



Integrating AI in English Language Classroom

**A Practical INSET Course for Secondary English Teachers
(Trainee Teacher Workbook)**

Writing and Editorial Board

Sedighe Zamani Roodsari, Ph.D.

Curriculum and Teaching, Auburn University
English Language Specialist
Head, Materials Development Team
U.S. Department of State-funded project

Md Nahid Ferdous Bhuiyan

Teacher Trainer
National Academy for Educational Management (NAEM)
Ministry of Education &
Material Development Lead
'Integrating AI in English Language Classes'
Training Material Development

Ms Farina Haque

Senior Lecturer, BRAC Institute of Languages (BIL)
BRAC University, Bangladesh &
Material Writer
'Integrating AI in English Language Classes'
Training Material Development

Dipty Rahman

Lecturer in English
American International University-Bangladesh &
Material Writer
'Integrating AI in English Language Classes'
Training Material Development

Mahfuza Faiza Ibnat

Assistant Manager, Center Development Team
BRAC Kumon Limited &
Material Writer
'Integrating AI in English Language Classes'
Training Material Development

COPYRIGHT

The copyright of the content is owned by U.S. Department of State. The content published in this book, in whole or in part thereof, may be included in a commercial publication only after prior permission in writing from the publisher. The content published in this book may be used for noncommercial purposes with appropriate credit to the publisher and U.S. Department of State.

DISCLAIMER

The material of each content published in the book owns his or her own words. "The opinions, beliefs, and views expressed in this book by different writers do not necessarily reflect the opinions, beliefs, and views of GEIST International Foundation & U.S. Department of State.

Date of Publication: April 10, 2026

Funded By: U.S. Embassy Dhaka

Published By: GEIST International Foundation

Integrating AI in English Language Classroom

Table of Contents

Overview.....	5
Session 1: Understanding AI and Designing AI-Supported Instructions.....	7
1. Session Outcomes.....	7
2. Materials and Resources	8
Session 2: Using AI tools Effectively: Prompt Writing, CEFR, and Practices	13
1. Session Outcomes.....	13
2. Materials and Resources	14
Session 3: AI as an Assistive Tool in ELT: Lesson Development, Lesson Adaptation and Assessment Design	20
1. Session Outcomes.....	20
2. Materials and Resources	21
Session 4: Ethical and Responsible Use of AI in English Instruction	25
1. Session Outcomes.....	25
2. Materials and Resources	26
Session 5: AI as an Assistive Tool: Designing Differentiated Instruction and Comprehensive Teaching Approach	33
1. Session Outcomes.....	33
2. Materials and Resources	34
Session 6: AI as a Mentor: AI for Professional Development and Nonteaching job/ administrative.....	40
1. Session Outcomes.....	40
2. Materials and Resources	41

Session 7: Micro-Teaching: Planning and Presenting AI-Supported Lesson	47
--	----

1. Session Outcomes.....	47
2. Materials and Resources	48

Session 8: American English Website Resources	56
---	----

1. Session Outcomes.....	56
2. Materials and Resources	57

Appendix.....	60
---------------	----

Overview

This training manual, titled AI in English Instruction: A Practical INSET Course for Secondary Teachers, is designed to support the professional development of English language teachers in Bangladesh. It is developed as part of a structured 2-day training program to build teachers' capacity to integrate Artificial Intelligence (AI) into their classroom practices in a pedagogically sound and contextually appropriate way.

The training targets secondary-level English teachers from schools and madrasahs, with a balanced representation of male and female participants. A total of 300 teachers across the country will be trained through district-level workshops. To ensure quality and standardization, the training will be guided by this manual, along with trainer notes, participant handouts, worksheets, and presentation slides.

The course follows a practical, activity-based approach, combining input, guided practice, production, and reflection. It emphasizes communicative language teaching, learner-centered practices, and the effective use of AI as a support tool rather than a replacement for teachers. The training is organized into two main strands:

Day 1: Foundations and Core Practices

- Understanding AI and designing AI-supported instruction
- Writing effective prompts using models such as PARTS
- Aligning tasks with CEFR levels
- Using AI for lesson planning and formative assessment
- Ensuring ethical and responsible use of AI

Day 2: Application and Professional Practice

- Designing differentiated and comprehensive instruction using AI
- Using AI for professional development and administrative tasks
- Micro-teaching and peer feedback
- Exploring American English digital resources
- Reflection, evaluation, and action planning

Across all sessions, participants will engage in hands-on tasks, collaborative activities, and reflective practice. The training also addresses key challenges in the Bangladeshi context, such as large classes, mixed-ability learners, limited resources, and exam-oriented teaching.

At the end of the course, teachers are expected to demonstrate increased confidence in:

- Designing AI-supported lesson plans
- Adapting materials for mixed-ability learners
- Using AI tools critically and responsibly
- Applying CEFR principles in teaching and assessment

Training Schedule

2-day training course on Integrating AI in English Language Classroom

Day 1		
Time	Title of the Training Session	Facilitator
8:30 - 9:00 am	Registration, Distribution of tool kits, Baseline survey and opening speech	
9:00 -11:00 am	Understanding AI and Designing AI-Supported Instructions	
11:00 - 11:30 am	Tea Break	
11:30 am - 1:00 pm	Using AI tools Effectively: Prompt Writing, CEFR, and Practices	
1:00 - 2:00 pm	Prayer and Lunch Break	
2:00 -3:45 pm	AI as an Assistive Tool in ELT: Lesson Development, Lesson Adaptation and Assessment Design	
3:45 - 4:00 pm	Tea Break and Health break	
4:00 - 5:00 pm	Ethical and Responsible Use of AI in English Instruction	
Day 2		
9:00 -11:00 am	AI as an Assistive Tool: Designing Differentiated Instruction and Comprehensive Teaching Approach	
11:00 - 11:30 am	Tea Break	
11:30 am - 1:00 pm	AI as a Mentor: AI for Professional Development and Non-teaching job/ administrative work	
1:00 - 2:00 pm	Prayer and Lunch Break	
2:00 -3:45 pm	Micro-Teaching: Planning and Presenting AI-Supported Lesson	
3:45 - 4:00 pm	Tea Break	
4:00 - 5:00 pm	American English Website Resources	
5:00 - 5:15 pm	Endline survey, Closing and Certificate Awarding Ceremony	

Session 1: Understanding AI and Designing AI-Supported Instructions

Duration: 2 Hours

Session Outcomes

By the end of the session, PPs will be able to:

- Explain the basic concepts of Artificial Intelligence (AI) and Generative AI (GenAI) using examples relevant to language teaching and learning
- Distinguish between AI and Generative AI using simple classroom-related examples
- Demonstrate basic use of a generative AI tool to generate simple instructional content for English lessons
- Design a simple AI-supported classroom instruction or activity aligned with an English lesson objective.

Materials and Resources:

1. Handout 1.1: Digital Skills Treasure Hunt
2. Handout: 1.2 Artificial Intelligence and its role in TEFL Instruction
3. Handout 1.3: Benefits of Using Generative AI in Instruction
4. Technological requirements: Computer and projector, Internet connection, PPs' smartphones
5. Image 1.1: AI Around Us

Session 1: Understanding AI and Designing AI-Supported Instructions

Handout 1.1: Digital Skills Treasure Hunt

Instructions

Move around the room and talk to different participants. Find someone who can do each skill below.

