

# ELITE-AI Project – Quality Assurance Manual

## WP3 – Experimental Teaching Activities

### Description of Lessons: BA 1st Year Group – Practical Grammar and Vocabulary

|                          |                                                   |
|--------------------------|---------------------------------------------------|
| <b>Teacher</b>           | Dimulescu, Cristina                               |
| <b>Institution</b>       | Transilvania University of Braşov (UNITBV)        |
| <b>Academic Year</b>     | Fall and Spring Semesters 2025/2026               |
| <b>Course</b>            | Practical Grammar and Vocabulary                  |
| <b>Study Level</b>       | BA 1st Year                                       |
| <b>Group Profile</b>     | 16 American Studies students                      |
| <b>AI Tool Rotation</b>  | ChatGPT / Google AI Studio (ESP Monster) / Claude |
| <b>Number of Lessons</b> | 13 lessons (90–100 minutes each)                  |
| <b>Thematic Frame</b>    | European student mobility – Erasmus+ mobilities   |

### Introduction and Institutional Context

The lessons described in this document were delivered at Transilvania University of Braşov (UNITBV) as part of the ELITE-AI project’s experimental teaching sequence during the 2025/2026 academic year. They form a sequence of thirteen Practical Grammar and Vocabulary classes taught to BA 1st year students assessed at B2 Upper Intermediate level, within a study programme in American Studies. The thematic frame – European student mobility and the Erasmus+ context – provided coherence across all thirteen sessions, ensuring that language development and vocabulary acquisition were grounded in discourse students would recognise and eventually produce.

In line with the ELITE-AI protocol established within WP3, students were divided into an experimental group and a control group at the start of the semester. The experimental group participated in all AI-integrated activities described below; the control group covered the same curricular content through traditional instructional methods. A placement test administered at the beginning of the semester established a shared baseline, and a final assessment at the end of the semester allows for comparative analysis between the two groups.

Three AI tools were used across the thirteen sessions: ChatGPT, Google AI Studio (ESP Monster), and Claude. Each was deployed at a stage of the course where its specific affordances were most relevant, following a deliberate rotation consistent with the project’s comparative methodology. ChatGPT was used for vocabulary mediation, grammar practice, listening scaffolding, and writing support; the ESP Monster for vocabulary-to-text bridge building and authentic material curation; Claude for generating bespoke print-ready worksheets and an interactive HTML quiz. This rotation exposed students to different interaction models across the semester, developing a broader AI literacy alongside the targeted language skills.

### Lesson 1 – Reading and Vocabulary – Erasmus+ Mobilities

|                |                           |
|----------------|---------------------------|
| <b>AI Tool</b> | ChatGPT                   |
| <b>Group</b>   | BA 1st Year   16 students |

|                              |                                                                                                                                                                                                                               |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Date</b>                  | c. 17 November 2025                                                                                                                                                                                                           |
| <b>Duration</b>              | 90 minutes                                                                                                                                                                                                                    |
| <b>Study Level</b>           | B2 Upper Intermediate                                                                                                                                                                                                         |
| <b>Field / Context</b>       | Mobility                                                                                                                                                                                                                      |
| <b>Lesson Stage</b>          | Practice                                                                                                                                                                                                                      |
| <b>Observation Sheet</b>     | Observation Sheet #1                                                                                                                                                                                                          |
| <b>Materials</b>             | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector                                                                                                                                                                 |
| <b>AI Use</b>                | READING: Text generation, reading comprehension question design, text annotation; VOCABULARY: Specialised vocabulary lists, contextual definitions, collocations, synonyms, terminology database, vocabulary quiz, flashcards |
| <b>Student Participation</b> | Active by volition; medium peer interaction; motivation: Developing; target language use: increased                                                                                                                           |
| <b>Quality of AI Use</b>     | Communication with AI: yes; Prompts: yes; Interpretation: sometimes; Critical evaluation: active but not always consistent                                                                                                    |

The first session of the experimental sequence introduced students to the thematic frame of European student mobility by integrating ChatGPT into the reading and vocabulary stages of the lesson. Students worked with an authentic-style text on Erasmus+ programmes. ChatGPT served as a real-time vocabulary mediation tool: students identified unfamiliar lexical items from the reading and submitted them to the model, which generated contextualised definitions, synonyms, and example sentences tailored to the mobility context.

This approach moved the vocabulary explanation stage away from a teacher-fronted format, allowing students to formulate their own comprehension questions and receive immediate, personalised responses. A second use of the tool involved asking ChatGPT to reformulate the most complex sentences in the text at a lower register, enabling the group to compare paraphrase strategies and discuss how meaning is preserved or altered.

