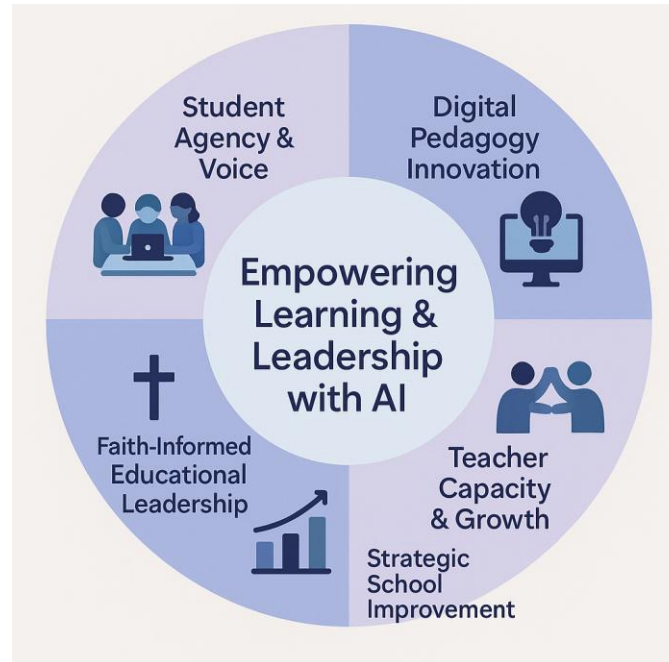


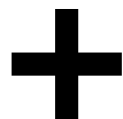
Using ICT AI Tools in the Language Classroom.

Mark Gabriele

VATI Conference 2026



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AI & EDUCATION

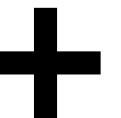


What we'll cover

- Student empowerment
- Curriculum development & review
- Data analysis & planning
- AI-driven conversation practice
- Content creation



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Students empowered through AI

1

Give students
the *tools*

2

Teach them
how to use
them

3

Make learning
more
independent



The AI Assessment Scale

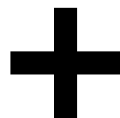
1	NO AI	<p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills</p> <p>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</p>
2	AI PLANNING	<p>AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.</p> <p>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</p>
3	AI COLLABORATION	<p>AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.</p> <p>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</p>
4	FULL AI	<p>AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.</p> <p>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</p>
5	AI EXPLORATION	<p>AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.</p> <p>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</p>

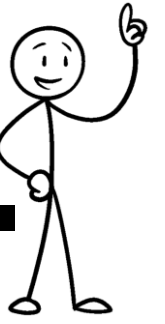


Level	Description for Learners	Application for Teachers	Student Guidelines
1. No AI Use	<u>Students</u> complete tasks like writing simple dialogues or translating phrases manually without digital tools. This builds foundational skills and self-reliance.	Assign activities like writing diary entries in Italian or translating short texts, then review in class for corrections.	<p>You can write dialogues or translations by hand with no digital assistance. You can use a physical bilingual dictionary or an approved online bilingual dictionary</p> <p>You can't use AI or online tools such as an online translator for assistance in this task.</p>
2. AI-Generated Input	Students use AI or online translators to generate vocabulary lists or sentence starters. They listen to text-to-speech tools to learn basic pronunciation.	Encourage students to create vocabulary lists with AI for specific topics (e.g., family, fashion) and practise pronunciation in pairs.	<p>You can use AI tools to generate vocabulary ideas, voice to text technology to model/practice pronunciation.</p> <p>You can't rely on AI for full sentences or translations without your own input.</p>
3. AI-Enhanced Work	Students refine their grammar, word choice, or sentence structure with AI suggestions and use text-to-speech for pronunciation practice. This helps them spot and correct errors independently.	Set tasks where students write a paragraph, refine it with AI, and then use AI text-to-speech to practise saying it aloud.	<p>You can improve your writing by using AI suggestions for grammar and pronunciation.</p> <p>You can't submit work without reviewing the changes AI suggests.</p>
4. AI Collaboration	Students co-create extended tasks with AI, such as dialogues, cultural essays, or short stories. They use AI for pronunciation practice to improve fluency.	Use AI to co-create interactive stories, then assign group projects where students record conversations with proper intonation.	<p>You can co-create dialogues or cultural tasks with AI.</p> <p>You can't fully depend on AI without contributing your own ideas or content.</p>
5. Full AI Integration	AI is integral to projects, such as creating Italian voiceovers for videos, designing interactive presentations, or role-plays with AI input and aural features.	Guide students in producing cultural presentations with AI-designed voiceovers or role-plays using AI dialogue generation tools.	<p>You can use AI to create and present final projects, incorporating voiceovers or interactive elements.</p> <p>You can't submit work where AI is the only contributor.</p>