1. Information & Research Skills

Digital Skill	Name of Person
1. Using Google to search something	
2. Using YouTube to find a video	
3. Using a smartphone for teaching (photos/audio)	

2. Staying Safe Online

Digital Skill	Name of Person
1. Not sharing personal information online	
2. Using a password or lock on the phone	
3. Knowing that not all online information is true	

3. Using Technology in Class

Digital Skill	Name of Person
1. Showing a picture from a phone in class	
2. Playing audio from phone (e.g., listening practice)	
3. Sending homework through WhatsApp/SMS	

4. AI Literacy Skills

Digital Skill	Name of Person
1. Asking AI a simple question	
2. Using AI to get ideas for a lesson	
3. Checking if the AI answer is correct (with book/teacher)	

- Total People Met: _____
- Total people I talked to: _____
- One useful idea I learned: _____

Session 1: Understanding AI and Designing AI-Supported Instructions

Handout: 1.2 Artificial Intelligence and Its role in TEFL Instruction

Instructions: Fill in the gaps with suitable words. The first letters of the words are given.

Artificial Intelligence is the ability of machines or computer software to (1) p_____ tasks that typically require human (2) i_____, such as understanding language, recognizing patterns, and making (3) d_____. So, computers can solve problems and make decisions as a _____ human (4) _____ b_____ does

AI tools are becoming very useful 5) h_____ in Teaching English as a Foreign Language. For teachers, these tools make it much faster to plan lessons and 6) c_____ materials like quizzes, worksheets, and reading texts. Instead of spending hours writing, a teacher can use AI to quickly change a difficult article into a simpler 7) v_____ for students with lower levels. This means teachers can spend less time on paperwork and 8) m_____ time helping their students directly.

In the classroom, AI helps students 9) p_____ their speaking and listening skills with smart chatbots and pronunciation apps. These tools provide 10) i_____ feedback, which helps learners feel more confident. However, while AI is a great assistant for developing materials, the human teacher is still very important for 11) s_____ students' emotions and helping them understand different cultures.

Session 1: Understanding AI and Designing AI-Supported Instructions

Handout 1.3: Benefits of Using Generative AI in Instruction

Instructions: Work in groups and match the benefit of Generative AI with the correct explanation.

Column A	Column B
1. Time-saving (helps teachers prepare materials faster)	a) Simplifies difficult texts or ideas
2. Personalized learning (supports different types of learners)	b) Helps prepare lessons and worksheets quickly
3. Engagement (makes lessons more interesting for students)	c) Gives suggestions and corrections
4. Feedback (gives suggestions or corrections on work)	d) Adapts tasks for slow or advanced learners
5. Creativity (helps generate new ideas or activities)	e) Makes learning fun with stories and dialogues
6. Clarity (helps make difficult content easier to understand)	f) Suggests new lesson ideas
7. CPD support (helps teachers learn new knowledge or skills)	g) Helps teachers understand research or theory

Image 1.1



Session 1: Understanding AI and Designing AI-Supported Instructions

Further Resources: AI/Gen AI Tools

Understanding the Language Level (CEFR)

Language Levels Explained: What does the CEFR have?

<https://youtu.be/uoHUIJz67ED4>

CEFR Level Descriptors

<https://learnenglish.britishcouncil.org/english-levels/understand-your-english-level>

Generative AI Online Tools

Deep Seek: <https://www.deepseek.com/>

Chat GPT: <https://chatgpt.com/>

Google Gemini: <https://gemini.google.com/>

Writing Tools

AI Writing Online Tool <https://quillbot.com/>

Image Generator Tool

AI Image Generator Tool

<https://raphaelai.org/>

<https://magicstudio.com/ai-art-generator/>

<https://www.craiyon.com/>

Display Board

<https://digipad.app/>

Conversion

Text to speech

<https://luvvoice.com/>

PDF to Typed Text / Handwriting to Typed Text

<https://www.transkribus.org/handwriting-to-text>

Remove text from images

<https://www.pixelcut.ai/cleanup-pictures/remove-text-from-images>

Session 2: Using AI Tools Effectively: Prompt Writing, CEFR, and Practices

Session Duration: 90 Minutes

Learning Outcomes:

At the end of the workshop, participants will be able to:

- distinguish between effective and ineffective prompts by analyzing examples.
- apply the PARTS model to write clear, and purposeful prompts
- identify the features of different English language proficiency levels (CEFR)
- write prompt effectively to create ELT material and activity.

Materials:

1. Handout 2.1: Prompt–Output Matching Task
2. Handout 2.2: PARTS Model Matching Task
3. Handout 2.3: CEFR Fit Activity
4. Handout 2.4: Prompt Clinic
5. Handout 2.5: Main Output Task Sheet and Evaluation Checklist
6. Handout 2.6: Exit ticket
7. Technology and devices: projector, laptop, internet access, and at least one smartphone per group

Session 2: Using AI Tools Effectively: Prompt Writing, CEFR, and Practices

Handout 2.1: Prompt–Output Matching Task

Instructions: Match each prompt (1–3) with the most suitable output (A–C). Then decide which prompt is strongest and why.

Prompts
1. You are a Bangladeshi secondary English teacher. Write a 90-word reading passage for Class 6 learners on “My School Library”. Then write 3 simple WH-questions. Use short sentences and everyday words.
2. Create a pair-work speaking activity for Class 8 learners on the topic “Tree Plantation”. Include 5 discussion prompts and one follow-up homework task. Keep the questions openended but manageable.
3. Write something about food habits for students.

Outputs
A. Discuss with your partner: • Why are trees important in our area? • Which places in your school or village need more trees? • What can students do during a tree plantation campaign? • What problems may happen if people cut trees carelessly? • Which month is better for planting trees and why? Homework: Write five sentences about a tree plantation day in your school.
B. The school library is a quiet place in our school. Many students go there during the break. They read storybooks, newspapers, and magazines. Our librarian helps us choose books. I like the library because it is clean and useful. Questions: 1) Where is the library? 2) What do students read there? 3) Why does the writer like the library?
C. Food habits are linked to nutrition, lifestyle, and balanced dietary choices. Adolescents should consider the long-term consequences of consuming processed food and carbonated drinks. Therefore, learners must cultivate awareness of healthy options.

Session 2: Using AI Tools Effectively: Prompt Writing, CEFR, and Practices

Handout 2.2: PARTS Model Matching Task

Activity A

Match each PARTS element with its correct definition.

PARTS Element	Definition / Example to Match
Purpose	a) What role the AI should take
Audience	b) What the output is for
Role	c) Who the material is for
Task	d) What the AI should produce
Style	e) How the output should sound or look

Activity B

Identify the five parts in the sample prompt.

Sample prompt: “You are a Bangladeshi secondary school English teacher. Create a guided writing task for Class 9 learners on “Traffic Safety”. Include a model paragraph, 5 key vocabulary items, and 4 guiding questions. Use clear but slightly more formal English.”

Session 2: Using AI Tools Effectively: Prompt Writing, CEFR, and Practices

Handout 2.3: Common European Framework of Reference for Languages (CEFR) level

Match the appropriate CEFR level with the description below.

