way.

Figure 1. *Sample student text about forming new habits submitted on Padlet Platform*

Figure 2 presents a sample assessment generated by a Google Gemini Gem designed to act as a scoring partner for evaluating the above student text. The rubric is organized into three main components: range & description, coherence & structure, and accuracy.

Category	Score	Feedback
Range & Description	3/5	The student uses appropriate B1 vocabulary for a familiar topic ("messes up my eating routine," "make a big difference"). However, the text is significantly under the 100–120 word requirement, which limits the depth of the description.
Coherence & Structure	4/5	The text is very logical and linear. It uses cohesive devices well ("but," "so," "if") to connect the problem to the solution. The flow is easy to follow, meeting the "connected, linear text" descriptor.
Accuracy	3/5	Grammatically, it is quite strong with natural phrasing ("going to try"). However, there is a total lack of capitalization (e.g., "i," "eating," "so"), which is a basic mechanic expected at the B1 level.

Figure 2. Sample assessment by Google Gemini Gem designed as scoring partner for written student products

Outcomes and limitations

It has been promising to observe that the scores given by the AI tool I employ are remarkably consistent across multiple assessments, and my scores as human rater do not diverge considerably- plus or minus one point at times. Additionally, feedback clarity and depth support me in minimizing the time I need for providing feedback attached with model scores that could help each student have a better understanding of their written proficiency. In this context, Figure 3 presents a sample final evaluation generated by the Google Gemini Gem designed as a scoring partner for written student products, illustrating how the tool synthesizes rubric-based scoring and descriptor-based feedback to produce an overall evaluation of the student's writing performance.

Final Assessment
Final Score: 10/15 (Adequate B1)
Detailed Feedback:
<ul style="list-style-type: none"> • Strengths: The student demonstrates a good grasp of B1-level structures, particularly conditional sentences ("if i can handle it, i'll try...") and expressing personal reactions and feelings effectively. The message is perfectly clear. • Areas for Improvement: <ol style="list-style-type: none"> 1. Length: The text falls short of the 100-word minimum. To reach a "Clear B1" score, the student should expand on the "sugar diet" (e.g., what specific foods they will swap) to meet the task requirements. 2. Punctuation/Mechanics: While the grammar is good, the lack of capitalization makes the text look more like a casual text message than a formal assessment piece. Consistent use of capital "I" and starting sentences with capital letters is essential.

Figure 3. A sample final evaluation made by Google Gemini Gem designed as scoring partner for written student products

Transferable insights

Throughout the assessment process in which I have resorted to AI as a scoring partner so far, it has become evident that AI-TPACK is a crucial concept for us teachers to employ AI for reliable assessment. Providing the necessary input- a well-designed rubric, reference documents and clear task objectives in this case-, and making a final judgement on student performance require a substantial level of professional involvement, which is still ultimately time-saving. A key personal observation is that clear and well-structured prompting is a game-changer in the quality of outputs - both rubrics and the scores. Once those prerequisites are met, AI has true potential to serve as a reliable rater and feedback provider for students, and it can also serve teachers as professional partners in formative assessment procedures while the ultimate decision of objectivity and reliability strictly remains our duty as instructors.

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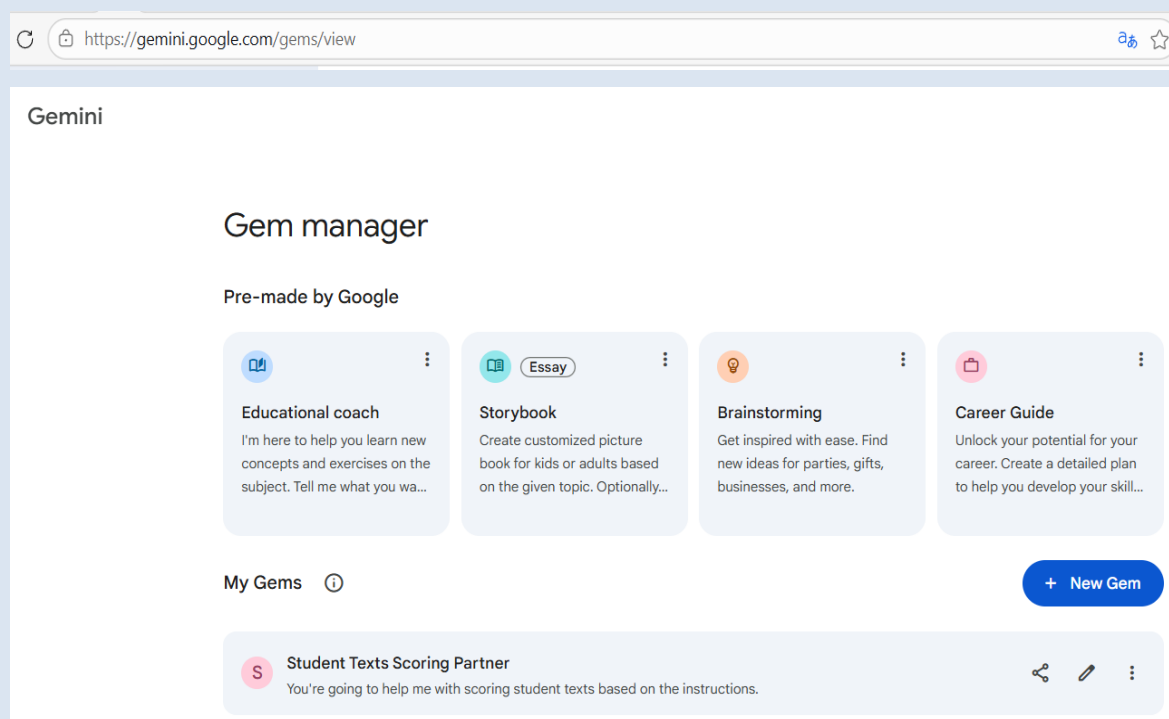
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APPENDICES

Steps to follow creating a Google Gemini Gem as Scoring Partner:

1. Google Gemini Gems can be found default, or you can create personalised Gems and share with others. Below is a screenshot of the main site where you can start creating a Gem.



2. As the next step, you need to define the role of the Gem, provide the clear instructions (prompt) adding objectives, task details and rubric details. Also, attach reference documents regarding the task type and proficiency level.