If you don't teach it, they'll misuse it

- Explicit instruction is critical
- Teach prompting:
 - “Explain when to use AVERE or Essere with the Passato Prossimo **simply**”
 - “Give me examples of when to use pronomi diretti versus indiretti”
 - “What are the most commonly used reflexive verb’s “
- Model AI use live
- Scaffold student interaction with AI

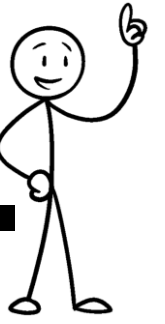




Give them the prompts

- I don't understand how to use *piacere*, can you explain it simply with examples?
- Why do we say *mi piace* but *mi piacciono*? I don't get the difference.
- Can you show me step by step how to use *mi, ti, gli, le* with *piacere*?
- I wrote this sentence: *Mi piace le mele*. Can you correct it and explain why?
- Can you give me 5 simple sentences using *piacere* with food vocabulary?





Give them the prompts

- I am studying Oggi al fruttivendolo, can you give me a list of fruits and vegetables in Italian and English?
- Can you group fruits and vegetables into masculine and feminine nouns?
- Can you show me the singular and plural forms of these words?
- Can you give me 10 Italian food words that are common in Italy but not in Australia?
- Can you help me remember food vocabulary with simple sentences?





Overcoming Overuse

If AI is used in a way that falls outside the approved assessment guidelines, you may be required to demonstrate your understanding through the following:

- Complete a blind translation task on a similar topic without support
- Write a response under exam conditions using only a dictionary
- Translate your own submitted work word-for-word into English or Italian
- Participate in an unprepared conversation based on the topic of your work



Curriculum Development & Review

I am planning a Year 8 Italian unit on *Oggi al fruttivendolo*, can you help me create clear learning intentions and success criteria aligned to CEFR A1–A2?

Can you review this unit outline and tell me if the sequencing of vocabulary and grammar (especially *piacere*) makes sense for Year 8 learners?

Can you suggest 3 improvements to this unit to better connect language learning with Italian food culture and real-world use?

I have mixed-ability students, can you help me differentiate this unit so lower and higher ability students are both supported?

Can you create a sequence of 4–6 lessons for this unit that build from vocabulary → grammar → conversation?

Can you check if my assessments (role play, writing, reading) align with the learning intentions and suggest improvements?