- 1) A1 Elementary
- 2) A2 Pre-intermediate
- 3) B1 Intermediate
- 4) B2 Upper intermediate
- 5) C1 Advanced
- 6) C2 Proficiency

CEFR Level	Description
	a) Learners can understand information about familiar topics. They can communicate in most situations whilst travelling in an English-speaking area. They can write simple connected texts on familiar topics.
	b) Learners can communicate using familiar everyday expressions and very basic phrases. They can introduce themselves and others and ask and answer simple questions about personal details.
	c) Learners can understand the main ideas of complex texts. They can interact with some fluency and communicate easily. They can write clear, detailed texts on a wide range of topics and express their opinions.
	d) Learners can communicate using frequently used expressions in everyday situations. They can interact in simple and direct exchanges of information and can describe things around them and things they need.
	e) Learners can easily understand almost everything they hear or read. They can express themselves fluently and spontaneously with precision in complex situations.
	f) Learners can understand a wide range of long, complex texts. They can interact and express themselves fluently and spontaneously and use language flexibly and effectively in social, academic and professional situations.

Session 2: Using AI Tools Effectively: Prompt Writing, CEFR, and Practices

Handout 2.4: Prompt Clinic

Instructions: Improve each weak prompt using the PARTS model and CEFR awareness. Use familiar Class 6–10 themes.

Weak prompt	Your improved version
1. Write a paragraph about daily routine.	
2. Make some questions from this text on games and sports.	
3. Give an activity on environmental pollution.	
4. Write about dreams.	

Session 2: Using AI Tools Effectively: Prompt Writing, CEFR, and Practices

Handout 2.5: Main Output Task Sheet and Evaluation Checklist

Choose one pathway and complete the sections below as a group.

Possible classroom task pathways
A. Class 6 reading passage + 3 WH-questions on “My School Library”
B. Class 7 vocabulary activity on “Health and Hygiene”
C. Class 8 pair-work speaking card on “Tree Plantation”
D. Class 9 guided writing task on “Traffic Safety”
E. Class 10 grammar-in-context activity on “Future Plans and Dreams”

Group planning box	Notes
Chosen task and class level	
First full prompt	
Assess the AI-generated output using the evaluation checklist below	
What needs to improve in prompt writing	
Revised prompt	

Evaluation checklist

- Is the output relevant to the classroom objective?
- Is the language level suitable for the learners?
- Is the output clear enough to use in class?
- Are the topic and example familiar for Bangladeshi secondary learners?
- What teacher editing is still needed before classroom use?

Session 2: Using AI Tools Effectively: Prompt Writing, CEFR, and Practices

Handout 2.6: Exit Ticket

a) One thing I learned about writing prompts is

b) One thing I will try in my classroom is...

c) One caution I will keep in mind when using AI is...

Session 3: AI as an Assistive Tool in ELT: Lesson Development, Lesson Adaptation and Assessment Design

Duration: 1 Hour 45 minutes

Learning Outcomes:

By the end of the session, PPs will be able to:

- explain how AI can support lesson preparation, activity design, and assessment
- generate English language learning activities based on NCTB textbooks using AI tools
- adapt textbook materials for different student levels
- evaluate AI-generated outputs before classroom use

Materials:

1. Handout 3.1: Assign tasks for the group
2. Handout 3.2: Exploring AI as an Assistive tool

Session 3: AI as an Assistive Tool: Lesson Development, Lesson Adaptation and Assessment Design

Handout 3.1: Assign tasks for the group

Group	Task
Group 1	Generate a speaking activity based on English for Today – Class 6, Lesson 3: At a Railway Station. The activity should help students describe what they see and what people are doing in the picture and passage (Activity A1 & A3). Include step-by-step instructions and four speaking questions.
Group 2	Generate additional comprehension questions based on the reading passage from English Grammar and Composition (Class 6), Lesson 5: Verbs – Section A (reading about a student’s family and reading habits). Provide five comprehension questions.
Group 3	Simplify a difficult paragraph from English for Today – Class 8, Unit 7: Occupations at Risk, Lesson 5: Refugees (text: <i>Sea Prayer</i> by Khaled Hosseini). Adapt the paragraph using simpler vocabulary and shorter sentences for lower-level learners.
Group 4	Create a vocabulary practice activity using adjectives from English Grammar and Composition (Class 8), Unit: More about Adjectives (describing people and qualities). Design a matching or fill-in-the-blank activity.
Group 5	Create quiz questions based on English for Today – Classes 9–10, Unit 4: Events and Festivals, Lesson 6: Pohela Boishakh, Section A. Design five multiple-choice questions, 5 true/false and a cloze test to assess students’ understanding of the reading passage.
Group 6	Design a grammar lesson in communicative approach for the students of Class 8. Use Generative AI Tools to design and develop a 45-minute grammar lesson on Passive Voice in communicative approach for the students of class 8.

Session 3: AI as an Assistive Tool: Lesson Development, Lesson Adaptation and Assessment Design

Handout 3.2: AI as a Teaching Assistant: Task Prompts

Task Instructions

In your group:

- Read your assigned task.
- Use the sample prompt provided (based on the PARTS model).
- Enter the prompt into an AI tool (ChatGPT/Gemini/Magicschool).
- Review the AI response carefully.
- Improve or adapt the output if needed.
- Write your final classroom-ready activity or task on poster paper.

Remember:

AI outputs must always be checked and adapted by the teacher before classroom use.

Group Tasks and Sample Prompts

Group 1

Task: Generate a speaking activity to support a textbook lesson topic.

Textbook Reference: *English for Today – Class 6*, Lesson 3: At a Railway Station, (Activity A1 & A3: describing what is seen and experienced)

Sample Prompt (PARTS Model):

P – You are an English teacher.

A – Create a speaking activity.

R – Topic: Describing what people see and do at a railway station, based on Lesson 3: At a Railway Station from the *English for Today (Class 6)* textbook.

T – Use simple classroom language suitable for Grade 6 students (CEFR A1–A2 level).

S – Include:

- clear step-by-step activity instructions
- four speaking questions based on the lesson picture and passage (people, actions, place, activities)

Group 2

Task: Generate additional comprehension questions for a textbook reading passage.

Textbook Reference: The reading passage from *English Grammar and Composition (Class 6)*

Lesson 5: Verbs – Section A (the Reading Passage is about a student's family and reading habits).

Sample Prompt (PARTS Model):

P – You are an English teacher.

A – Create comprehension questions.

R – Based on the reading passage from Lesson 5: Verbs, Section A of the Class 6 *English Grammar and Composition* textbook.

T – Use simple and clear language suitable for secondary school students.

S – Provide five comprehension questions.

Group 3

Task: Simplify a difficult paragraph from the textbook.

Textbook Reference: *English for Today – Class 8, Unit 7: Occupations at Risk, Lesson 5:*

Refugees, Text: “*Sea Prayer*” by Khaled Hosseini (reading passage).

PPs should select **one paragraph from the reading text** (for example, the paragraph describing memories of the farmhouse and the city of Homs).

“In its bustling Old City, a mosque for us Muslims, a church for our Christian neighbours, and a grand souk for us all to haggle over gold pendants and fresh produce and bridal dresses.”

Sample Prompt (PARTS Model)

P – You are an English teacher.

A – Simplify the following paragraph.

R – The paragraph is from **Lesson 5: Refugees (Sea Prayer)** in the *English for Today – Class 8* textbook.

T – Use simple vocabulary and shorter sentences suitable for **lower-level learners (CEFR A1–A2)**.