Here is the extended prompt written in the instructions:

Objective:

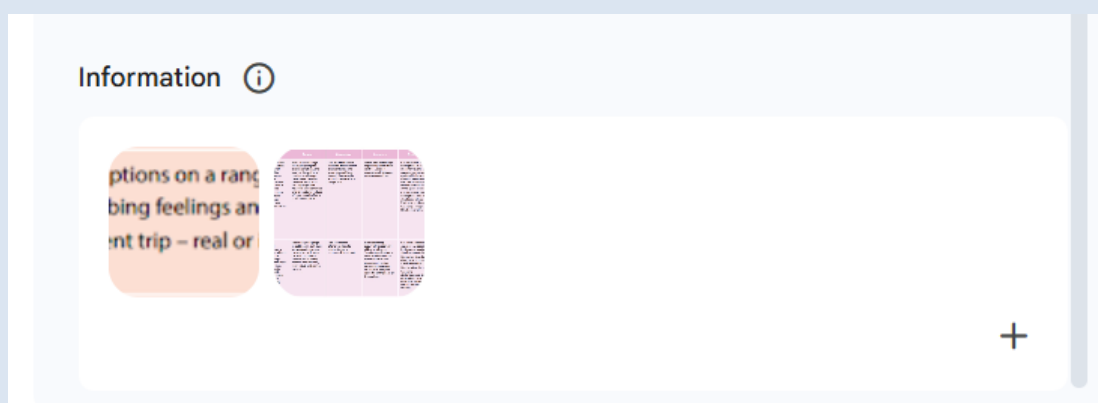
You're going to assess individual student paragraphs creating a rubric based on CEFR companion creative writing B1 descriptors attached and provide detailed feedback with a final evaluation score.

Details: Categories for the analytical rubric are "range & description, coherence & structure, and accuracy" and 5 points per category

Task: 100–120 words. Personal experience, event, or short story on a familiar topic.

(The whole rubric is not included here due to word limitations of the present document. A crucial note is that rubrics created might need iterative enhancements through revising the prompts based on the type of the rubric -holistic or analytical- or the division of scores per category.)

3. At the bottom of the tool, you can attach documents stated in the instructions (e.g., CEFR Companion Volume B1 creative writing descriptors) in multiple formats including images, which facilitates the process.



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	Overall	Range	Coherence	Accuracy	Description	Argument
B2	Can write clear, detailed official and semi-official texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources. Can make a distinction between formal and informal language with occasional less appropriate expressions.	Has a sufficient range of language to give clear descriptions, and express viewpoints on most general topics, using some complex sentence forms to do so. Language lacks, however, expressiveness and idiomaticity and use of more complex forms is still stereotypical.	Can use a number of cohesive devices to link their sentences into clear, coherent text, though there may be some "jumpiness" in a longer text.	Shows a relatively high degree of grammatical control. Does not make errors that cause misunderstandings.	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Can write clear, detailed descriptions on a variety of subjects related to their field of interest. Can write a review of a film, book or play.	Can write an essay or report that develops an argument systematically with appropriate highlighting of some significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem. Can write an essay or report that develops an argument, giving some reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.
B1	Can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading.	Has enough language to get by, with sufficient vocabulary to express themselves with some circumlocutions on topics such as family, hobbies and interests, work, travel and current events.	Can link a series of shorter discrete elements into a connected, linear text.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more common situations. Occasionally makes errors that the reader usually can interpret correctly on the basis of the context.	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event or recent trip – real or imagined. Can narrate a story. Can write straightforward, detailed descriptions on a range of familiar subjects within their field of interest.	Can write short, simple essays on topics of interest. Can summarise, report and give their opinion on accumulated factual information on familiar routine and non-routine matters within their field, with some confidence. Can write very brief reports in a standard conventionalised format, which pass on routine factual information and state reasons for actions.

Addressing the Challenge of Learner Autonomy in Writing Tasks through Technology-Mediated Lesson Planning and Formative Assessment

Halil Sari

The issue of learner autonomy which is the ability of students to control their learning process and make decisions regarding their educational choices is one of the biggest teaching challenges in learning contexts (Benson, 2007; Little, 2007). The teacher-fronted coursebook sequence which dominates lessons leads students to depend on teachers for getting correct answers which results in decreased risk-taking and less independent decision-making. In such settings, writing is also likely to be treated as a one-time product rather than a recursive process in which planning, drafting, revising, and editing interact and inform each other (Listyani, 2018). Notably, instructional systems should incorporate scaffolding that progressively transfers executive control of productive activities to students, allowing them to develop into independent learners who consistently self-monitor (Sadler, 1989). This challenge becomes especially visible in Turkish university preparatory programmes where institutional assessment routines and genre-based outcomes create strong pressures for performance within limited contact hours.

Learners differ in psychological and social factors (e.g., affect, aptitude, personality, and learning setting) that can shape learning processes and outcomes; therefore, fostering autonomy requires creating learning environments that support learners' capacity to take responsibility for and exercise control over their learning (Benson, 2007). The positioning of autonomy as a learning objective necessitates an interactive framework that combines communicative competence with the

development of self-regulated learning; thus, autonomy in language learning and autonomy in language performance are two non-separable aspects of a single principle (Little, 2007). To put it differently, support is not the only way to help young learners to develop their autonomy as they should take part in planning, choosing, assessing their learning, and reworking instead of being left alone. In tackling this problem, my teaching of writing brings together learner-initiated inquiry, a process writing cycle, and a tech-savvy workflow as its backbone. Rather than direct instruction for weekly topics, students in groups of five are to use online resources to research the theme and then give mini-presentations that contribute to common background knowledge and to the learning of topic-specific vocabulary. This design aligns with the idea that collaborative learning can improve engagement and learning outcomes when learners actively participate and interact around meaningful tasks (Burke, 2011). An LMS (e.g., Moodle or Google Classroom) structures materials, rubrics, deadlines, and submissions, while shared drafting platforms (Google Docs / Microsoft 365) support iterative drafting and feedback through comments, suggestion features, and traceable revision histories.

The key pedagogical rationale to be pinpointed is that autonomy is developed as students are exposed to a continuous process of goal setting, drafting, feedback, and revision, in which criteria are made visible and progress is trackable. Feedback serves as a crucial component in the learning process as it brings attention to the existing performance gaps and provides concrete methods for achieving predetermined objectives (Hattie & Timperley, 2007). The integration of systematic feedback and reflection can help build a learning culture that is facilitative and interactive, enabling students to improve their writing skills and build self-efficacy in communicating ideas in English language contexts (Sarı & Eraldemir Tuyan, 2025). In L2 writing, formative feedback is commonly positioned as a developmental tool that moves learners through multiple drafts and gradually strengthens their control over composing choices, especially when teacher feedback is combined with peer interaction and computer-mediated support (Hyland & Hyland, 2006). In line with this notion, the use of guided feedback, combined with self- and peer-evaluation and collaborative learning practices, lead learners to become more confident writers and to approach the writing process with increased optimism (Sarı & Eraldemir Tuyan, 2025). Technology supports these aims by lowering logistical barriers and making revision auditable. Evidence from classroom research also suggests that collaborative writing via Google Docs can foster writing development and may transfer to individual writing performance (Woodrich & Fan, 2017).