TOP 3 LANGUAGES TAUGHT IN AUSTRALIAN SCHOOL BY STATE OR TERRITORY



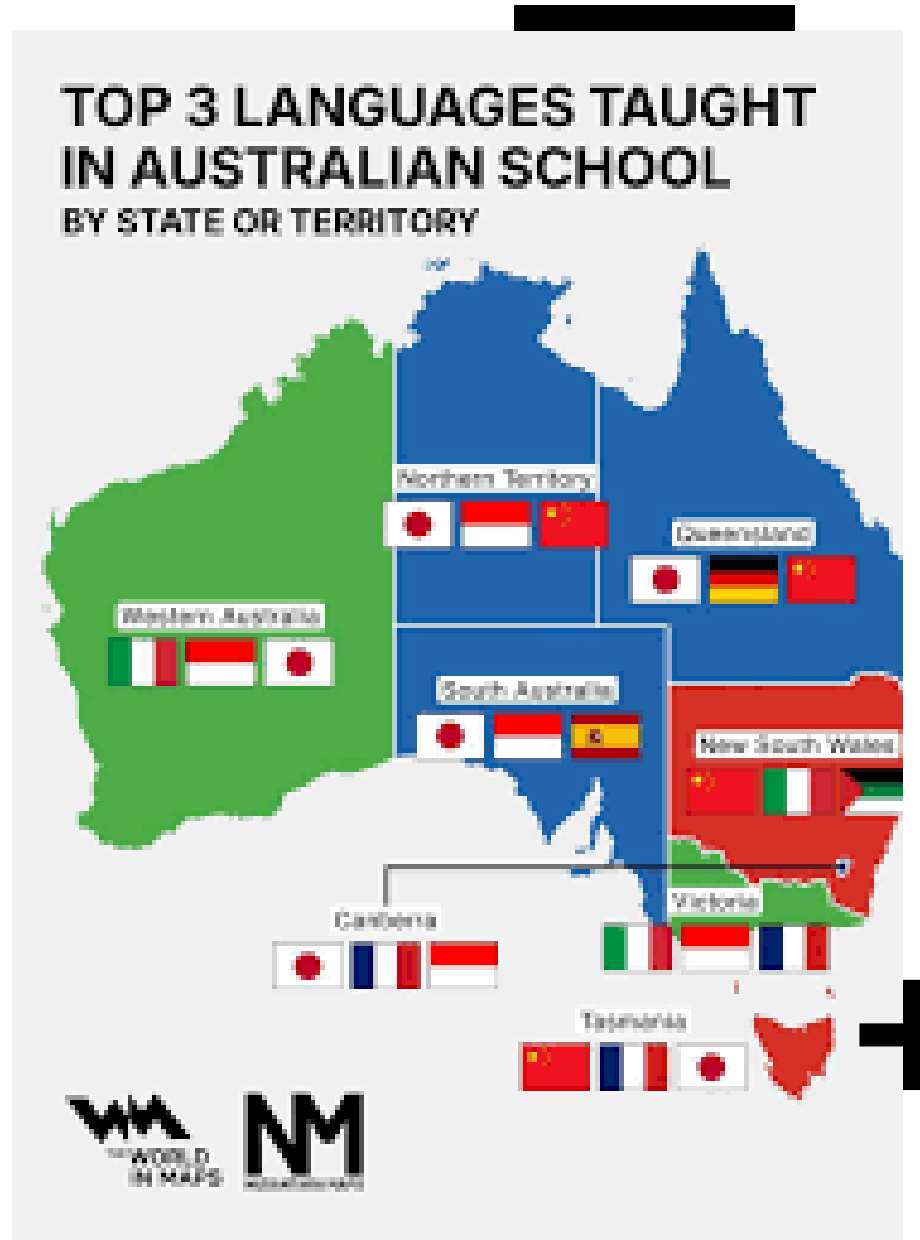
Curriculum Development & Review

I've designed a Year 8 Italian unit on *Oggi al fruttivendolo*, what can I improve to better meet **VC2LIT8UL01** and **VC2LIT8UL02**, especially around fluency and use of grammar like *piacere*?

Looking at my unit, what am I missing in relation to **VC2LIT8UL03**? How can I better get students to compare Italian and English structures?

My cultural component feels a bit surface-level, what could I add or change to better address **VC2LIT8UL04** and deepen students' understanding of food and identity?

Do my assessments (role play, writing, reading) really reflect the Victorian Curriculum expectations? What would you change to improve alignment across **VC2LIT8UL01–VC2LIT8UL04**?