S –

- Keep the main idea and important details
- Break long sentences into shorter sentences
- Replace difficult words with simpler alternatives
- Keep the meaning of the original text

Group 4

Task: Create a vocabulary practice activity based on a textbook lesson.

Textbook Reference: Use vocabulary from *English Grammar and Composition (Class 8)*, Unit More about Adjectives

Section: Describing people and qualities.

Sample Prompt (PARTS Model):

P – You are an English teacher.

A – Create a vocabulary activity.

R – Use adjectives from the “More about Adjectives” lesson in the Class 8 *English Grammar and Composition* textbook.

T – Use simple classroom instructions suitable for secondary school students.

S – Provide a matching or fill-in-the-blank exercise.

Group 5

Task: Create quiz questions to assess students' understanding of a textbook lesson.

Textbook Reference: *English for Today – Classes 9–10*, Unit 4: Events and Festivals, Lesson 6: Pohela Boishakh, Section A.

Use AI to design five multiple-choice questions, 5 true/false and a close test to assess students' understanding of the reading passage.

The questions should assess students' understanding of:

- The main idea of the text
- key information from the passage
- vocabulary used in the lesson.

Sample Prompt (PARTS Model):

P – You are an English teacher.

A – Create quiz questions to assess students' understanding of the lesson.

R – The questions should be based on Unit 4: Events and Festivals, Lesson 6: Pohela Boishakh from the *English for Today (Classes 9–10)* textbook.

T – Use clear and simple language suitable for secondary school students (Grades 9–10).

S –

- Provide five multiple-choice questions
- Each question should have four options (A–D)
- Include the correct answer for each question
- Focus on key ideas and information from the passage

Reviewing the AI Output

Before using the AI-generated material, discuss:

- Is the content accurate?
- Is the language suitable for students?
- Does the task support the textbook lesson?
- What changes should the teacher make?

Write your final improved version on the poster paper.

Session 4: Ethical and Responsible Use of AI in English Instruction

Duration: 1 Hour

Session Outcomes:

By the end of the session, PPs will be able to:

- identify key ethical considerations when using AI tools in English language teaching
- explain basic guidelines for responsible AI use when preparing English lessons and materials
- analyze classroom situations involving AI use in ELT contexts
- evaluate AI-generated explanations, tasks, or questions before using them in English lessons

Materials

1. Handout 4.1 Ethical and Responsible Use of AI for Teachers
2. Handout 4.2 Case studies
3. Worksheet 4.1: Exit Ticket
4. Poster 4.1: Ethical and Responsible Use of AI for Teachers

Session 4: Ethical and Responsible Use of AI in English Instruction

Handout 4.1 Ethical and Responsible Use of AI for Teachers

Operational Guidelines informed by the UNESCO AI Competency Framework for Teachers (2024)

Artificial Intelligence (AI) can be a useful assistant for teachers. However, it must be used responsibly and carefully in educational settings. The following guidelines can help teachers use AI in a safe, ethical, and educationally meaningful way.

Rule 1: Teachers Remain Responsible

AI tools can provide suggestions, explanations, and ideas, but they are not always correct. Therefore, teachers must always check and verify information before using it in the classroom.

Before sharing AI-generated content with students, teachers should:

- check facts and information carefully
- review explanations to ensure they are accurate
- correct any mistakes or unclear statements
- adjust the language to suit the students' level

AI is a tool that assists teachers, not a replacement for teachers.

Teachers remain fully responsible for all teaching materials and classroom activities.

Rule 2: Protect Student Privacy

Teachers must be careful not to share personal student information with AI tools. AI systems may store or process the information entered into them, so teachers should avoid uploading any identifiable student data.

Teachers should avoid entering:

- student names
- exam scripts that contain student identities
- personal information about students
- marks, grades, or private records

Instead, teachers should use generic examples.

For example:

- Use “Student A” or “Student B” instead of real names.
- Use sample answers rather than real student work.

Protecting student privacy is an important part of ethical teaching practice.

Rule 3: Avoid Over-Dependence on AI

AI can help teachers and students, but students must still develop their own abilities.

Students should continue to practice:

- critical thinking
- writing skills
- problem solving
- analytical thinking

AI should support learning, not replace learning.

Teachers can encourage responsible use by asking students to:

- explain answers in their own words
- compare their ideas with AI-generated responses
- identify mistakes in AI answers
- improve or rewrite AI-generated text

This helps students become active learners rather than passive users of technology.

Rule 4: Be Transparent About AI Use

Teachers should be **honest and open** about when AI tools are used in preparing teaching materials.

If AI helps create content such as:

- worksheets
- questions
- summaries
- examples

Teachers can acknowledge it clearly. For example, teachers may write: “This worksheet was developed with assistance from an AI tool.”

Being transparent about AI use promotes:

- academic honesty
- responsible for technology use
- trust between teachers and students

Rule 5: Use AI to Support Comprehensive Teaching Approach

AI tools can help teachers support students with **different learning needs**.

Teachers may use AI to:

- simplify difficult reading passages
- explain complex topics in simpler language
- translate explanations into another language if needed

- generate additional practice questions for weaker students
- provide alternative examples or exercises

Using AI in this way can help teachers create more mixed-ability classrooms, where all students have better opportunities to learn.

The goal is to ensure comprehensive learning opportunities for every student.

Session 4: Ethical and Responsible Use of AI in English Instruction

Image 4.1

Session 4: Ethical and Responsible Use of AI in English Instruction

Handout 4.2 Case studies

Case Study 1 – Checking Student Writing with AI

A teacher at a secondary school in Dhaka asks students to write a paragraph on “My Favourite Place in Bangladesh.” After collecting the assignments, the teacher uploads several students’ paragraphs into an AI tool to check grammar and improve the writing. However, the paragraphs include students’ real names and identifying details.

Discussion

- Which rule from the handout is related to this situation?
- Why should teachers avoid sharing students’ real names with AI tools?
- What should the teacher do differently to use AI responsibly?

Case Study 2 – Over-Dependence on AI for Lesson Preparation

A teacher is preparing a Grade 9 English lesson on paragraph writing. To save time, the teacher asks an AI tool to generate a model paragraph and explanation of paragraph structure. The teacher copies the AI response directly and uses it in class without reviewing or modifying the content. During the lesson, the teacher notices that some explanations are unclear for students, and the examples do not match the students’ language level.

Discussion

- Which rule from the handout is related to this situation?
- What might be the problem with using AI in this way?
- What should the teacher do differently when using AI for lesson preparation?

Case Study 3 – Using AI to Support Comprehensive Learning

A teacher is preparing a reading lesson for Grade 8 students. The passage in the textbook is quite difficult for some learners. The teacher uses an AI tool to simplify the text and create an easier version of the passage before using it in class.

Discussion

- Which rule from the handout is related to this situation?
- How can AI help the teacher support students with different learning needs?
- What should the teacher check before using the AI-generated text in class?

Case Study 4 – Using AI to Prepare Quiz Questions

A teacher uses an AI tool to generate multiple-choice grammar questions for a quiz. The teacher copies the questions directly into the quiz without reviewing them carefully. Later, the teacher notices that some of the answers are incorrect.

Discussion

- Which rule from the handout is related to this situation?
- Why should teachers review AI-generated materials before using them in class?
- What should the teacher do before using AI-generated quiz questions?