Classroom implementation follows a consistent weekly cycle: (1) inquiry-guided group research and short presentations, where students collaboratively investigate a focused topic or question and briefly present their key findings to peers; (2) co-construction of a genre 'task toolkit' (expectations, paragraph plan, linking devices, useful language) shared via the LMS, in which the class and teacher jointly develop a practical guide for the target text type and upload it for ongoing reference; (3) in-class individual Draft 1 writing with monitoring, during which students produce their

first draft independently while the teacher circulates to observe and provide immediate support; (4) formative teacher feedback prioritising content and organisation before selected language issues, meaning feedback first addresses ideas, structure, and coherence and only then highlights key language points; (5) home Draft 2 submission with a brief revision reflection, where students submit a revised version together with a short note explaining what they changed and why; and (6) in-class conferencing and targeted mini-lessons based on recurring needs, consisting of short teacher–student conferences and focused micro-instruction on common problem areas identified across drafts. This routine is intended to shift students from teacher dependence toward self-regulated revision, while still providing structure for lower-proficiency learners and extension opportunities for stronger writers. Overall, the approach tends to increase engagement and text quality because inquiry and presentations reduce idea-generation barriers, and the two- draft cycle normalises revision as central to writing development (Hyland & Hyland, 2006; Listyani, 2018). A transferable insight for other preparatory-school teachers is that learner autonomy is more likely to emerge when students repeatedly practise decision-making and reflection within a stable inquiry–draft–feedback–revision cycle, supported by tools that make criteria and progress visible (Little, 2007).

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The Challenge of Fair and Inclusive AI Access and Use

Sultan Tutku Budak

As a teacher in a preparatory English programme, I became aware of two intertwined equity issues when digital tools entered my classroom. The first was digital access inequity: in the same cohort, some learners had laptops and fibre-optic internet at home, while others relied on a shared family phone or the campus computer lab. The second was linguistic privilege within AI-supported writing: when I began experimenting with AI assistants to generate model texts and check grammar, I noticed that outputs often defaulted to dominant varieties of English and conventional academic norms—standards that can advantage some learners while positioning others as “deficient.” These two inequities interact: students with better access gain more opportunities to benefit from AI, while the language norms embedded in AI outputs can further amplify whose English is treated as legitimate. Research shows that algorithmic bias may reinforce dominant language norms and disadvantage minoritised groups (Baker & Hawn, 2022), and ethical guidance urges educators to foreground fairness, accountability, and transparency (Holmes et al., 2022). It therefore felt essential to integrate AI in ways that would not exacerbate inequity.

Context: Preparatory School Constraints

My institution runs intensive courses aimed at bringing mixed-proficiency cohorts to B1-B2 level in a single semester. Classes are large (25-30 students), timetables are tight, and assessment deadlines dominate our calendars. Students’ academic literacy and digital confidence vary widely. While some can draft essays fluently, others struggle with basic cohesion, and not all have reliable internet access. Institutional policies on data protection and academic integrity are still evolving, yet there is growing pressure to “innovate” with AI. Sector guidance warns that the digital divide will widen if AI becomes a meaningful advantage for only some learners (British Council, 2026). In addition, students’ varying familiarity with academic discourse means that AI-generated “fluent” models can inadvertently normalise a narrow standard of academic English, creating unequal benefits even when access is addressed.

Technology-Enhanced Solution: Inclusive AI-Supported Planning

To tackle this challenge, I designed my lessons around an equivalence-by-design principle. Every student should be able to complete the core task offline, while AI-supported options remain optional. Planning began with an equity audit focused on two risks: unequal **access** to AI tools and unequal **benefit** arising from norm-heavy or biased AI outputs. Therefore, I asked myself what learners must be able to achieve without AI, and which risks (e.g., bias, inaccuracies, privacy) needed mitigation. My solution included:

- A teacher-mediated demonstration: during class I projected a large-language-model output for everyone to analyse together. No student needed individual device access.
- Printed alternatives: I created and printed model paragraphs for students to annotate, so those without internet could still engage with high-quality exemplars.
- A strict rule that no learner-identifiable data would be entered into AI tools.
- Optional AI scaffolds: after class, students with access could experiment with prompts and the critique checklist to revise their drafts.

All AI-generated material was reviewed and edited by me for accuracy, appropriateness and local relevance before distribution. Accessibility tools, such as text-to-speech, were framed as supports rather than shortcuts. This approach aligns with Universal Design for Learning principles, which treat access as a design feature instead of a post-hoc accommodation (Rogers-Shaw, Carr-Chellman, & Choi, 2018).

To ensure that AI integration remains ethical, inclusive, and pedagogically grounded, this study adopts a staged process model. As shown in Figure 1, AI use is embedded within a sequential framework that begins with an equity audit and progresses through AI drafting, human review, inclusive delivery, learner disclosure, and reflection. This process-oriented model foregrounds human oversight and transparency at every stage, positioning AI as a supportive pedagogical resource rather than an autonomous authority in academic writing instruction.



Figure 1. *Stages of Ethical AI Integration in Academic Writing Instruction*

Classroom Application: Lesson Idea and Mini Lesson Plan

Lesson title: Revising an academic paragraph with AI awareness

Level: B1-B2 (mixed proficiency)

Duration: 60 minutes

Learning objectives

- Critique an AI-generated paragraph for organisation, clarity and task fit.
- Revise a learner draft using peer feedback and a checklist.
- Write a brief statement explaining how AI was (or was not) used.

Materials: Projector and internet (for teacher only); printed model paragraphs; learners' drafts; a revision checklist; highlighters.

Procedure

1. Lead-in (5 min) - I ask students when AI can help writers and when it might be unfair. This primes them to think critically about tool access and biases.
2. Guided analysis (15 min) - As a class we analyse an AI-generated paragraph projected on the board. We discuss clarity, cohesion, tone and potential cultural assumptions or bias, drawing on research that algorithmic outputs can reproduce stereotypes (Baker & Hawn, 2022).
3. Differentiated comparison (15 min) - Working in pairs, students compare printed model paragraphs and identify two moves they could transfer to their own writing (e.g., topic sentence clarity; use of cohesive devices).
4. Revision and peer conference (20 min) - Students revise their own drafts. Peers provide feedback using the checklist; I circulate to support lower-proficiency writers and answer questions.
5. Reflection (5 min) - Students write a one-sentence AI-use statement (e.g., “I did not use AI,” or “I used AI to suggest synonyms”) and we agree on a class rule about transparency.

Rationale: Teacher mediation ensures that AI exemplars are shared equitably. Differentiated models scaffold academic writing while allowing students to maintain agency. Making integrity and transparency explicit rather than implicit fosters critical digital literacy and aligns with ethical frameworks (Holmes et al., 2022).