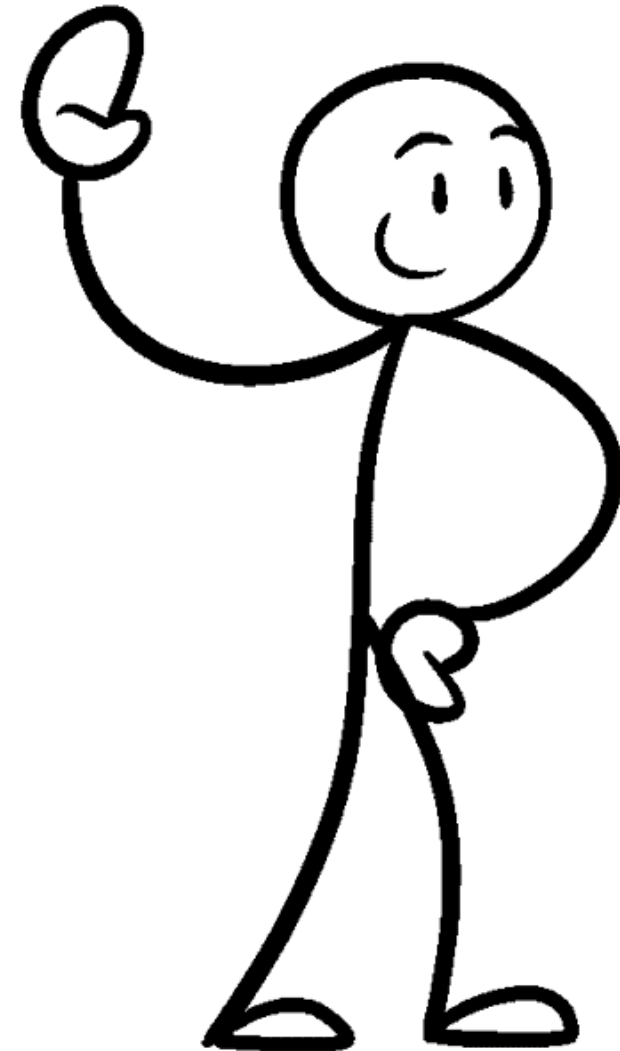
Assessment Design

I have a role-play task set at a *fruttivendolo*, can you help me create a rubric suitable for Year 8 Italian?

I'm teaching *piacere* with food vocabulary, can you help me design a writing task that is appropriate for Year 8 students?