The observation sheet records active participation as often for applying to tasks and solving them, with medium peer interaction. Students were noted as verifying AI accuracy because they were generally aware of hallucinations, though systematic critical evaluation was still developing at this early stage in the experimental sequence. Motivation was recorded as Developing, consistent with a first session where both the thematic content and the AI tool interaction model were new to the group.

## Lesson 2 – Grammar and Vocabulary – Practice Mobilities

|                        |                           |
|------------------------|---------------------------|
| <b>AI Tool</b>         | ChatGPT and Gemini        |
| <b>Group</b>           | BA 1st Year   15 students |
| <b>Date</b>            | c. 25 November 2025       |
| <b>Duration</b>        | 100 minutes               |
| <b>Study Level</b>     | B2 Upper Intermediate     |
| <b>Field / Context</b> | Mobility                  |
| <b>Lesson Stage</b>    | Practice                  |

|                              |                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Observation Sheet</b>     | Observation Sheet #2                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Materials</b>             | Mobile Phones/Tablets, Wi-Fi, Video Projector, Paper and Pens                                                                                                                                                                                                                                                                                                                                |
| <b>AI Use</b>                | GRAMMAR: Grammar explanation generation, error correction, contextualised examples, exercise creation, syntax identification, tense and aspect practice, sentence structure analysis, grammar rule simplification; VOCABULARY: Specialised vocabulary lists, contextual usage, collocations, synonyms, terminology database, quiz, word families, register-appropriate vocabulary, etymology |
| <b>Student Participation</b> | Active by volition; high peer interaction; motivation: High; target language use: increased                                                                                                                                                                                                                                                                                                  |
| <b>Quality of AI Use</b>     | Communication with AI: yes; Prompts: yes; Interpretation: sometimes; Critical evaluation: some instances of uncritical acceptance                                                                                                                                                                                                                                                            |

The second session retained ChatGPT as the primary AI tool and added Gemini for comparison, turning to vocabulary consolidation alongside a grammar strand embedded in the mobility topic. Having encountered key lexical items in the previous lesson, students used both tools to generate gap-fill and sentence transformation exercises using the vocabulary set they had collectively built.

This peer-generated exercise dynamic – where the AI acted as a task engine responding to student-designed prompts – produced a notably personalised set of practice materials. Students then used the same tools to check and discuss their grammar choices in context, asking the AI to explain why certain structures were preferred in formal Erasmus+ documentation over informal alternatives. The comprehensive range of grammar functions deployed in this session (tense and aspect practice, error correction, sentence structure analysis, and grammar rule simplification) reflected a group that was by this point comfortable directing the AI toward specific pedagogical purposes.

The observation sheet records motivation as High and peer interaction as high – the strongest engagement indicators in the sequence to this point. Students who began prompting Gemini for comparative outputs alongside ChatGPT demonstrated growing prompt-design sophistication, distinguishing between responses that produced useful pedagogical content and those that returned generic reformulations.

### Lesson 3 – Reading and Grammar – Work and Travel

|                          |                                                                                                                                                   |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AI Tool</b>           | Google AI Studio (ESP Monster)                                                                                                                    |
| <b>Group</b>             | BA 1st Year   11 students                                                                                                                         |
| <b>Date</b>              | c. 2 December 2025                                                                                                                                |
| <b>Duration</b>          | 100 minutes                                                                                                                                       |
| <b>Study Level</b>       | B2 Upper Intermediate                                                                                                                             |
| <b>Field / Context</b>   | Mobility                                                                                                                                          |
| <b>Lesson Stage</b>      | Practice                                                                                                                                          |
| <b>Observation Sheet</b> | Observation Sheet #3                                                                                                                              |
| <b>Materials</b>         | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, Paper and Pens, External Monitor/TV Screen, Printer/Scanner                        |
| <b>AI Use</b>            | READING: Text generation for reading practice, text simplification/level adjustment, authentic material adaptation, content summarisation, genre- |

|                              |                                                                                                                                                                                                                                                                                                                                      |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | specific text creation; GRAMMAR: Grammar explanation generation, error correction, contextualised examples, exercise creation, syntax identification, tense and aspect practice, sentence structure analysis, grammar rule simplification; VOCABULARY: Specialised vocabulary lists, contextual usage examples, terminology database |
| <b>Student Participation</b> | Active by volition; high peer interaction; motivation: High; target language use: maintained                                                                                                                                                                                                                                         |
| <b>Quality of AI Use</b>     | Communication with AI: sometimes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: developing                                                                                                                                                                                                                     |

The third lesson introduced Google AI Studio as the session tool, marking a deliberate shift in the experimental design toward a more structured, application-centred approach to grammar and reading integration. Students worked with the ESP Monster – an AI-powered application built in Google AI Studio – which, on receiving the topic input ‘work and travel’, automatically generated a domain-specific vocabulary list, a set of corresponding flashcards, and a matching exercise linking terms to their definitions.