Reflection and Evaluation

In my classes, this approach improved engagement, especially among students who lacked personal devices. Because AI was not required, all learners could participate meaningfully and still benefit from analysing AI outputs together. Some students reported feeling more confident critiquing technology and more aware of how bias can enter digital tools. However, preparation was labour-intensive: generating, auditing and editing model texts and prompts took several hours. Another risk was the perceived authority of AI; some learners trusted fluent outputs too much. I mitigated this by explicitly modelling fact-checking and emphasising that AI is a starting point, not a final answer. Over time, the materials can be reused and refined, and transparency reinforced through short, low-stakes AI-use statements rather than punitive monitoring.

Transferable Insights

This experience suggests that fairness is enhanced when we design an offline-complete core task, offer AI as an optional scaffold and assess transparency. Keeping prompts, versions and rationale on record aids accountability and moderation in high-stakes assessments, aligning with guidance that foregrounds transparency and responsibility in educational AI use (Holmes et al., 2022). Teachers in similar contexts might adapt this model by auditing for equity, using whole-class

demonstrations instead of individual AI use, and embedding reflective AI-use statements into their assessment criteria.

Table 1

Summary of Equity-Oriented Decisions

Challenge	Planning decision	Classroom practice	Inclusion gain
Unequal device/internet access	Design an offline-complete core pathway	Teacher-mediated demonstration + printed model texts	Ensures participation for all learners
Biased, unreliable, or normativising AI output	Human review and bias/accuracy checklist	Whole-class critique of an AI paragraph	Reduces harm; builds critical AI literacy
Privacy and data risks	Adopt a “no learner-identifiable data” rule	Use anonymised prompts and texts	Protects learners; models safe practice
Opaque authorship and integrity concerns	Make transparency assessable	Require short AI-use statements	Sets fair expectations; teaches accountability

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The Challenge of Keeping Learners Engaged in Conventional Classroom Practices

Şebnem SÜSLÜ KALAFAT

A key challenge in this context is low student motivation resulting from repetitive and textbook-centered teaching practices. In many traditional classrooms, lessons primarily follow predetermined tasks such as reading passages, vocabulary explanations, and mechanical exercises, with heavy reliance on the coursebook. While textbooks provide structure and guidance, excessive dependence on them may limit opportunities for personal expression, creativity, and active engagement. As a result, students often perceive lessons as monotonous and repetitive, which can reduce their willingness to participate.

Lessons based on traditional textbooks can feel monotonous, leading to low learner motivation. Ryan and Deci (2000) argue that motivation involves being driven to act, with motivated individuals staying engaged until a task is completed. “Interest, curiosity, and the desire to achieve” (Williams & Burden, 1997, p. 111) are key components of motivation, yet raising interest alone is insufficient; sustained curiosity, along with committed time and energy, is necessary to reach a goal (Williams & Burden, 1997). Thus, low motivation often reflects a mismatch between teaching methods and motivational needs. A textbook-centered approach restricts flexibility and limits opportunities for connection, autonomy, and meaningful communication, resulting in decreased engagement and motivation.

The Context

This problem occurs in an intensive English preparatory program for A2–B1 level adults, taught face-to-face in classes averaging 25 students, where academic language proficiency is required for their departmental coursework. Measurable outcomes such as exam performance, standardized assessments, and alignment with the Common European Framework of Reference (CEFR) are highly valued by the university. Consequently, the curriculum is primarily structured around required textbooks, set syllabi, and rigid timetables. While these resources ensure consistency, coverage of learning outcomes, and accountability across levels and instructors, they can also limit instructional flexibility and reduce opportunities for innovation and learner-centered practices. As a result, classes that rely heavily on conventional textbooks risk becoming monotonous and losing students’ attention over time.

The Technology-Enhanced Solution

Interactive multimedia tools such as *Padlet*, *Copilot* and *SUNO* can serve as effective technology-enhanced solutions to address this challenge. These tools encourage active learner participation by changing typical textbook-based lessons into dynamic and engaging learning experiences. They assist maintain learners' interest and motivation by allowing collaboration, real-

time engagement, and multimodal input while remaining committed to institutional curricular requirements.

Classroom Application

To address the challenge of low learner motivation in writing and reading classes, technology-enhanced tools such as *Padlet*, *Copilot*, and *SUNO* can be effectively integrated into the instructional process.

ACTIVITY I

In this example, B1-level students were first taught advertising language and persuasive strategies, and then used Padlet as a collaborative brainstorming platform before writing their individual texts.

Aim: To Improve sentence accuracy and variety in descriptive and persuasive language

Skill Focus: Writing (language development) & Speaking (fluency development)

Method:

- **Warm-up (5 minutes)**

The teacher introduces persuasive language in advertisements (e.g., catchy adjectives, rhetorical questions, short impactful sentences).

- **Padlet Posting (10-15 minutes)**

Students work in small groups (3–4 students). They are asked to:

Select an imaginary or real product (e.g., cookies, book stand, phone case).

Upload a picture of the product to Padlet.

Create a short slogan (1–2 sentences) using persuasive language.

Add 2–3 catchy descriptive phrases.

- **Guided Speaking Expansion (15 minutes)**

After posting, groups expand their slogans into short oral presentations using the 5W1H strategy (Who, What, When, Where, Why, How), a structured questioning technique that helps students develop their speaking skills and transform simple slogans into persuasive responses.

- What is the product?
- Who is it for?
- Why should people buy it?
- How does it improve life?
- Where can it be used?
- When is it most useful?

- **Peer Interaction (10 minutes)**

Students comment on at least two other groups' Padlet posts, asking follow-up questions or giving feedback.

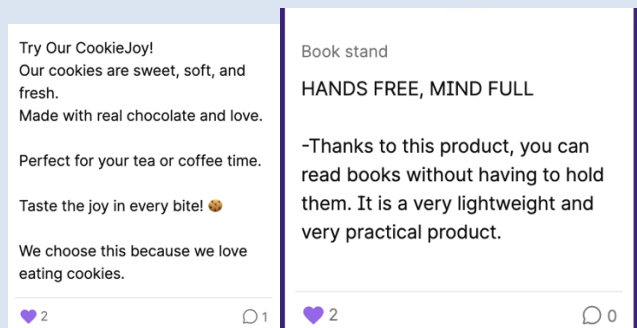


Figure 1. Sample student posts in Padlet

Outcome of Application: The group work activity using Padlet (see Figure 1 for student posts) led to greater participation than traditional textbook-based writing tasks. Its visual and interactive features encouraged quieter students to contribute, while the immediate visibility of peers' ideas seemed to motivate students to refine and improve their slogans.

ACTIVITY II

To address low motivation in textbook-based reading courses, the AI-assisted tool Copilot was used as a scaffolding method during reading exercises. Traditional coursebook assignments typically involve reading a passage and answering comprehension questions, which often leads to passive participation. By contrast, Copilot transforms reading into an interactive process, maintaining interest and enhancing engagement across the pre-reading, while-reading, and post-reading stages by connecting textual information with visual interpretation.