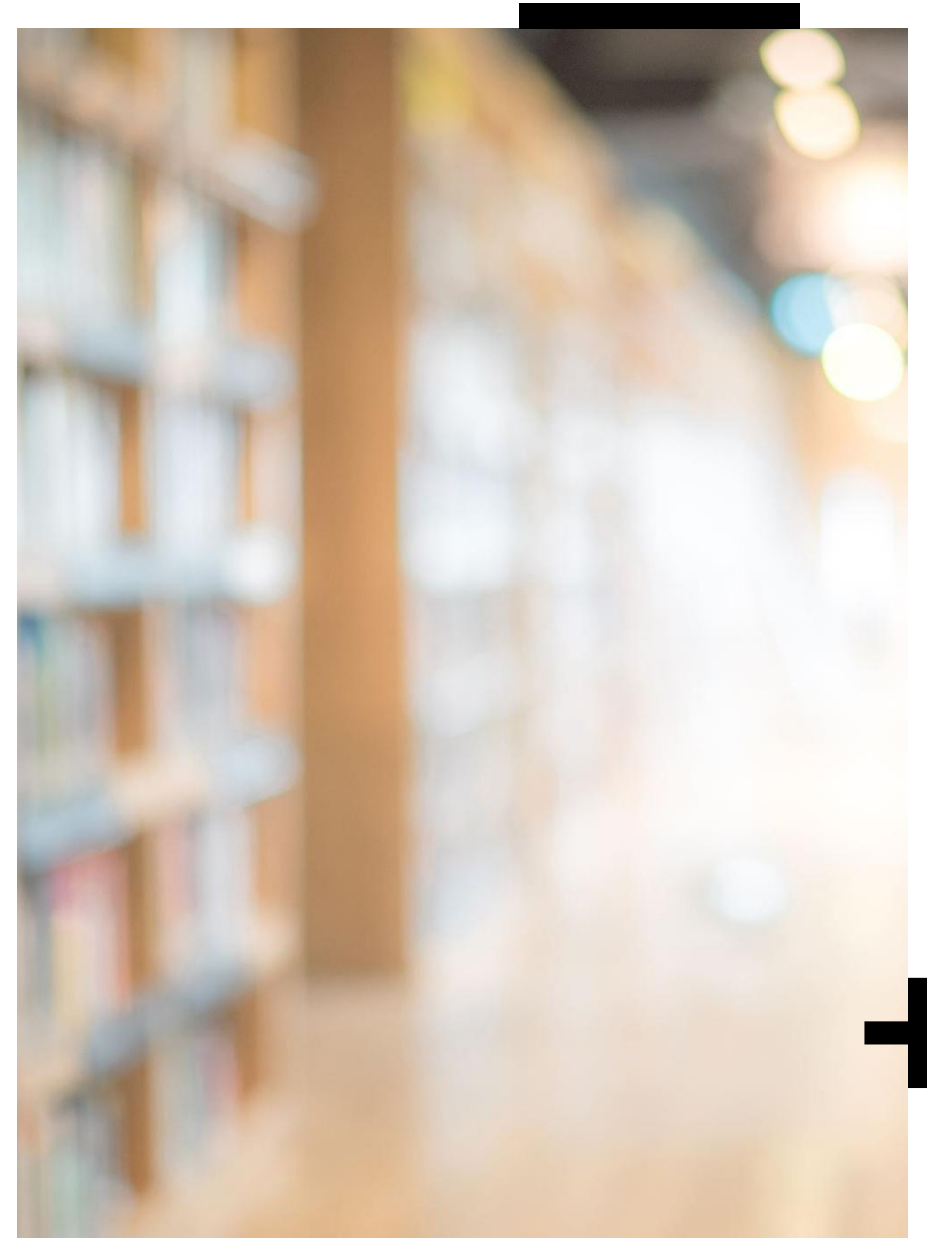
I have mixed-ability students in my class, what are some ways I can differentiate tasks in this unit?

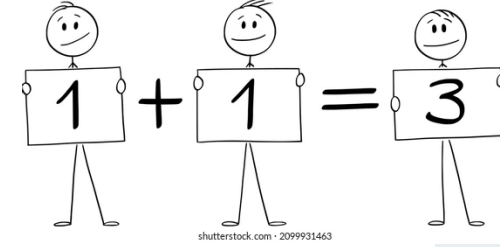
I've created this assessment task, can you check if it aligns with my learning intentions and suggest improvements?



SAMPLE AI PROMPTS

- Create an italian English vocabulary list in a table of 10 fruit, 10 vegetables and 10 key ingredients used in everyday italian cooking.
- In Italian, write a bio. generate personalities, include family, values and daily rituals or activities. Include who the main cook in their house is. Include forms of piace- mi, le, gli. Include only the verbs Mangiare, comprare, cercare.
- Create a vocabulary table of 10 higher level vocabulary from the text.
- Include an identifying m/f to identify nominal gender
- Create 6 fill in the blank activity that requires students to input the correct form of piacere- piace or piacciono to show understanding of plurality of italian nouns. Use the vocabulary words from the table generated earlier.
- Include plural form in the table
- Create a fill in the blank task that requires students to input the correct indirect object pronoun.





Assessment Design

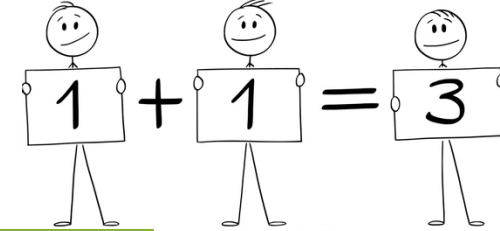
“Analyse this dataset and identify class strengths and weaknesses: [paste data]”

“What patterns exist in listening vs writing performance?”

“Which students need targeted support and why?”

“Summarise this data with key teaching insights.”