Case Study 5 – AI for Lesson Preparation

A teacher is preparing a speaking activity for a Grade 7 English class. The teacher asks an AI tool to suggest discussion questions and role-play ideas about “Visiting a Market in Bangladesh.” The teacher then reviews the AI suggestions, selects the most suitable ideas, and adjusts the language to match the students’ level before using them in class.

Discussion

- Which rule from the handout is related to this situation?
- How can AI be helpful for teachers during lesson preparation?
- What should the teacher still check before using AI-generated activity ideas?

Session 4: Ethical and Responsible Use of AI in English Instruction

Worksheet 4.1: Exit Ticket

Write short answers.

1. Which ethical and responsible use of AI guideline do you consider the most important for you and your context?

2. Which ethical and responsible use of AI guideline do you think will be relatively easy for you to implement in your context?

3. Which ethical and responsible use of AI guidelines do you like to implement immediately in your own context?

Session 5: AI as an Assistive Tool: Designing Differentiated Instruction and Comprehensive Teaching Approach

Session Duration: 120 minutes

Learning Outcomes:

By the end of the session participants will be able to:

- Identify different types of differentiated tasks (content, process, product) within the same lesson
- Categorize different types of special educational needs and disabilities
- Design at least two differentiated tasks for a lesson from English for Today to support mixed-ability learners.
- generate and adapt to differentiated learning activities for mixed-ability classroom needs with the help of AI by using AI prompts properly

Materials:

- Handout 5.1: Reflection on Individual Learner Differences
- Handout 5.2: Reality Check Inventory
- Handout 5.3: Differentiation Matching Activity
- Handout 5.4: Know Your Learners: From Awareness to AI Support
- Handout 5.5: Exit Ticket

Session 5: AI as an Assistive Tool: Designing Differentiated Instruction and All-encompassing Approach

Handout 5.1: Reflection on Individual Learner Differences

Activity 1

All learners are the same. Outside class, they have family, friends, work, study or play, responsibilities, a place to live, and all the joys and sorrows that come with those things. Into class, they bring with them their names, their knowledge, experience, intelligence, skills emotions, imagination, awareness, creativity, sense of humor, problems, purposes, dreams, hopes, aspirations fears, memories, interests, blind spots, prejudices, habit, expectations, likes, dislikes ... and ability to speak at least one language.

All learners are different. No two individuals have the same knowledge, or skills, or abilities, or needs, or expectations, or any of the other things listed in the paragraph. Learners are influenced by their age and by their educational, social and cultural backgrounds, which they may or may not share with their fellow students and teachers. (Taken from Essentials of English language Teaching, by Julian Edge, 1998, Longman)

Activity 2

What do we learn from this as teachers?

Session 5: AI as an Assistive Tool: Designing Differentiated Instruction and Comprehensive Teaching Approach

Handout 5.2: Reality Check Inventory

Instructions: Read each statement below. Think about your own classroom: your current students, your current lessons, and your typical day. If this situation happens in your class, even just occasionally, place an honest checkmark (✓) in the **Yes** column. If it truly never happens, place a checkmark in the **No** column. Be honest with yourself.

SL No	Statement	Yes (This happens in my class)	No (This never happens)
1	Some of my learners consistently finish their work or tasks early.	☐	☐
2	Some of my students struggle to complete a task or activity within the allotted time.	☐	☐
3	A few students seem to understand a new concept (like a reading text) almost immediately.	☐	☐
4	When I give instructions once, there are always a few students who look confused or lost about what to do.	☐	☐
5	Some students dominate class discussions, while others rarely participate.	☐	☐
6	When I ask a question, I get a range of answers: from completely off-track to surprisingly deep and insightful.	☐	☐
7	I have students who disengage or get bored when they already know the material being taught.	☐	☐
8	I have students who need me to repeat directions or explain a concept in a different way just for them.	☐	☐

Session 5: AI as an Assistive Tool: Designing Differentiated Instruction and Comprehensive Teaching Approach

Handout 5.3: Differentiation Matching Activity

Activity 1: Type of Differentiating: Match the type of differentiation with their explanations.

Type of Differentiation	Explanation
1. Differentiating by CONTENT	a) How students show learning: e.g., choice boards, RAFT(Role, Audience, Format, Topic) assignments, authentic audiences, varied performance tasks
2. Differentiating by PROCESS	b) What students learn: e.g., using varied texts, reading buddies, compacting, learning contracts
3. Differentiating by PRODUCT	c) How students learn: e.g., learning centers, graphic organizers, tiered activities, manipulatives

Activity 2: Creating three tiers of the same basic task.

Match the descriptions with their appropriate titles of Tiers

Grade-Level/Developing	Foundation/Beginning	Advanced/Extending
------------------------	----------------------	--------------------

Tier I _____

For students who are on track. The task is at grade level, with moderate complexity and independence.

Tier II _____

For students who are ready for a challenge. The task is more complex, abstract, or requires higher-order thinking.

Tier III _____

For students who need more support. The task is more concrete, structured, and may focus on simpler texts or more guided practice.

Activity 3: Suitable Activities for Different Level of Learners

Match the level of students with the suitable difficulty level work

Tier 1 – Foundation learners

Tier 2 – Grade-level learners

Tier 3 – Advanced learners

Tier 3 – Advanced learners	Students identify key vocabulary from a passage.
Tier 1 – Foundation learners	Students write their opinion about the topic.
Tier 2 – Grade-level learners	Students answer comprehension questions.

Session 5: AI as an Assistive Tool: Designing Differentiated Instruction and Comprehensive Teaching Approach

Handout 5.4:

Students with Different Special Needs

Disability-Related Terminology

- 1. Attention Deficit Hyperactivity Disorder (ADHD) (n):** a disability in which people have difficulty with paying attention, remaining calm, and restraining their impulses.
- 2. Auditory Disability (n):** a disability that affects a person's ability to hear.
- 3. Autism Spectrum Disorder (n):** a disability that includes challenges with social communication and interaction, and limited or repeated behaviors, activities, or interests.
- 4. Cognitive Disability (n):** a disability that affects a person's ability to think, learn, and process information. It includes autism spectrum disorder, intellectual disabilities, traumatic brain disabilities.
- 5. Down Syndrome (n):** a genetic condition that causes developmental delay and intellectual disability, along with certain health problems.
- 6. Dyslexia (n):** a learning disability that affects people's ability to process written language and complete tasks related to reading.
- 7. Dysgraphia (n):** a learning disability that affects people's ability to write fluently and legibly.
- 8. Hard of Hearing (adj):** not able to hear well, but not completely deaf.
- 9. Impairment (n):** reduction or loss of a specific ability.
- 10. Intellectual Disability (n):** a disability that causes someone to learn and develop more slowly than average. This leads to limitations in mental functioning and skills such as communicating, daily life activities, and social skills.
- 11. Learning Disability (n):** an impairment that results in difficulties in a specific area, such as reading, writing, math, or other academic skills.
- 12. Non-verbal student (n):** a student who is non-verbal does not speak. They may use other ways to communicate such as AAC or PECS.
- 13. Oppositional Defiant Disorder (n):** a behavioral disability that includes anger towards others and refusal to cooperate.
- 14. Physical Disability (n):** an impairment that limits a person's ability to move.