Aim: To help students identify visualize the main idea of a text and improve reading comprehension.

Skill Focus: Reading & Visual Support

Method:

- **Pre-Reading (5 minutes)**

The teacher introduces key vocabulary from the text. Students predict what the text might be about based on the title and a guiding question. Students briefly discuss their predictions in pairs.

- **While-Reading (10 minutes)**

Students individually read a short narrative passage from the textbook. After reading, they are asked to write **one sentence** summarizing the main idea of the text.

○ **AI-Supported Visualization, Copilot (10 minutes)**

Students can use *Copilot* with the following structured prompt:

“Create a simple visual scene that represents this message: *“patience is rewarded and you should not give up.” *(an example sentence related to the text)

Copilot generates an image description. Students read the description and examine the visual representation.

○ **Post-Reading Discussion (10–15 minutes)**

Students compare the original text, their written main idea sentence, and the AI-generated visual. In pairs, they discuss:

- Which elements of the text are represented in the image
- What information or details are missing
- Whether the image fully conveys the author’s intended message

Outcome of Application: Students successfully identified the central message of the reading text as “patience is rewarded and you should not give up.” After creating visuals (an example is shown in Figure 2), learners compared their images with textual details, prompting them to reread the text and justify their interpretations.



Figure 2. An example visual created by a student

It was seen that students demonstrated curiosity about how the AI would interpret the text and actively experimented with different prompts. This activity shifted reading from merely answering textbook questions to interpreting meaning, directly addressing the previously observed low motivation in textbook-centered instruction. The visualization stage served as an effective scaffold, bridging abstract meaning and concrete understanding, and enabling learners to articulate the main idea with greater confidence.

ACTIVITY III

A vocabulary-focused writing lesson uses a generative music tool **SUNO** to further address low learner motivation in textbook-based education. Traditional coursebook vocabulary tasks, such as filling in blanks or matching terms with definitions, often result in minimal student engagement. This exercise aims to transform vocabulary practice into a creative and meaningful activity.

Aim: To improve vocabulary comprehension and promote meaningful use of newly learned words

Skill Focus: Writing & Reading (lexical inference)

Method:

- **Pre-Writing Vocabulary Work (10 minutes)**

After reading the text, students identify unfamiliar or newly learned vocabulary items. The teacher briefly clarifies meanings and asks students to predict situations in which the words can be used.

- **Lyric Creation (15 minutes)**

Students work in groups of three to:

- Select three target vocabulary words from the reading text.
- Write short song lyrics (4–6 lines) that meaningfully incorporate these words.
- Focus on conveying a clear message or telling a short story, rather than producing isolated sentences.

- **AI Music Generation, SUNO (10 minutes)**

Students upload their lyrics into SUNO and generate a short song. They listen to the produced music and follow the lyrics while listening.

- **Post-Activity Writing and Discussion (10–15 minutes)**

After listening, students:

- Review their lyrics,
- Identify incorrect or unnatural word use,
- Rewrite the lyrics as a short paragraph

Groups then share their texts and explain the meaning of their song to the class.

Outcome of Application: Students demonstrated meaningful use of vocabulary in context, even though some grammatical errors were present. Repeated interaction with words through writing, listening, and revising appeared to enhance retention. Learners also showed increased motivation, expressing enthusiasm when hearing their lyrics turned into music and willingly revising their texts. Overall, the activity promoted lexical awareness and engagement, suggesting that integrating SUNO can transform vocabulary practice into a creative, communicative task and help address low motivation in textbook-centered instruction.

Reflection and Evaluation

The use of Padlet, Copilot, and SUNO in textbook-based lessons enhances student learning and engagement. To address the initial problem of low motivation, students participate more actively in assignments that involve teamwork, creativity, and interpretation, rather than simply

completing standard coursebook exercises. The Padlet activity promotes idea sharing and supports speaking and writing development through peer interaction. Copilot assists students in identifying and visualizing the core ideas in texts, leading to deeper comprehension and stimulating discussion. Meanwhile, SUNO transforms vocabulary practice into a creative production process, encouraging repeated and meaningful use of words. Potential challenges include limited class time and unequal access to devices; however, these can be mitigated by sharing devices in pairs or groups and by integrating the activities as brief extensions of existing textbook assignments rather than as separate lessons.

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The Challenge of Artificial Intelligence (AI) Workslop

Ertan Yazıcı

Challenge

A growing concern within English preparatory programmes is the proliferation of what may be termed AI workslop: machine-generated writing that demonstrates surface-level fluency and a veneer of academic legitimacy while offering little evidence of substantive learning. As defined by Niederhoffer et al. (2025), AI workslop refers to “AI-generated work content that masquerades as good work, but lacks the substance to meaningfully advance a given task”. In English preparatory assessment contexts, AI workslop often appears in common academic task types such as coherent paragraphs, reflective responses, discussion posts, and summaries. While they may look polished, they typically show limited conceptual engagement and tend to converge on similar wording and ideas, which can reduce students’ opportunities to develop language control and academic thinking while also increasing teachers’ workload as they try to evaluate originality, diagnose learning needs, and grade fairly.

Context

Across many university-level English preparatory programmes in Türkiye, the preparatory year functions as a high-stakes gateway to disciplinary study conducted partly or entirely in English. These programmes operate under dense assessment schedules and significant time constraints. Frequent quizzes, writing tasks, and modular examinations incentivise rapid submission of polished

texts, especially when grades directly determine progression into departmental study and writing is evaluated primarily as a finished product rather than through drafting, conferencing, and revision. This pressure is not produced by assessment density alone. It is amplified by large class sizes, uneven access to writing support services, students' language anxiety and fear of penalty for error, and uncertainty about institutional expectations regarding academic integrity in digital writing. In addition, limited explicit instruction on ethical AI use and uneven policy communication can leave students to interpret AI tools as acceptable "help" rather than as a form of authorship substitution, particularly when the primary goal becomes meeting deadlines and minimum score thresholds. Such conditions align closely with contexts in which AI-generated writing is likely to supplant authentic language development (An et al., 2022). Under intense time pressure and high-stakes grading, AI tools offer an efficient route to grammatical accuracy, academic tone, and coherence, which can be perceived as prerequisites for success in English-medium settings. However, when students outsource key composing processes, such as idea generation, lexical selection, syntactic problem-solving, and self-editing, they reduce the productive struggle through which writing typically consolidates linguistic knowledge. If assessment practices do not require observable evidence of process (e.g., in-class drafting, annotated revisions, reflection on feedback, or oral defence of written choices), AI-polished submissions can mask learners' developing interlanguage and limit teachers' ability to diagnose needs and provide targeted feedback. In this sense, the same structural features that make preparatory programmes efficient and standardised can also create conditions in which AI becomes a shortcut to performance, which could increase the risk that writing tasks function as compliance outputs rather than sustained opportunities for language growth.