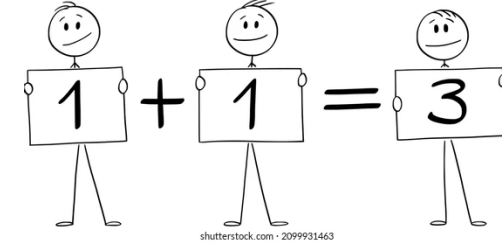




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Q	Focus	Question Description
Q1	Vocab	Identify Italian word for “apple”
Q2	Vocab	Identify Italian word for “carrot”
Q3	Vocab	Match fruit to English
Q4	Vocab	Plural form of pomodoro
Q5	Pricing	Meaning of Quanto costa?
Q6	Pricing	Choose correct phrase for “too expensive”
Q7	Piacere	Choose correct: mi piace / mi piacciono
Q8	Piacere	Identify correct sentence structure
Q9	Piacere	Error correction (Mi piace le mele)
Q10	Pronouns	Choose correct indirect object pronoun
Q11	Pronouns	Match pronoun to meaning
Q12	Sentence	Build sentence using piacere
Q13	Sentence	Translate simple sentence
Q14	Reading	Identify price from catalogue
Q15	Reading	Identify product from Italian text
Q16	Culture	Identify feature of fruttivendolo
Q17	Culture	Compare Italian vs Australian markets
Q18	Conversation	Choose appropriate response
Q19	Conversation	Complete dialogue
Q20	Extended	Short written response (likes/dislikes)





	[Redacted]															
Student	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Score
Student 1																15
Student 2															0	14
Student 3														0	0	13
Student 4													0	0	0	12
Student 5												0	0	0	0	11
Student 6											0	0	0	0	0	10
Student 7										0	0	0	0	0	0	9
Student 8									0	0	0	0	0	0	0	8
Student 9								0	0	0	0	0	0	0	0	7
Student 10							0	0	0	0	0	0	0	0	0	6

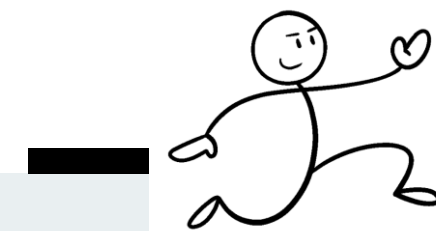




Analyse this dataset – Strengths & Weaknesses

- **Q1–Q6: ~95–100% correct**
 - Students have strong vocabulary and basic comprehension.
 - Next time: reduce time on explicit vocab teaching and move quicker to application.
- **Q7–Q10: ~65–80% correct**
 - Drop in accuracy with *piacere* and pronouns shows partial understanding.
 - Next time: explicitly reteach *piace vs piacciono* with structured practice.
- **Q11–Q15: ~30–60% correct**
 - Significant decline in sentence building and extended tasks.
 - Next time: increase guided writing and scaffolded sentence construction.





Patterns – Listening vs Writing

- **Recognition tasks: ~90%+ success**

- Students can identify correct answers reliably.

- Next time: reduce multiple-choice reliance and increase production tasks.

-

- **Production tasks: ~40–60% success**

- Students struggle to generate accurate language independently.

- Next time: embed more speaking and writing practice throughout the unit.





Students Needing Targeted Support

- **Bottom group (0–5 correct, ~12.5%)**

- Breakdown occurs by Q5–Q7, indicating weak foundational understanding.
- Next time: early intervention + small group reteaching of core structures.

- **Middle group (6–10 correct, ~75%)**

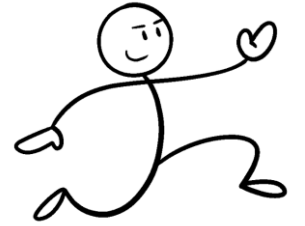
- Strong start but decline at Q10+, showing difficulty applying knowledge.
- Next time: focus on bridging activities from vocab → sentence use.

- **Top group (11–15 correct, ~12.5%)**

- Consistently strong across all question types.
- Next time: provide extension tasks (open-ended speaking, cultural comparisons).