The ESP Monster also surfaced real-world articles connected to the vocabulary set, which students used as the reading input for the grammar strand of the lesson. Working with these authentic texts, students identified grammatical structures relevant to work and travel contexts – verb patterns in job advertisements, conditional structures in visa guidance documents – and discussed how grammar choices reflected the communicative purpose of each genre.

The lesson illustrated how a single AI application can scaffold multiple lesson stages simultaneously, moving students from vocabulary acquisition to contextualised reading with minimal transition time. The observation sheet records AI use as appropriate and target language use as maintained; peer interaction was high, and motivation remained strong despite the greater task density relative to the previous session.

## Lesson 4 – Writing and Grammar – Preparing a Learning Agreement

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AI Tool</b>           | ChatGPT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Group</b>             | BA 1st Year   13 students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Date</b>              | c. 9 December 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Duration</b>          | 90 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Study Level</b>       | B2 Upper Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Field / Context</b>   | Mobility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Lesson Stage</b>      | Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Observation Sheet</b> | Observation Sheet #4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Materials</b>         | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Printed Worksheets/Handouts, Paper and Pens                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>AI Use</b>            | WRITING: Writing prompt generation, essay outline creation, grammar and spelling correction, style and register feedback, paraphrasing assistance, citation formatting, blog/article creation, academic writing feedback, plagiarism detection; GRAMMAR: Grammar explanation generation, error correction, contextualised examples, exercise creation, syntax identification, tense and aspect practice, sentence structure analysis, grammar rule simplification; VOCABULARY: Specialised vocabulary lists, contextual usage examples, synonyms |

|                              |                                                                                                                    |
|------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Student Participation</b> | Active by volition; medium peer interaction; motivation: Developing; target language use: maintained               |
| <b>Quality of AI Use</b>     | Communication with AI: sometimes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: inconsistent |

The fourth session sustained the use of ChatGPT, applying its generative capacity to the highly specialised genre of the Learning Agreement – one of the central bureaucratic documents in any Erasmus+ mobility. The ESP Monster was prompted with the topic of academic mobility documentation, producing a vocabulary set drawn from formal institutional language: terms such as validate, nominate, ratify, transcript of records, and credit recognition formed the lexical basis of the lesson.

Students then used the flashcard and exercise outputs from the tool to consolidate this vocabulary before moving to the writing task, in which they were asked to draft sections of a model Learning Agreement. The grammar focus emerged organically from the genre itself: students analysed the modal density of the document – the distribution of must, shall, may, and is required to – and discussed how modality encodes institutional obligation and permission.

The AI tool served here not as a replacement for genre analysis but as a fast-track mechanism for immersing students in the specialised lexis of a document type they would likely encounter in their own academic careers. The observation sheet notes the widest range of writing-related AI functions across the entire sequence, including plagiarism detection, suggesting that students were beginning to think critically about the authorship and originality dimensions of AI-assisted writing.

## Lesson 5 – Listening and Vocabulary – Student Experiences Abroad

|                              |                                                                                                                                                                                                                                                                                                                                         |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AI Tool</b>               | ChatGPT                                                                                                                                                                                                                                                                                                                                 |
| <b>Group</b>                 | BA 1st Year   12 students                                                                                                                                                                                                                                                                                                               |
| <b>Date</b>                  | c. 13 January 2026                                                                                                                                                                                                                                                                                                                      |
| <b>Duration</b>              | 90 minutes                                                                                                                                                                                                                                                                                                                              |
| <b>Study Level</b>           | B2 Upper Intermediate                                                                                                                                                                                                                                                                                                                   |
| <b>Field / Context</b>       | Mobility                                                                                                                                                                                                                                                                                                                                |
| <b>Lesson Stage</b>          | Practice                                                                                                                                                                                                                                                                                                                                |
| <b>Observation Sheet</b>     | Observation Sheet #5                                                                                                                                                                                                                                                                                                                    |
| <b>Materials</b>             | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Whiteboard, Headphones/Earbuds, Speakers/Sound System, Paper and Pens, External Monitor/TV Screen, Smartboard                                                                                                                                                                             |
| <b>AI Use</b>                | LISTENING: Podcast/audio content generation, listening comprehension question creation, dictation exercise generation, pronunciation model audio; VOCABULARY: Specialised vocabulary lists, contextual usage, collocations, synonyms, terminology database, quiz, word families, register-appropriate vocabulary, flashcards, etymology |
| <b>Student Participation</b> | Active by request; medium peer interaction; motivation: Developing; target language use: increased                                                                                                                                                                                                                                      |
| <b>Quality of AI Use</b>     | Communication with AI: yes; Prompts: yes; Interpretation: sometimes; Critical evaluation: sometimes                                                                                                                                                                                                                                     |

The fifth session used ChatGPT in a listening-oriented context, reversing the tool's typical role from text generator to listening comprehension scaffold. Students listened to Erasmus testimonial recordings and, following each listening segment, submitted key terms they had encountered to ChatGPT, which was used to build a running vocabulary record of authentic spoken language.