A Technology-Enhanced Solution

A more viable response involves the adoption of an AI-aware, process-visible instructional workflow that addresses workslop through assessment and task design rather than retrospective detection (Kickbusch et al., 2025), as illustrated in Figure 1. Such practices align with international guidance advocating assessment redesign in educational contexts where generative AI is ubiquitous. First, making thinking observable means structuring tasks so that learners must surface the reasoning that produced an answer, not only the answer itself. In practice, this can be done by requiring intermediate artifacts such as decision logs, annotated drafts, stepwise calculations, justification of assumptions, or brief reflections that connect choices to course concepts. When process evidence is part of what is assessed, AI assistance becomes easier to contextualize because the learner must demonstrate how they evaluated, adapted, and substantiated what the tool produced. Second, making vague outputs fail naturally refers to designing prompts and criteria that do not reward generic, high-fluency text. This can be achieved by building in constraints that generic responses cannot satisfy, such as requiring the use of specific local data, engagement with a defined case,

comparison across competing interpretations, or explicit mapping between claims and supporting sources. Under these conditions, workslop is less likely to pass because surface-level responses lack the specificity, traceability, and task fit demanded by the assessment. Third, rewarding evidence of learning clarifies that marks are allocated to demonstrated understanding rather than polished prose. This involves aligning rubrics and feedback with observable indicators like correct application of methods, quality of explanation, accuracy of evidence use, and ability to critique or revise outputs. In an AI-saturated environment, this reweighting is crucial: students can still use generative tools, but success depends on showing comprehension, judgment, and accountable use of evidence.



Figure 1. *A Process-oriented Framework for Mitigating AI-Generated Workslop*

Several interrelated instructional design principles underpin this approach, and they can be implemented as a practical workflow that guides learners from task understanding to a defensible final submission.

Step 1: Define the task and the expected pathway. Start by giving learners a clear problem to solve (for example, a position paper on a course issue, a case analysis, or an evidence-based recommendation). Specify the required intermediate outputs up front so students understand that the work will be built in stages, not produced in one sitting. This clarifies expectations and reduces last-minute “one-shot” submissions because learners can see what counts as progress.

Step 2: Build a structured drafting sequence in traceable documents. Learners draft in shared documents that keep revision histories (e.g., Google Docs version history or Microsoft Word track changes). They move through a simple sequence such as idea notes, outline, first draft, and revised draft. Drafting supports learning because it externalizes thinking, makes revision a normal part of writing, and helps students practice planning, cohesion, and editing as distinct skills rather than treating writing as a single performance.

Step 3: Require explicit evidence grounding before the final text. Before students submit a polished product, they submit a short evidence pack tied to course inputs (readings, lectures, datasets, or provided sources). This can include annotated excerpts, a line-referenced evidence log,

or paraphrases linked to specific pages or timestamps. This step strengthens comprehension and source use because students must locate, interpret, and connect evidence to claims, which makes generic text less viable and improves disciplinary reading and synthesis.

Step 4: Add brief secure checkpoints that prompt explanation. Embed short supervised writing intervals (ten to twenty minutes) where learners justify key choices, such as why they framed the argument in a certain way, how they selected evidence, or what they revised and why. These checkpoints build metacognitive skill and accountability because students practice explaining reasoning, defending interpretations, and articulating the relationship between evidence and claims.

Step 5: Shift practice toward frequent, low-stakes submissions. Replace reliance on a single high-stakes take-home assignment with smaller formative submissions collected through a learning management system (LMS) (e.g., short outlines, paragraph revisions, evidence logs, or H5P activities on an LMS). Low-stakes repetition helps students improve more reliably because feedback arrives while the work is still in progress, and it supports gradual development of writing fluency, accuracy, and critical judgment.

Step 6: Make AI use explicit, bounded, and reviewable. Where AI tools are permitted, learners submit a concise AI use statement that records prompts used, what they accepted or rejected, and why. This develops responsible tool use because students must evaluate outputs, justify decisions, and demonstrate that tool assistance is subordinated to their understanding rather than replacing it.

Assessment (final dimension): align marking with learning evidence across steps. Rubrics can weight process artefacts alongside the final product, awarding credit for quality of reasoning, effective revision, accurate and transparent evidence use, and the ability to critique or improve drafts. When assessment is aligned this way, the workflow becomes easier to implement because each step produces concrete items teachers can review, and students are rewarded for demonstrable learning rather than polished surface features alone.

Classroom Applications

One instructional design involves a source-grounded summary task intended to disrupt generic output.

1. Learners annotate a 300-500-word text to identify key ideas and unfamiliar vocabulary.
2. They then complete an evidence grid with 6 to 8 rows on an LMS, where each row captures one key idea from the text. For every row, they write a one-sentence claim, paste a short exact quote that supports it, and include a precise location label (for example, P2, S3 after numbering paragraphs and sentences). They then paraphrase the quoted passage in their own words and add one sentence

explaining how that evidence supports the final summary. The grid is submitted alongside the summary so each summary point can be traced back to documented textual evidence.

3. Using this grid, learners produce a 130-160-word summary incorporating at least three documented evidence points.
4. Final submission includes both the evidence grid and the summary, rendering generic fluency insufficient in the absence of precise source mapping. A second instructional design centres on a process-visible paragraph task with a revision trace.
1. Learners begin with a bullet-point outline, followed by an in-class first draft produced under time constraints and without AI assistance.
 - Outline: 6 to 8 bullets (topic sentence idea, 2 to 3 support points, 1 example).
 - First draft: one paragraph (about 120 to 150 words) written in class in a shared document with version history/track changes enabled.
2. The teacher provides two targeted comments addressing content and language.
 - One comment asks for one clear content addition (example, reason, or explanation).
 - One comment flags one language issue and gives a short hint or model, without rewriting.
3. A second draft demonstrates one substantive content expansion and one linguistic correction, both visible in the document's revision history.
 - Learners revise in the same file and label the new version "Draft 2".
 - Required: add one new supporting sentence (or expand one sentence with a concrete detail) and correct the teacher-identified language issue at least once.
4. Learners also submit a brief reflection explaining the changes and the reasoning behind them.
 - 4 to 5 sentences: what was added, what was corrected, and why these changes improved the paragraph.
5. Suggested weighting allocates 40% to the final paragraph, 30% to the outline, and 30% to revision quality and reflection.
 - Revision/Reflection score is based on visible tracked changes plus a clear explanation of both revisions.

Reflection and Evaluation

Potential strengths of this approach include enhanced diagnostic clarity. The use of multiple checkpoints could yield a more reliable representation of learners' independent abilities, which might enable more precise feedback and more targeted remediation. Learner engagement may also increase if evaluative emphasis shifts from surface polish to demonstrable thinking and decision-making. Similarly, language development and self-regulation could be fostered by incentivising drafting, revision, and explicit justification of choices across checkpoints.