Insights



- **Insight 1: ~90% vocab success vs ~50% application success**
 - Students know the content but can't use it effectively.
 - Next time: prioritise language production earlier in the unit.
- **Insight 2: Biggest drop at Q9–Q12 (~30% decline)**
 - Clear breakdown in grammar application (*piacere + pronouns*).
 - Next time: teach grammar in context, not isolation.
- **Insight 3: Only ~40% succeed in extended responses**
 - Students lack confidence in sustained language use.
 - Next time: build in regular low-stakes speaking and writing practice.

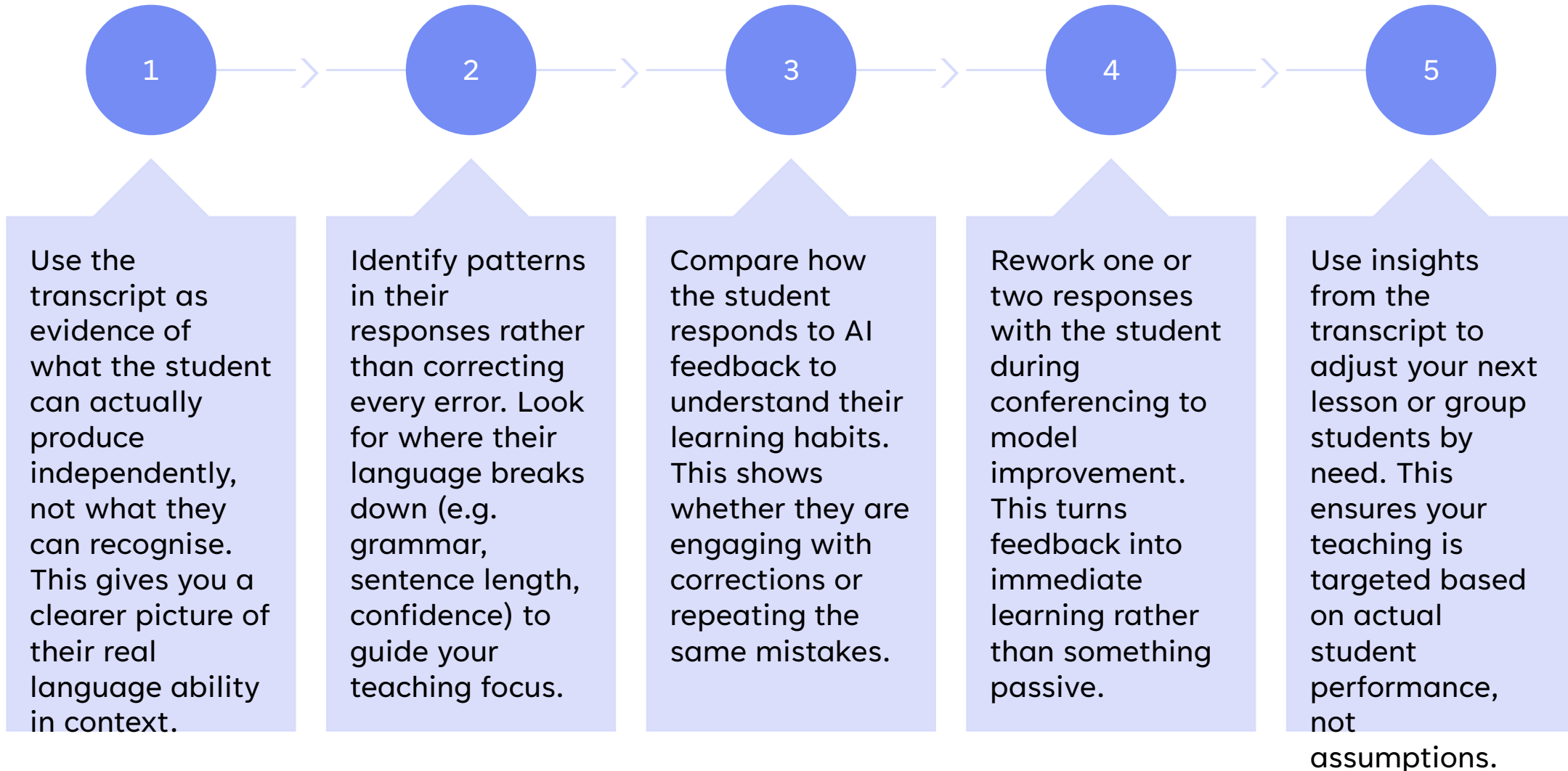


Conversation Practice

- I am a student studying Year 10 Italian. I am studying a unit on future plans and the world of work. I need help practising my speaking. Can we have a conversation in Italian about my future job, studies, and goals? Please ask me questions and correct my answers.
- I am a student studying Year 10 Italian. I am studying a unit on past experiences. I need help practising how to use the past tense. Can you ask me questions in Italian about what I did on the weekend or during the holidays and help me improve my answers?
- I am a student studying Year 10 Italian. I am studying a unit on Italian culture. I need help with speaking and expressing my opinion. Can we have a conversation in Italian about food, lifestyle, or traditions and compare them to Australia? Please ask follow-up questions.



Teacher Feedback Post Conversation