The tool was also used to generate comprehension questions at different difficulty levels based on a transcript excerpt, allowing the teacher to differentiate the questioning stage without preparing separate materials. A further application involved students feeding spoken vocabulary items into ChatGPT and asking the tool to produce collocations and example sentences – effectively transforming incidental listening input into structured vocabulary output.

The session raised productive questions about the difference between scripted and spontaneous testimony, and students compared the register and vocabulary of the authentic recordings with ChatGPT's generated reformulations, developing an awareness of stylistic variation that pure coursebook materials rarely afford. The observation sheet records target language use as increased and notes that audio generation and dictation exercise creation were among the most effective AI functions in this session.

## Lesson 6 – Speaking and Functional Language – Applying for a Mobility Programme

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AI Tool</b>               | ChatGPT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Group</b>                 | BA 1st Year   16 students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Date</b>                  | c. 20 January 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Duration</b>              | 90 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Study Level</b>           | B2 Upper Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Field / Context</b>       | Mobility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Lesson Stage</b>          | Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Observation Sheet</b>     | Observation Sheet #6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Materials</b>             | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Whiteboard, Video Projector, Printed Worksheets/Handouts, USB Drive, Paper and Pens, External Monitor/TV Screen, Printer/Scanner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>AI Use</b>                | SPEAKING: Conversation simulation, pronunciation assessment, fluency practice, role-play scenario generation, oral presentation outline, interview preparation dialogue, real-time speaking correction; READING: Text generation, reading comprehension question design, authentic material adaptation, genre-specific text creation, professional document templates; GRAMMAR: Grammar explanation generation, error correction, grammar exercise creation, tense and aspect practice, grammar rule simplification; VOCABULARY: Specialised vocabulary lists, contextual usage, collocations, synonyms, terminology database, quiz, word families, register-appropriate vocabulary |
| <b>Student Participation</b> | Active by volition; high peer interaction; motivation: High; target language use: maintained                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Quality of AI Use</b>     | Communication with AI: sometimes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: developing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

Session six turned to spoken productive skills and functional language for interview contexts, with ChatGPT supporting the preparation and feedback stages of a role-play activity. Students engaged in paired role-play activities

simulating mobility programme interviews, with one student playing the applicant and the other the coordinator. ChatGPT was used in the feedback phase: students typed up representative exchanges from their role-plays and submitted them to the tool, which provided commentary on register appropriateness, vocabulary precision, and the coherence of functional language use.

This AI-mediated peer feedback loop extended the reflective dimension of the speaking activity well beyond what a teacher could deliver simultaneously to sixteen students, and the written trace of spoken interaction gave students a concrete object to analyse and revise. The observation sheet records this as one of the highest-engagement sessions in the sequence, with motivation at High and peer interaction strong across both the role-play and feedback phases.

The comprehensive range of AI functions deployed – spanning speaking support, reading comprehension scaffolding, grammar correction, and vocabulary development – reflects a session design in which multiple competencies were integrated rather than treated in isolation.

## Lesson 7 – Reading and Vocabulary – Academic Life in Host Universities

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AI Tool</b>               | ChatGPT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Group</b>                 | BA 1st Year   7 students                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Date</b>                  | c. 27 January 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Duration</b>              | 90 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Study Level</b>           | B2 Upper Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Field / Context</b>       | Mobility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Lesson Stage</b>          | Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Observation Sheet</b>     | Observation Sheet #7                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Materials</b>             | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Whiteboard, Printed Worksheets/Handouts, Paper and Pens, External Monitor/TV Screen, Printer/Scanner                                                                                                                                                                                                                                                                                                                                           |
| <b>AI Use</b>                | READING: Text generation for reading practice, reading comprehension question design, text simplification/level adjustment, authentic material adaptation, content summarisation, text annotation and glossing, reading speed tracking, genre-specific text creation, professional document templates; VOCABULARY: Specialised vocabulary lists, contextual usage, collocations, synonyms, terminology database, quiz, word families, register-appropriate vocabulary, flashcards, etymology |
| <b>Student Participation</b> | Active by volition; high peer interaction; motivation: Developing; target language use: maintained                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Quality of AI Use</b>     | Communication with AI: sometimes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: sometimes                                                                                                                                                                                                                                                                                                                                                                              |