Anticipated challenges primarily concern teacher workload. In large cohorts, multi-stage feedback and rubric-based assessment would likely require substantial time investment. Cross-section consistency would also be critical; if process-oriented assessment were adopted unevenly, learners could be expected to prioritise product-only submissions in sections where process evidence is not evaluated.

Notwithstanding these considerations, important limitations remain. Process evidence cannot guarantee authorship; however, it can be expected to raise the effort threshold for fabrication and reduce incentives to submit generic AI-generated text. This consideration is particularly salient in institutional contexts that do not rely on automated detection tools.

Transferable Insights

The following figure synthesises practical, research-aligned principles that can be applied across diverse preparatory and tertiary education contexts facing similar challenges with AI-mediated writing. As shown in Figure 2, AI-resilient assessment may be operationalised through four practical principles that make learning visible, support responsible AI use, and protect validity without relying on detection.

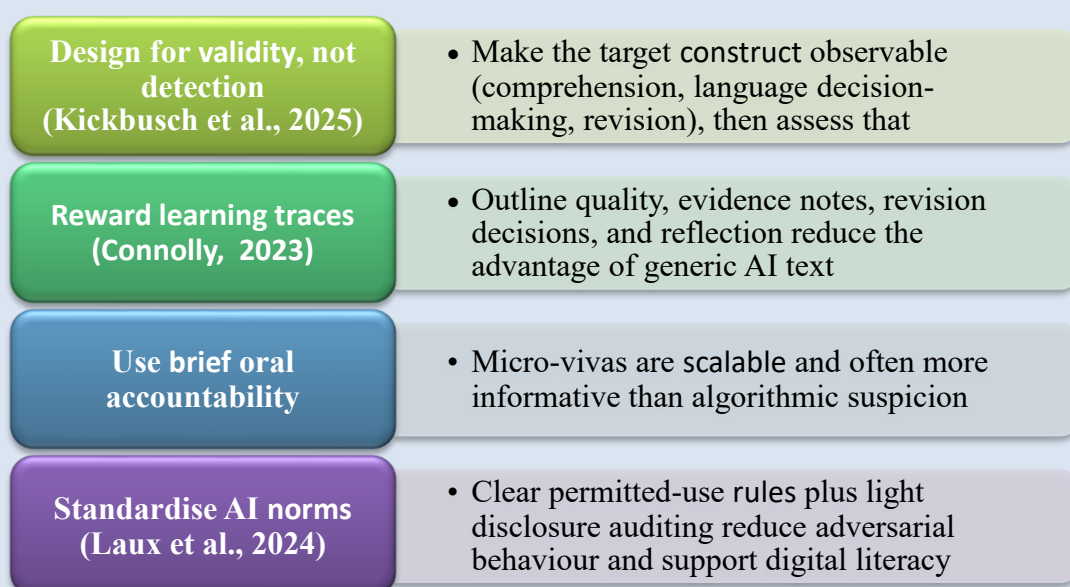


Figure 2. Principles for Valid and Accountable AI-resilient Assessment

To clarify how Figure 2 translates into classroom practice, the principles can be implemented as a short assessment sequence that produces observable evidence of learning.

Step 1: Specify the target construct and make it observable in the task, for example comprehension decisions, language choices, or revision reasoning, then align the marking criteria to those observable behaviours.

Step 2: Require small, assessable artefacts that document thinking, such as a brief outline, evidence notes with source links, and a short “revision log” naming what changed and why.

Step 3: Add a two to four minute micro-viva in which the student answers two targeted questions about their choices, for example “Which source most shaped your claim and why?” or “Show one paragraph you rewrote and explain the revision decision.” A micro-viva refers to a brief, structured oral check that samples authorship-relevant understanding. For instance, a teacher can ask the student to (a) justify one key claim using their notes, (b) define two discipline terms used in the submission, and (c) identify one improvement they would make if revising again.

Step 4: Publish clear permitted-use rules and require a light-touch disclosure statement (what tools were used, for which steps, and what was edited by the student), with occasional spot-checks focused on process rather than suspicion.

These principles and also steps emphasise a shift from policing authorship toward cultivating observable evidence of learning and responsible AI use. As adaptable heuristics, they can guide local innovation while maintaining assessment validity and pedagogical integrity across varied instructional settings.

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The Challenge of Meaningful Practice in High-Intensity English Preparatory Programmes

Majed Edvard Serhatti

In high-intensity English preparatory programmes, contact time is a limited and highly pressured resource. While an eight-week level with 25 hours of instruction per week may seem sufficient, much of this time is consumed by exam preparation, drills, assessments, and assignment follow-up. Consequently, opportunities for learners to practise grammar structures and vocabulary in authentic, meaningful contexts—essential for true internalisation—are often lost.

This issue extends beyond logistics. Language acquisition is not achieved through exposure alone; it requires learners to use language to communicate meaning in authentic tasks, engage in productive struggle, and make and learn from mistakes. When these processes are constrained by time scarcity and learners are left to practise independently without guidance, a predictable pattern emerges: students outsource critical thinking to AI tools, seeking quick answers rather than engaging in the purposeful language use that drives genuine learning.

Thus, the challenge is not merely limited contact hours, but the absence of structured, guided practice that supports language internalisation. This chapter argues that AI-enhanced asynchronous practice, designed to stimulate rather than replace student thinking, can address this gap and provide the conditions necessary for meaningful language development.

The Pedagogical Rationale

This approach is grounded in Social Constructivism, which positions learning as meaning-making through interaction rather than passive knowledge reception (Vygotsky, 1978; Chaudhary, 2025). Central to this framework is Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), the productive space between what a learner can achieve independently and what they can accomplish with appropriate support. When classroom time is consumed by examination demands, the ZPD is rarely activated; learners receive information but are not consistently pushed to produce language at the edge of their competence.

This is complemented by Swain's (1993) Output Hypothesis, which argues that acquisition requires learners to produce language, not merely comprehend it. It is in the act of producing output, encountering gaps in knowledge, and reformulating that learners truly internalise linguistic structures. The AI interlocutor described in Section 4 operationalises both principles directly: it

withholds responses until the target structure is correctly produced, functioning as a conditional scaffold that demands linguistic precision before rewarding the learner with a response.

Research into AI-mediated EFL interaction confirms that structured AI conversations support speaking skills, willingness to communicate, and personalised engagement (Fathi, Rahimi, & Derakhshan, 2024). Unlike whole-class instruction, a well-designed AI interlocutor responds to each learner individually, offering less confident learners a low-stakes, private environment to attempt, refine, and retry, whilst enabling more advanced learners to pursue greater complexity. Research also documents positive effects on engagement, enjoyment, and motivation when AI is purposefully integrated into practice tasks (Yuan & Liu, 2025), particularly when designed to complement rather than replace teacher feedback.