HOW TO CUSTOMIZE YOUR DIFFFIT RESOURCES

The image shows a screenshot of the DiffFit website interface with several callout boxes pointing to specific features:

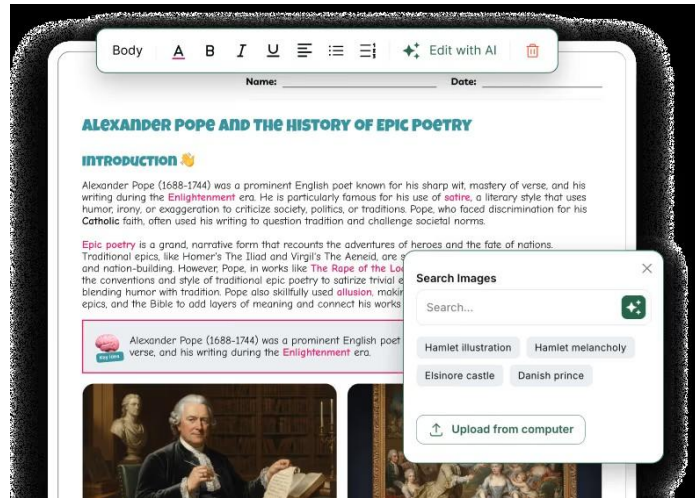
- TRANSLATE**: Points to the language selection dropdown.
- ADAPT AGAIN FOR A NEW GRADE LEVEL**: Points to the grade level dropdown.
- ADD AN IMAGE**: Points to the 'Add image' button.
- ADJUST THE LENGTH (ADAPTED ARTICLES, TEXT, OR PDFs ONLY AT THIS TIME)**: Points to the 'Adapt Length' button.
- SHOW SOURCES**: Points to the 'Show Sources' button.
- EDIT TEXT**: Points to the 'Edit' button in the text editor.
- COPY TEXT**: Points to the 'Copy' button in the text editor.
- EXPORT OR OPEN IN GOOGLE DOCS, GOOGLE FORMS & MORE**: Points to the 'Export' and 'Share' buttons.
- ADD MORE VOCABULARY**: Points to the 'Add Vocabulary Words' button.
- EDIT THE VOCABULARY LIST TO MAKE IT PERFECT FOR YOUR STUDENTS**: Points to the 'Edit' button in the vocabulary list.
- ADD MORE QUESTIONS TO MAKE SURE THEY ARE JUST RIGHT**: Points to the 'Add Questions' button in the question editor.
- SHOW ANSWER KEY AVAILABLE ON MCQs AND SAQs**: Points to the 'Show Answer Key' button in the multiple choice questions section.



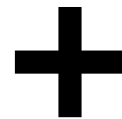
Peer reviewed AI Tools



CHALKIE



Peer
reviewed
AI Tools



Empowering Language Learners. Integrating AI for enhanced Autonomy and growth

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