The seventh lesson returned to ChatGPT for a reading and vocabulary session focused on the specific lexical field of European university life – lecture systems, assessment conventions, credit frameworks, and campus culture. Students worked with authentic online texts about host universities drawn from institutional websites, and ChatGPT was used in two distinct modes: first, as a vocabulary glossing tool during reading, where students paused to query unfamiliar terms and immediately received definitions with contextual examples; second, as a vocabulary testing agent in the post-reading phase, where the tool was prompted to generate cloze sentences and definition-matching tasks based on the terms encountered during reading.

The design of this lesson demonstrates an important methodological principle of the experiment: AI tools need not be introduced as an alternative to reading authentic texts but can function as a dynamic mediation layer between the student and the text, supporting incidental vocabulary acquisition without interrupting the flow of meaning-making.

The observation sheet records the fullest range of reading-related AI functions across the entire sequence – from text simplification and reading speed tracking through to professional document templates and text annotation – suggesting that the teacher’s prompt design had become increasingly refined by this stage, targeting the tool’s capacity for differentiated reading support more precisely than in the earlier sessions.

## Lesson 8 – Grammar and Writing – Formal Emails in Academic Mobility Contexts

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AI Tool</b>               | Claude (HTML/downloadable worksheet)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Group</b>                 | BA 1st Year   16 students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Date</b>                  | c. 3 February 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Duration</b>              | 90 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Study Level</b>           | B1 Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Field / Context</b>       | Mobility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Lesson Stage</b>          | Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Observation Sheet</b>     | Observation Sheet #8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Materials</b>             | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Whiteboard, Printed Worksheets/Handouts, Paper and Pens                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>AI Use</b>                | WRITING: Writing prompt generation, grammar and spelling correction, style and register feedback, paraphrasing assistance, citation formatting, email and correspondence templates, academic writing feedback; GRAMMAR: Grammar explanation generation, error correction, contextualised examples, exercise creation, syntax identification, tense and aspect practice, sentence structure analysis, grammar rule simplification; VOCABULARY: Specialised vocabulary lists, contextual usage examples, register-appropriate vocabulary |
| <b>Student Participation</b> | Active by request; high peer interaction; motivation: Developing; target language use: maintained                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Quality of AI Use</b>     | Communication with AI: yes; Prompts: yes; Interpretation: sometimes; Critical evaluation: some instances of uncritical acceptance                                                                                                                                                                                                                                                                                                                                                                                                      |

The eighth session was anchored by a handcrafted worksheet produced using Claude, which students received as a printed activity rather than a live interface. The worksheet – titled *The Mobility Journey* – centred on the grammar of Present Perfect Simple and Present Perfect Continuous within the genre of formal academic email writing. Students first read a model email written by a fictional student to a host university coordinator, in which all instances of the target grammar were highlighted; they labelled each form as simple or continuous and discussed the pragmatic motivation for each choice.

A grammar reference box provided a compact contrastive summary, and students then completed a guided writing task requiring them to compose a 150–180 word formal email incorporating four given writing prompts, each specifying a target tense. The session concluded with a structured peer review using a checklist that assessed tense accuracy, register consistency, formal email structure, and the use of negative forms.

Claude’s role in this session was generative rather than interactive: the entire instructional ecosystem – model text, grammar analysis, writing scaffolding, and peer evaluation criteria – had been designed and formatted by the AI tool

into a cohesive, print-ready document. The observation sheet notes that the most actively engaged students were those who treated the worksheet as a platform for collaborative negotiation about tense choice rather than a simple completion exercise.

## Lesson 9 – Listening and Speaking – Cultural Adjustment and Culture Shock

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AI Tool</b>               | ChatGPT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Group</b>                 | BA 1st Year   16 students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Date</b>                  | c. 10 February 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Duration</b>              | 100 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Study Level</b>           | B2 Upper Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Field / Context</b>       | Mobility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Lesson Stage</b>          | Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Observation Sheet</b>     | Observation Sheet #9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Materials</b>             | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Whiteboard, Headphones/Earbuds, Printed Worksheets/Handouts, USB Drive, Paper and Pens, External Monitor/TV Screen                                                                                                                                                                                                                                                                                                                                                                      |
| <b>AI Use</b>                | LISTENING: Podcast/audio content generation, listening comprehension question creation, dictation exercise generation, pronunciation model audio, authentic listening material curation; SPEAKING: Conversation simulation, role-play scenario generation, oral presentation outline, interview preparation dialogue; GRAMMAR: Grammar explanation generation, contextualised examples, exercise creation, tense and aspect practice, sentence structure analysis, grammar rule simplification; VOCABULARY: Contextual usage examples |
| <b>Student Participation</b> | Active by request; medium peer interaction; motivation: Developing; target language use: maintained                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Quality of AI Use</b>     | Communication with AI: sometimes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: sometimes                                                                                                                                                                                                                                                                                                                                                                                                                       |