15. Traumatic Brain Injury (TBI) (n): damage to the brain caused by being hit in the head or shaken violently.

16. Visual Disability (n): blindness or reduced sight.

17. Executive dysfunction: Having difficulty with cognitive processes like planning, organizing, regulating emotions, and managing time.

Task: Categorizing Students with Different Special Needs

4 (four) main categories of disabilities:

1. Behavioral or emotional.
2. Sensory impaired disorders.
3. Physical.
4. Developmental

Categorize them under the right type. Use the short form where applicable.

Behavioral or emotional	Sensory impaired disorders	Physical	Developmental

Session 5: AI as an Assistive Tool: Designing Differentiated Instruction and Comprehensive Teaching Approach

Handout 5.5: Exit Ticket (5minutes)

Instructions: Complete the exit ticket individually before you leave.

Question	My response
1. One strategy I will apply in my classroom:	
2. One challenge I may face when implementing differentiation:	
3. One way I will improve AI-generated material before using it:	

Session 6: AI as a Mentor: AI for Professional Development and Non-teaching Job

Session Duration: 90 Minutes

Learning Outcomes:

At the end of the workshop, participants will be able to:

- identify school administrative and professional tasks where AI tools can provide useful support.
- write effective prompts for performing non-teaching jobs and using AI tools as a mentor for Continuing Professional Development.
- produce AI-generated output effectively for a school-based activity.

Materials:

- a) Extra material 6.1: List of non-teaching jobs
- b) Handout 6.1: School Task Sorting and Priority Ranking
- c) Handout 6.2: Using AI tool as a Mentor and CPD expert
- d) Handout 6.3: Learning New Skills Planner
- e) Handout 6.4: AI-Generated Output Task Sheet and Evaluation Checklist
- f) Handout 6.5: Exit Ticket

Session 6: AI as a Mentor: AI for Professional Development and Non-teaching Job

Extra Material 6.1 (Cut it up into pieces with the scissors)

Drafting a professional email

Developing a plan to organize a spelling competition program at your school

Planning the list of activities and work plan to bring out a school magazine

Writing meeting minutes from rough notes

Drafting a notice for parents or students

Summarizing attendance or behavior issues for reporting

Replying to a sensitive parent complaint

Planning how to improve spoken English

Reflecting on a difficult lesson and asking for next steps

Planning extra-curricular activities

Session 6: AI as a Mentor: AI for Professional Development and Non-teaching Job

Handout 6.1: School Task Sorting and Priority Ranking

Instructions: In groups, discuss each task below and tick the most suitable column.

Non-teaching job (Please write the task in the box below in brief)	AI tools can help a lot	AI tools can help partly	Teacher judgment is essential

Session 6: AI as a Mentor: AI for Professional Development and Non-teaching Job

Handout 6.2: Using AI tool as a Mentor and CPD expert

Instructions: Choose two scenarios and write prompts asking GPT to act like a mentor and CPD expert. Then note what kind of response would be most helpful

Scenario	Prompt notes / expected support
I taught a noisy Class 8 lesson today and pair work did not go well. I want practical advice for tomorrow.	
I need to deliver a speech in a school meeting next week on the initiatives helpful for developing English language of my learners, but I lack confidence in formal spoken English.	
I want to become better at writing professional emails and notices in English. You need some advice.	
I have started using a zoom platform for teaching during the natural disaster, but I need a simple weekly plan to improve step by step.	

Suggestions

A strong mentor prompt should explain the real problem, mention the school context, and ask for a clear type of support such as reflective questions, step-by-step advice, a short action plan, or language improvement tips.

Session 6: AI as a Mentor: AI for Professional Development and Non-teaching Job

Handout 6.3: Learning New Skills Planner

Instructions: Choose one skill and use GPT to help you make a realistic short learning plan.

Skill I want to learn	My current level / challenge	Time I can give each week	A useful GPT prompt

Sample ideas

Skills may include improving presentation skills for teacher training, learning Excel for marks and attendance, improving spoken English for meetings, using Canva for school posters, or learning how to organise files and reports more efficiently. Good prompts mention the current level, time available, and the kind of step-by-step help needed.

Session 6: AI as a Mentor: AI for Professional Development and Non-teaching Job

Handout 6.4: AI-Generated Output Task Sheet and Evaluation Checklist

Choose one pathway and complete the sections below as a group.

List of non-teaching activities

- 1) Drafting a professional email to learn for a scholarship program
- 2) Creating a short plan to improve your English pronunciation for further professional development
- 3) Asking an AI tool to act as a mentor for a real professional challenge that we recently encountered in the class
- 4) Developing a 2-hour teacher training session for an in-house training on Social and Emotional Learning (SEL) pedagogical approach
- 5) Developing a plan to organize a spelling competition program at your school
- 6) Outlining activities and initiative to open an English language club at your school
- 7) You are asked by the head teacher to take charge of the publication of a school magazine. We need some ideas and to develop plan to complete this work.

Chosen pathway	
First prompt	
Main issue in the first output	
Revised prompt	
Final decision: how we would use this in school	

Evaluation checklist

- I. Is the output accurate and practical?
- II. Is the tone suitable for a Bangladeshi school context?
- III. Is anything important missing?
- IV. Does the output protect confidentiality and professional judgment?
- V. How much teacher editing is still needed before real use?

Session 6: AI as a Mentor: AI for Professional Development and Non-teaching Job

Handout 6.5: Exit Ticket

a) One school task which I will use an AI tool for

b) One skill I want to learn with AI-tool support

c) One rule I will follow to use AI-tools responsibly

Session 7: Micro-Teaching: Planning and Presenting AI-Supported Lesson

Session Duration: 105 Minutes

Learning Outcomes:

At the end of this session, participants will be able to:

- Design AI-supported English lesson activities aligned with learning objectives
- Evaluate teaching and AI-generated outputs based on appropriateness, accuracy, and relevance
- Deliver a micro teaching session demonstrating effective pedagogical practices
- Reflect critically on how AI supports language teaching and student learning

Materials:

- a) Handout 7.1: Lesson Plan/ Lesson Adaptation Checklist
- b) Handout 7.2: Criteria to evaluate a lesson and an adapted lesson
- c) Handout 7.3: Criteria to give feedback on micro-teaching
- d) Handout 7.4: Exit Ticket

Further Resource:

1. Further Resource: Lesson Plan Template

Session 7: Micro-Teaching: Planning and Presenting AI-Supported Lesson

Handout 7.1: Lesson Plan/ Lesson Adaptation Checklist

SL No	Aspect to maintain	Yes	No
01.	clear learning objective		
02.	clear and simple instructions		
03.	Effective AI prompt writing (Learned in Day 1, Session: 2)		
04.	Appropriate English language level for the learners (CEFR level) (Learned from Day 1, session 2)		
05.	At least three formative assessments (Learned from Day 1, session 3)		
06.	Ethical And responsible use of AI (Learned in Day 1, session 4)		
07.	Student-centered activity		
08.	Two accommodation strategies for students with special education needs and disabilities (Day 2, session 1)		
09.	Two differentiated tasks (Day 2, session 1)		
10.	smooth transitions from one step to the next		
11.	Timing of the activities		
12.	accurate language use and confident delivery		
13.	appropriate use of teaching aids or digital support		
14.	Interactive and collaborative activities		
15.	a short closing or wrap-up at the end		

Session 7: Micro-Teaching: Planning and Presenting AI-Supported Lesson

Handout 7.2: Criteria to evaluate a lesson and an adapted lesson

Use the checklist below to review your lesson.