The Technology-Enhanced Solution: A Step-by-Step Guide

This solution uses three free tools accessible via a standard Google account: Google Classroom, Padlet, and a Custom Gemini Gem. No specialist technical knowledge is required. The framework moves from Organisation (Google Classroom) to Peer Interaction (Padlet) to Targeted Practice (Custom Gem).

When left unsupervised with general-purpose AI tools, learners tend to follow unproductive patterns: they ask the AI to generate work for them, or type a direct question and receive an instant answer. In both cases, the cognitive work is performed by the tool rather than the learner. This is what outsourcing critical thinking to AI looks like. The Custom Gem is designed to break this pattern: because it withholds responses unless the target structure is correctly deployed, the learner must produce accurate language independently in order to proceed.

Step 1: Google Classroom as the Organisational Hub

The teacher creates one assignment post containing: task instructions and assessment rubric, lesson materials, a direct link to the Custom Gem, and a direct link to the Padlet. This ensures all resources are accessible in one place, removing logistical barriers to engagement outside the classroom.

Step 2: Building the Custom Gem on Google Gemini

A Custom Gem is a personalised AI agent built through Google Gemini using a free account. The teacher writes a system prompt defining the AI's behaviour. Whilst the example below uses embedded questions as the target structure, the system prompt can be rewritten to constrain the AI around any grammatical structure or communicative function the teacher wishes to practise, making this framework fully transferable across levels and language points. For the Historical Inquiry task, the Gem was programmed to:

- Embody a historical persona and respond only in first person
- Respond only to correctly formed embedded, indirect questions

- Reply with "I am afraid that is rather too direct" or "It is quite personal" when direct questions were asked
- Limit responses to exactly what was asked, without elaborating
- Generate a personalised grammar feedback report when the learner typed "Thank you for your time"

Once created, the Gem produces a shareable link posted to Google Classroom.

Step 3: Creating the Padlet for Peer Interaction

Padlet is a free digital collaboration board serving as the interactive layer. Learners record an audio comment sharing a reflection from their interview, listen to two classmates' posts, and write two written responses. This transforms an individual at-home task into a genuinely communicative experience, ensuring language is used for real interaction rather than isolated performance.

Classroom Application: The "Historical Inquiry" Task

The following example illustrates the framework in action. The target structure for this unit was embedded questions, a B1 CEFR structure through which learners develop more nuanced, register-aware language use. The task was designed as a three-stage sequence to provide the authentic practice context that contact time could no longer accommodate.

In Stage 1 (In-Class Preparation), following explicit instruction on embedded questions, learners engaged in controlled practice before a freer guessing game modelled on "20 Questions," adapted to use indirect WH-questions. This built confidence with the target structure in a playful, low-stakes environment before the more demanding at-home task.

In Stage 2 (At-Home AI Practice), learners interviewed a Custom Gem embodying Anne Frank, the central figure in their literary text. Rather than retrieving biographical facts already covered in class, learners were required to ask original, personal questions about her feelings, fears, and thoughts, questions no search engine could answer. This required attentive reading, creative thinking, and empathetic imagination. The Gem's constraints ensured every response was earned through accurate language production, directly operationalising Swain's (1993) pushed output. Learners could collaborate during brainstorming before conducting individual interviews, addressing the Collaboration and Communication dimensions of 21st-century skills.

In Stage 3 (In-Class Follow-Up), learners presented findings using a reporting structure that recycled the target language in a new context: "I asked her how she felt when..." Interview logs shared via Google Classroom enabled personalised teacher follow-up informed by AI-generated feedback reports. What made this task effective was not the technology but the design: by asking learners to articulate the inner emotional world of a historical figure, the task unconsciously fostered empathy alongside language production, addressing Critical thinking, Creativity, Collaboration, and Communication simultaneously.

Reflection and Evaluation

Learner engagement increased markedly. Students who were largely silent during exam preparation dedicated substantial time to interacting with the AI at home, while Padlet audio comments provided a lower-stakes avenue for speaking practice than the graded classroom environment. By the follow-up session, learners had already processed errors through AI-generated reports, enabling in-class feedback to be more targeted and productive, in line with research on AI-enhanced EFL engagement (Yuan & Liu, 2025).

The main limitation was AI literacy: some learners initially attempted to manipulate the system to bypass the target structures. Future iterations will include a brief “How to Prompt” session to address this issue. Moreover, AI feedback cannot replicate a teacher’s nuanced understanding of individual learner progress; therefore, AI logs serve to inform rather than replace personalized teacher feedback, reflecting the complementary model endorsed in the literature (Fathi et al., 2024).

Transferable Insights

The Custom Gem framework described in this chapter is not limited to embedded questions. The system prompt can be adapted to constrain the AI around any target structure, skill, or communicative function, making it applicable across levels, curricula, and language points. A Gem can be programmed to respond only when a learner uses passive constructions, conditionals, specific vocabulary, or formal register, turning any language objective into a gatekeeping condition for AI interaction.

For practitioners in time-pressured contexts, the central lesson is clear: technology should not replicate existing classroom practice but enable what the classroom can no longer provide. The key is design: not what tool is used, but how it is configured, constrained, and connected to the broader learning sequence. When AI is designed to push rather than replace student thinking, it becomes not a threat to learning, but its extension.

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Closing

This handbook represents the final outcome of an extensive and collaborative process that started with a teacher training project, conceived in partnership with the British Council. Developed as the child of this project, it aimed to explore how the use of technology and the teaching of 21st century skills could be embedded within English language instruction in greater depth. This handbook seeks to offer suggestions on how the use of the TeachingEnglish materials could be adapted and implemented to reflect the changing needs, demands, and realities of current learners and learning contexts.

Such a feat would not have been possible without the efforts and involvement of many teachers, including those participating in this programme, INGED board members, and others who were able to participate in the events held during the process. Both virtual and physical gatherings were held to allow these teachers to exchange ideas, share their experiences, reflect on and question their practices, and generally learn from each other.

As we draw this handbook to a conclusion, we also regard it as the beginning. We perceive it as a dynamic tool, which will keep being analyzed, modified, and updated by teachers in different environments. We believe that teachers will apply the information from this handbook, evaluate it, adjust it to suit their students, and thus initiate the process of constant innovation and reflection.

We also expect that this handbook can become the cornerstone of further cooperation and educational projects. No matter whether you decide to employ it in your training sessions, study it independently, discuss its ideas with your colleagues, or incorporate it into the framework of your institution's professional development programme, it will certainly provide you with new insights and topics for discussion on how to teach effectively, integrate modern technologies in your classes, and develop the necessary skills in your students.