Session nine was built around a Claude-generated worksheet that integrated listening, grammar, and speaking through the thematic lens of culture shock – one of the most experientially resonant topics in the mobility curriculum. The handout, titled Culture Shock Stories, opened with a warm-up activity in which students ordered the four classic stages of the adjustment curve (Honeymoon, Frustration, Adjustment, Adaptation) before engaging in a think-pair-share discussion about personal or observed experiences of cultural transition.

The listening and analysis phase drew on a written transcript of a first-person account by a fictional student who described her move from Cluj-Napoca to Amsterdam using a range of Past Perfect Simple and Past Perfect Continuous structures embedded naturally in a reflective narrative. Students identified the grammar forms and discussed their functions – the simple aspect marking completed experiential reference points, the continuous marking the ongoing quality of adjustments – before moving to the speaking task.

A peer listening tally sheet added a metacognitive accountability dimension: while one student spoke, their partner counted instances of each tense form. The session concluded with a group debate on whether culture shock is fundamentally harmful or generative. The observation sheet records medium peer interaction and notes that the audio

generation and authentic listening material curation functions were among the most productive aspects of ChatGPT's deployment in this session.

## Lesson 10 – Vocabulary and Reading – Accommodation and Housing Abroad

|                              |                                                                                                                                                                                                                                                                                                                                        |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AI Tool</b>               | Google AI Studio (ESP Monster)                                                                                                                                                                                                                                                                                                         |
| <b>Group</b>                 | BA 1st Year   16 students                                                                                                                                                                                                                                                                                                              |
| <b>Date</b>                  | c. 17 February 2026                                                                                                                                                                                                                                                                                                                    |
| <b>Duration</b>              | 90 minutes                                                                                                                                                                                                                                                                                                                             |
| <b>Study Level</b>           | B2 Upper Intermediate                                                                                                                                                                                                                                                                                                                  |
| <b>Field / Context</b>       | Mobility                                                                                                                                                                                                                                                                                                                               |
| <b>Lesson Stage</b>          | Practice                                                                                                                                                                                                                                                                                                                               |
| <b>Observation Sheet</b>     | Observation Sheet #10                                                                                                                                                                                                                                                                                                                  |
| <b>Materials</b>             | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi                                                                                                                                                                                                                                                                                           |
| <b>AI Use</b>                | READING: Text generation for reading practice, reading comprehension question design, text simplification/level adjustment, authentic material adaptation, content summarisation, genre-specific text creation; VOCABULARY: Specialised vocabulary lists, contextual usage examples, quiz, register-appropriate vocabulary, flashcards |
| <b>Student Participation</b> | Active by request; medium peer interaction; motivation: Developing; target language use: maintained                                                                                                                                                                                                                                    |
| <b>Quality of AI Use</b>     | Communication with AI: sometimes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: developing                                                                                                                                                                                                                       |

The tenth lesson returned to the ESP Monster within Google AI Studio, this time focused on the practical vocabulary of accommodation and housing in the context of student mobility – a lexical domain that is both immediately useful and remarkably dense with specialised terminology. The tool was prompted with topic keywords relating to renting, tenancy agreements, housing allocation, and student accommodation, and produced a targeted vocabulary list that included items such as utilities, tenancy agreement, guarantor, inventory, standing order, and domicile registration.

Students worked through the flashcard set and matching exercises generated by the tool before being directed to the real-world articles the ESP Monster surfaced – texts from university housing offices and student advisory services across European cities. Reading comprehension activities were designed around these authentic texts, with students identifying how the vocabulary from the pre-reading phase functioned within genuine institutional and legal contexts.

The observation sheet notes that the session maintained target language use and that students were able to use the vocabulary-to-text bridge the ESP Monster creates – from abstract lexical acquisition directly into the encounter with authentic, professionally relevant language use. Critical evaluation was developing but not yet consistent, with some students accepting AI vocabulary definitions without cross-referencing against the authentic texts.