Evaluation Criteria to Assess a Teaching Material

Criteria	Guiding Questions	Notes if the material meets the criteria
Level of challenge	• Is the work too easy for the students? Will they finish quickly and get bored? • Is the work too difficult? Will the students feel lost or unable to start?	
Easy to follow	• Is the material clean and not too busy with text? • Can a teacher look at the page and quickly understand what they need to do?	
Adaptability	• Could a teacher change this material to make it easier for a weak student? (e.g., give fewer questions, provide word banks) • Could a teacher change it to make it harder for a strong student? (e.g., add an extension task, ask "why" questions)	
Language Level Appropriateness	• Is the language suitable for the students' grade level (e.g., Grade 6–10)? • Are the instructions simple and clear enough for students to understand independently? • Can weaker students understand the task without constant teacher support?	
Cultural Relevance	• Does the material include examples from students' real-life experiences (e.g., school, family, local environment)?	
Accuracy	• Are instructions logically correct and clearly sequenced? • Is the information factually correct and reliable?	
Motivating for participants	• Is the topic interesting for the age group? • Does it connect to the students' own lives, hobbies, or culture? • Does it include games, puzzles, or real-world topics (like social media, sports, or music)?	
Variety	• Does the lesson use different types of activities? (e.g., not just writing, but also speaking, listening, or moving around)	

	• Does it use different materials (e.g., a picture, a text, a worksheet)?	
Clarity of instructions	• Are the instructions for the teacher short and clear? • Are the instructions for the student written in simple language? • Does the material include an example to show students what to do?	
Organisation/ Sequencing	• Does the lesson have a clear start (intro), middle (main work), and end (plenary)? • Does the learning feel logical—like building a house, brick by brick?	
Different learning preferences catered for	• Are there opportunities for students who like to learn by seeing (diagrams, charts, videos) and listening (discussions, audio)? • Are there opportunities for students who like to learn by moving/doing (role play, games, building things)?	
Opportunities for group and pair work	• Do students get a chance to talk to each other during the lesson? • Are there specific tasks designed for pair work and group work?	
Differentiated task	• Are there different tasks for different groups of students? (e.g., "Group A does Task 1, Group B does Task 2") • Does the material offer a choice? (e.g., "Choose 5 questions to answer" or "Write 1 paragraph OR 3 paragraphs") • Is there extra support for students who need it?	
Special Education Needs and Disabilities (SEND) accommodation and adjustments	• Is the material understandable for students with difficulties? (e.g., clear font, plenty of white space, not too much text) • Could a student with attention difficulties manage this task, or is it too long? • Does it consider students who might need more time or a quiet space?	

Session 7: Micro-Teaching: Planning and Presenting AI-Supported Lesson

Handout 7.3: Observer form (Criteria to give feedback on micro-teaching)

Learning outcomes and Structure

Learning outcomes plus structure and content			
Indicate with √ if the criteria are met or × if they are not met. Note , not all criteria are relevant in each case, so indicate this with a √ in the N/A (not applicable) column.			
Group / pair name			
Learning outcomes	Met	N/A	Feedback
Learning outcomes are SMART			
Teacher clarifies learning outcomes to participants			
Structure and content	Met	N/A	Feedback
The stages are logically linked			
Good balance of activity types which support a range of learner preferences			
Input, tasks and activities support the learning outcomes			
Handouts are clear and presentable			

Class management

Workshop management			
Indicate with √ if the criteria are met or × if they are not met. Note , not all criteria are relevant in each case, so indicate this with a √ in the N/A (not applicable) column.			
Group / pair name			
Workshop management	Met	N/A	Feedback
Good use of techniques such as elicitation; checking understanding (demonstrations/ restatements)			
Tasks are set up efficiently to ensure any learners with special educational needs can follow instructions and engage in			

the activities.			
Resources are used effectively			
The flow of stages is appropriately paced and timing is managed effectively.			
Transitions between stages are clearly signaled			
Monitoring is unobtrusive and effective.			
Teacher ensures all participants have equal opportunities to engage in activities			
Teacher engages participants in feedback following activities			

Motivation

Motivation			
Indicate with √ if the criteria are met or × if they are not met. Note , not all criteria are relevant in each case, so indicate this with a √ in the N/A (not applicable) column.			
Group / pair name			
Motivation	Met	N/A	Feedback
Trainer establishes rapport with participants			
Contributions from participants are acknowledged and valued. Praise is given.			
Participants are able to activate their knowledge and apply the learning to their own contexts.			
Participants are encouraged to share and respect each other's ideas and experiences.			
Where time permits, there is an opportunity for participants to reflect.			
Feedback is constructive and sensitive.			

Session 7: Micro-Teaching: Planning and Presenting AI-Supported Lesson

Handout 7.4: Exit Ticket

1. One strategy to use AI tools effectively-I will apply in my lesson planning and material development

2. One idea I learned from another group's presentation.

3. One challenge I might face when using AI.

Session 7: Micro-Teaching: Planning and Presenting AI-Supported Lesson

Further Resource

Lesson Plan Template

Class Date:

Background Information:			
Course Name/Description:	Institution:	Lesson Length:	
Description of Students:	Level:	Number of Students:	
Lesson Information:			
Lesson Objectives — Students will be able to:			
Specific skills/content focus:			
How does this lesson fit in with the previous and next lessons?			
Lesson Plan:			
Time	Procedure	Materials and Rationale	
		Materials:	
		Materials:	

Lesson Plan Template

		<i>Materials:</i>
		<i>Materials:</i>
Assessment:		
Notes:		
Pre-class preparation:		
Lesson Evaluation:		
1. What do you think the students actually learned? How do you know? 2. What parts were most successful/least successful? Why? 3. Did you finish the lesson on time? If not, why? 4. What changes (if any) will you make in your teaching and why (or why not)?		



Session 8: American English Website Resources

Session Duration: 60 Minutes

Learning Outcomes:

At the end of the workshop, participants will be able to:

- tell what the various resources are available on American English Website to teach English, develop English teaching materials and train English teachers
- find out various world-class English language teaching and learning resources on American English Website
- evaluate some resources on this site by using them to teach English in a fun and engaging way
- design English teaching lesson activities using the AE resource pack

Materials:

- 8.1 Handout 1: Resources available on American English website
- 8.2 Handout 1.b: Resources available on American English website (Answers)
- 8.3 Worksheet 1: Finding resources on American English Website
- 8.4 Activate: Board Games for Learning American English
- 8.5 A set of images to learn American culture and practice English

Session 8: American English Website Resources

Handout 8.1: Resources available on American English website

The American English website offers a wide variety of free resources for teachers and learners.

Instructions: With your group members, brainstorm and predict what other materials and resources you might find on the site. Write your ideas in the empty circles surrounding "AE Website" in the diagram below. "Songs" and "Short Stories" are provided as examples to help you begin.



Session 8: American English Website Resources

Handout 8.3: A Scavenger Hunt on the American English Website

Part 1

Instructions

- 1) Go to <https://americanenglish.state.gov/>.
- 2) Below is a list of 11 specific resources and materials. Your task is to find them on the website.
- 3) In the "Name of the Resource/Material" column, you'll find the title you need to search for.
- 4) Use the website's navigation menus (like "Resources," "Teacher's Corner," or "English Teaching Forum") or the search bar (usually located at the top of the page) to look for each item.
- 5) If you find the resource, tick the "Yes I found it" column.
- 6) If you cannot find it after a reasonable search, tick the "No I did not find it" column.

SL No	Name of the Resource/Material	Yes, I found it	No, I did not find it
1	E-book 'Everyday Conversations: Learning American English	☐	☐
2	English Teaching Forum Journal	☐	☐
3	E-book 'English Grammar and Technical Writing'	☐	☐
4	American English Webinars	☐	☐
5	The video game 'Trace Effects'	☐	☐
6	E-book 'The Lighter Side of TEFL, Volume 1'	☐	☐
7	Sing Out Loud Children's Songs	☐	☐
8	Webinar on 'Strategies for Managing Large Classes'	☐	☐
9	Teacher's Corner: Grammar Games	☐	☐
10	An article on 'Student-Centered Teaching in Large Classes with Limited Resources'	☐	☐
11	'Activate: Games for Learning American English' book	☐	☐

Part 2: Reflection

After completing your search, discuss the following questions in your group:

- 1) Which items were the easiest to find? Why do you think that was?
- 2) For the items you could not find, where do you think they might be located? Are there other sections of the website you haven't explored yet?
- 3) How useful is this site for English teachers and learners?

Session 8: American English Website Resources

Handout 8.4: Exit Ticket

1. The ‘Muddiest Point’: What is one question you still have about finding or using resources on the American English website?

2. The ‘Gold Nugget’: What is the single most useful resource or feature you discovered on the site today (e.g., a specific e-book, the Teacher's Corner, the Forum journal)? Why do you think it will be helpful?

Resource discovered: _____

Why it will be helpful: _____

3. Quick Check: On a scale of 1 to 5, how confident do you feel about navigating the American English website on your own to find teaching materials after today's session?

Not confident

1

2

3

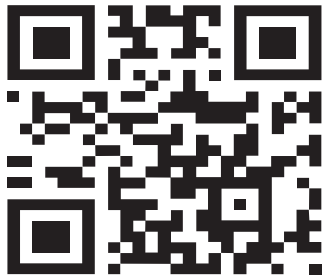
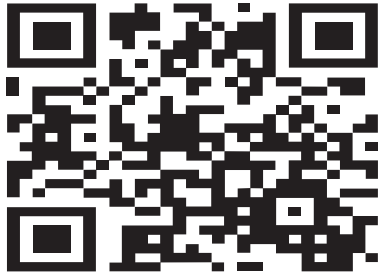
4

Very confident

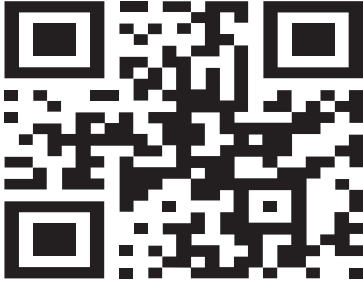
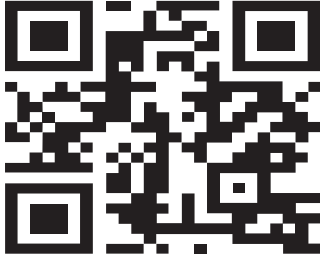
5

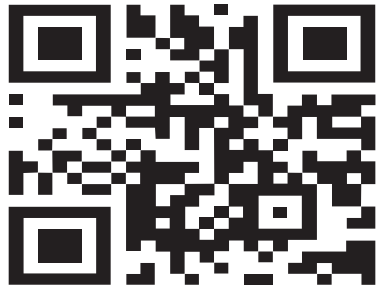
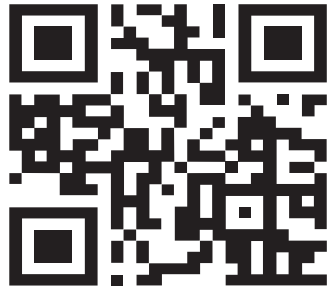
Appendix: AI Tools for English Language Teaching and Learning

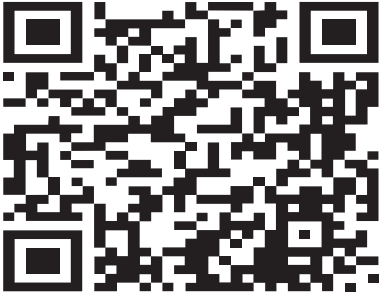
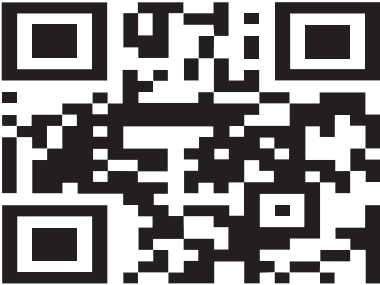
AI tools, website links, and QR codes

Name of AI Tool	Web link	QR Code (Scan and Go to the Website)
GPAI Solver	Helping learners solve subject questions from text, image, or PDF with worked explanations. https://gpai.app/	
Gamma AI	Creating presentation drafts from a topic, outline, or pasted text for quick classroom use. https://gamma.app/	
Napkin AI	Turning short text ideas into simple visuals that help explain concepts and organize thinking https://napkin.ai/	
MagicSchool AI	Offering teacher-focused tools for building lesson plans, quizzes, feedback, and classroom tasks https://www.magicschool.ai/	

EssayGrader AI	Checking student writing for organization, grammar, and quality, then suggests feedback points https://essaygrader.ai/	
NotebookLM	Using uploaded notes and documents to answer questions, summarize ideas, and organize content https://notebooklm.google/	
Grammarly	Reviewing grammar, spelling, clarity, and tone in essays, emails, and classroom writing tasks https://www.grammarly.com/	
Canva Magic Design	Generating designs for slides, posters, and classroom resources from a simple prompt or idea https://www.canva.com/magicdesign/	
Diffit	Creating notes, questions, and activities from a topic or text at different student levels https://diffit.me/	

QuillBot	Helping rewrite, summarize, and clean up text for teaching notes, handouts, and student drafts https://quillbot.com/	
Mote	Letting teachers record voice comments for assignments, documents, and online classroom work https://mote.com/	
Perplexity AI	Answering questions with cited sources, making it helpful for lesson research and student inquiry https://www.perplexity.ai/	
Otter.ai	Turning spoken classroom talk, meetings, or lectures into searchable written notes and transcripts https://otter.ai/	

Khanmigo	Acting like a tutor by asking guiding questions and offering hints instead of giving direct answers https://www.khanacademy.org/khanlabs	
Notion AI	Helping teachers organize notes, lesson plans, schedules, and written content inside one workspace https://www.notion.so/product/ai	
Duolingo	Providing short, game-like language lessons that can support vocabulary, grammar, and daily practice https://www.duolingo.com/	
InVideo AI	Creating short videos from prompts or scripts, useful for explainer clips and classroom presentations https://invideo.io/	

CapCut	Helping teachers create or edit short videos, captions, and simple visual explainers for students https://www.capcut.com/tools/ai-video-generator	
ElevenLabs	Turning written text into speech (audio) for listening practice and narration https://elevenlabs.io/text-to-speech	
GitMind	Building mind maps and visual idea webs for lesson planning, revision, speaking, and writing tasks https://gitmind.com/	



<https://geistfoundation.org>