## Lesson 11 – Grammar and Speaking – Giving Advice to Incoming and Outgoing Students

|                |                                       |
|----------------|---------------------------------------|
| <b>AI Tool</b> | Claude (interactive HTML application) |
|----------------|---------------------------------------|

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Group</b>                 | BA 1st Year   16 students                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Date</b>                  | c. 24 February 2026                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Duration</b>              | 90 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Study Level</b>           | B1 Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Field / Context</b>       | Mobility                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Lesson Stage</b>          | Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Observation Sheet</b>     | Observation Sheet #11                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Materials</b>             | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Paper and Pens                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>AI Use</b>                | SPEAKING: Conversation simulation, pronunciation assessment, fluency practice, role-play scenario generation, interview preparation dialogue; GRAMMAR: Grammar explanation generation, error correction, contextualised examples, exercise creation, tense and aspect practice, sentence structure analysis, grammar rule simplification; VOCABULARY: Specialised vocabulary lists, contextual usage examples, quiz, register-appropriate vocabulary, flashcards |
| <b>Student Participation</b> | Active by volition; high peer interaction; motivation: Developing; target language use: maintained                                                                                                                                                                                                                                                                                                                                                               |
| <b>Quality of AI Use</b>     | Communication with AI: yes; Prompts: sometimes; Interpretation: sometimes; Critical evaluation: developing                                                                                                                                                                                                                                                                                                                                                       |

The eleventh session deployed a Claude-generated interactive HTML application as the central instructional tool – an adaptive vocabulary quiz titled Giving Advice to Incoming and Outgoing Students. Rather than functioning as a static worksheet, this tool was a fully self-contained digital artefact: students selected a topic from six thematic areas (applications and paperwork, finding accommodation, academic life and credits, finances and grants, culture and adaptation, wellbeing and support) and were then served a sequence of vocabulary questions drawn from a question bank organised across four CEFR-informed difficulty levels, from Intermediate (B1) through to Proficiency (C2).

The adaptive mechanism meant that question difficulty adjusted according to performance, ensuring that each student encountered appropriately challenging material regardless of their starting point. Each question included a detailed explanatory note on the correct answer, providing implicit grammar instruction through the discourse of the explanations themselves. The speaking component followed naturally from the quiz: students used the vocabulary they had encountered to role-play advisory conversations between experienced and incoming students, integrating the modal and conditional structures appropriate for the advice-giving register.

The HTML application, downloadable and usable offline, exemplifies the potential of Claude as a tool for generating bespoke, standards-aligned digital resources. The observation sheet records active by volition participation – the strongest degree of student initiative in the Dimulescu sequence – and notes that the adaptive difficulty mechanism produced notably differentiated engagement within the same group.

## Lesson 12 – Writing and Vocabulary – Motivation Letters for Mobility Programmes

|                |                           |
|----------------|---------------------------|
| <b>AI Tool</b> | Google AI Studio          |
| <b>Group</b>   | BA 1st Year   16 students |
| <b>Date</b>    | c. 3 March 2026           |

|                              |                                                                                                                                                                                                                                                                                               |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Duration</b>              | 90 minutes                                                                                                                                                                                                                                                                                    |
| <b>Study Level</b>           | B2 Upper Intermediate                                                                                                                                                                                                                                                                         |
| <b>Field / Context</b>       | Mobility                                                                                                                                                                                                                                                                                      |
| <b>Lesson Stage</b>          | Practice                                                                                                                                                                                                                                                                                      |
| <b>Observation Sheet</b>     | Observation Sheet #12                                                                                                                                                                                                                                                                         |
| <b>Materials</b>             | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Whiteboard, Video Projector, Printed Worksheets/Handouts, Paper and Pens, Printer/Scanner                                                                                                                                                       |
| <b>AI Use</b>                | WRITING: Writing prompt generation, grammar and spelling correction, paraphrasing assistance, email and correspondence templates, academic writing feedback; VOCABULARY: Specialised vocabulary lists, contextual usage examples, synonyms, quiz, register-appropriate vocabulary, flashcards |
| <b>Student Participation</b> | Active by request; medium peer interaction; motivation: Developing; target language use: maintained                                                                                                                                                                                           |
| <b>Quality of AI Use</b>     | Communication with AI: sometimes; Prompts: sometimes; Interpretation: yes; Critical evaluation: developing                                                                                                                                                                                    |

Session twelve used Google AI Studio to support an extended writing task focused on the genre of the motivation letter – one of the most personally demanding and linguistically complex documents a student applying for Erasmus+ mobility is required to produce. The session opened with the tool generating a set of high-frequency vocabulary items and functional phrases associated with self-presentation in formal academic writing: expressions of purpose, achievement narration, aspiration language, and institutional engagement phrases.

Students used this lexical input as a pre-writing resource before moving to a planning stage in which they individually prompted the tool to generate a sample motivation letter based on their own stated academic background and mobility goals. The AI-generated samples served not as models to be copied but as analytic objects: students compared the AI's choices of vocabulary, structure, and tone against their own initial drafts, identifying gaps and infelicities in their own writing. A revision cycle followed in which students refined their drafts in light of this comparative analysis, then used the tool to request targeted feedback on specific features – formality, coherence, and persuasive impact.

The observation sheet records a productive and sustained engagement pattern, with students who engaged most actively treating the tool as a critical reader rather than a text generator. The flashcard creation function proved particularly useful during the pre-writing vocabulary phase, giving students a rapid way to consolidate the specialised lexis before attempting their own drafts.

## Lesson 13 – Listening and Note-taking – Pre-departure Briefings and Orientations

|                        |                           |
|------------------------|---------------------------|
| <b>AI Tool</b>         | ChatGPT                   |
| <b>Group</b>           | BA 1st Year   16 students |
| <b>Date</b>            | c. 10 March 2026          |
| <b>Duration</b>        | 90 minutes                |
| <b>Study Level</b>     | B1 Intermediate           |
| <b>Field / Context</b> | Mobility                  |
| <b>Lesson Stage</b>    | Practice                  |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Observation Sheet</b>     | Observation Sheet #13                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Materials</b>             | Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Interactive Whiteboard, Headphones/Earbuds, Speakers/Sound System, Printed Worksheets/Handouts, External Monitor/TV Screen                                                                                                                                                                                                                                                                                           |
| <b>AI Use</b>                | LISTENING: Podcast/audio content generation, speech-to-text transcription, listening comprehension question creation, dictation exercise generation; SPEAKING: Conversation simulation, pronunciation assessment, fluency practice, role-play scenario generation, interview preparation dialogue, real-time speaking correction; WRITING: Grammar and spelling correction, paraphrasing assistance, email and correspondence templates, academic writing feedback |
| <b>Student Participation</b> | Active by request; medium peer interaction; motivation: Developing; target language use: maintained                                                                                                                                                                                                                                                                                                                                                                |
| <b>Quality of AI Use</b>     | Communication with AI: yes; Prompts: yes; Interpretation: sometimes; Critical evaluation: developing                                                                                                                                                                                                                                                                                                                                                               |

The final session of the experimental sequence brought the thematic arc full circle – returning to the institutional world of Erasmus+ mobility at the point of departure – and used ChatGPT to support the development of academic listening and note-taking skills. Students listened to a pre-departure orientation briefing as their primary audio input, and prior to listening, the tool was used to generate a predictive vocabulary set based on keywords associated with pre-departure preparation: terms related to insurance, travel documentation, grant disbursement, safety procedures, and arrival logistics.

This anticipatory vocabulary work served as a listening preparation strategy, equipping students with the lexical resources needed to follow the dense informational content of the briefing. During and after listening, students took structured notes using a format informed by the tool's output, then cross-referenced their notes against the vocabulary list and connected articles generated by ChatGPT. The note-taking records were subsequently used as the basis for a spoken reconstruction activity, in which students summarised sections of the briefing for peers who had listened to a different excerpt.

This final lesson encapsulated the experimental trajectory of the course: a thematically coherent, skill-integrated sequence in which AI tools – deployed selectively and with clear pedagogical intent – had progressively expanded both the range and the sophistication of the language learning activities available to a group of sixteen American Studies students engaging with the specialised discourse of European academic mobility. The observation sheet records maintained target language use and notes that the combination of listening input with AI-generated prediction tasks produced stronger pre-listening engagement than in earlier sessions.

## General Notes on the AI Tool Rotation and Pedagogical Design

The thirteen lessons formed a coherent thematic and methodological arc: from initial vocabulary mediation through grammar-integrated practice and skill-specific development to a closing listening and note-taking sequence that brought the Erasmus+ narrative to its departure point. The tool rotation – ChatGPT, Google AI Studio, Claude – was not arbitrary but responsive to what each stage required, with ChatGPT's conversational flexibility serving the generative tasks, the ESP Monster's curation capacity serving the reading and vocabulary sessions, and Claude's document generation capacity serving the worksheet and application design tasks.

Across the thirteen sessions, student participation shifted from active by request in the early lessons toward active by volition in the middle of the sequence, before settling into a more variable pattern in the final lessons – a trajectory consistent with learners who had internalised the AI tool interaction model but were responding to the increased complexity of the tasks in the latter part of the semester. Critical evaluation of AI output developed progressively, from general hallucination awareness in Lesson 1 to more targeted verification behaviour by Lessons 11 and 12.