

ELITE-AI Project – Quality Assurance Manual

WP3 – Experimental Teaching Activities

Description of Lessons: BA 1st Year and MA 1st Year Groups – English for Tourism

Teacher	Gallitelli, Eleonora (supported by Li Destri, Emanuela in selected sessions)
Institution	University of Udine (UNIUD)
Academic Year	Fall Semester 2025/2026
Courses	English for Tourism I (BA 1st Year); English for Tourism II (BA 2nd Year); Multimodal Transcription and Text Analysis (MA 1st Year); Creation of Travel and Tourism Podcasts (MA 1st Year)
AI Tools Used	Copilot / ChatGPT / Grammarly / Classtime.com / Perplexity
Number of Lessons	8 AI-integrated lessons (English for Tourism I); ongoing for other courses
Thematic Frame	Tourism communication – professional writing, destination branding, vocabulary, business correspondence

Introduction and Institutional Context

The lessons described in this document were delivered at the University of Udine (UNIUD) as part of the ELITE-AI project's experimental teaching activities during the fall semester of the 2025/2026 academic year. They involve three distinct groups of students: first- and second-year undergraduate students enrolled in the BA in Cultural Tourism (courses: English for Tourism I and English for Tourism II), and first-year postgraduate students enrolled in the MA in Management of Cultural Tourism and Events (modules: Multimodal Transcription and Text Analysis and Creation of Travel and Tourism Podcasts). The lesson descriptions below focus on the English for Tourism I course; descriptions for the remaining courses follow in supplementary sections.

In each lesson, students were systematically divided into two groups according to their access to a UniUD account and the availability of personal digital devices. All students in the experimental group were required to sign an informed consent form in accordance with ethical research guidelines. One group integrated AI tools during the practice phase of the lesson, following detailed, scaffolded instructions provided by the instructor; the other group completed the same tasks without AI tools. This design enabled a structured comparison between AI-supported and non-AI-supported learning environments while maintaining consistency in instructional input and learning objectives.

To ensure high instructional quality during AI tool implementation, a set of aligned pedagogical and technical strategies was adopted: task-based and collaborative learning approaches were prioritised, with explicit scaffolding of both language use and AI interaction; students were guided in prompt design and iterative refinement, fostering metalinguistic awareness and critical engagement with AI-generated outputs. Assessment and evaluation were integrated throughout: after completing tasks, students engaged in structured peer assessment, followed by teacher evaluation. Each session concluded with completion of two reflective observation sheets, enabling both students and instructors to evaluate learners' interaction with AI tools, the quality of learning outcomes, and overall satisfaction with the instructional experience.

Summary of Lesson Plans – English for Tourism I

Lesson 1 – Professional Email Writing

AI Tool	Copilot
Group	BA 1st Year 10 students
Date	c. 16 October 2025
Duration	90 minutes
Study Level	Mixed-ability
Field / Context	Tourism
Lesson Stage	Practice
Observation Sheet	Observation Sheet #1
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, Microphones, Paper and Pens
AI Use	WRITING: Grammar and spelling correction, paraphrasing assistance; GRAMMAR: Error correction, contextualised examples, syntax identification, sentence structure analysis; VOCABULARY: Specialised vocabulary lists, contextual usage examples
Student Participation	Active by volition; high peer interaction; motivation: High; target language use: increased
Quality of AI Use	Communication with AI: yes; Prompts: yes; Interpretation: yes; Critical evaluation: sometimes

Students focused on written tourism communication through email writing. The control group engaged in peer correction, while the experimental group used Copilot for feedback. Both groups reflected on common errors and key features of effective professional emails, supported by a checklist. Copilot was used specifically for grammar and spelling correction, paraphrasing assistance, and contextualised vocabulary support, while the error correction and syntax analysis functions gave students a structured framework for understanding why specific grammatical choices were preferred in professional tourism correspondence.

The observation sheet records this as the highest-engagement first session across the UNIUD sequence, with motivation at High, active by volition participation, and target language use as increased. All quality indicators for AI interaction were effective, and critical evaluation – while not always consistent – was noted as active and engaged rather than passive.

Lesson 2 – Destination Branding – Udine

AI Tool	Copilot
Group	BA 1st Year 15 students
Date	c. 23 October 2025
Duration	90 minutes
Study Level	A2 Elementary
Field / Context	Tourism
Lesson Stage	Practice
Observation Sheet	Observation Sheet #2

Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, Microphones, Paper and Pens
AI Use	WRITING: Grammar and spelling correction, paraphrasing assistance, blog/article creation; GRAMMAR: Error correction, sentence structure analysis; VOCABULARY: Specialised vocabulary lists, synonyms, register-appropriate vocabulary
Student Participation	Active by volition; high peer interaction; motivation: High; target language use: increased
Quality of AI Use	Communication with AI: yes; Prompts: yes; Interpretation: yes; Critical evaluation: yes

Students analysed Udine’s brand identity using official tourism sources and related media. The AI group used Copilot for brainstorming and idea development, while both groups produced a 300-word analytical report, encouraging critical thinking and independent content creation. The session required students to move between Copilot-generated content and their own critical assessment of Udine’s tourism identity, a process that placed the tool in a supporting rather than authoring role.

The observation sheet records the full range of yes (effective) quality indicators across all dimensions, with particular note of the blog/article creation function – used by students to draft sections of their analytical reports and then revise them in light of the official tourism materials. The yes rating for critical evaluation reflects a group that was willing to challenge AI formulations that did not match the specific characteristics of Udine as a destination.

Lesson 3 – Tourist Leaflet Production

AI Tool	ChatGPT
Group	BA 1st Year 12 students
Date	c. 30 October 2025
Duration	90 minutes
Study Level	Mixed-ability
Field / Context	Tourism
Lesson Stage	Practice
Observation Sheet	Observation Sheet #3
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, Microphones, Paper and Pens
AI Use	WRITING: Grammar and spelling correction, style and register feedback, paraphrasing assistance; GRAMMAR: Grammar explanation generation, syntax identification; VOCABULARY: Specialised vocabulary lists
Student Participation	Active by volition; high peer interaction; motivation: High; target language use: increased
Quality of AI Use	Communication with AI: yes; Prompts: yes; Interpretation: yes; Critical evaluation: sometimes

Students created promotional leaflet texts for a chosen destination. The non-AI group developed ideas collaboratively, while the AI group used ChatGPT for ideation, slogan generation, and language refinement. Emphasis was placed on adapting AI outputs critically and ensuring accuracy and appropriateness. The observation sheet records all participation indicators as often and motivation as High – the strongest engagement profile in the first-year sequence to this point. Critical evaluation was rated as sometimes, with students engaging most actively with the AI outputs at the slogan generation stage, where they frequently rejected ChatGPT’s first suggestions as generic and prompted the tool for more location-specific alternatives.

Lesson 4 – Use of Modifiers in Tourism Discourse

AI Tool	Grammarly
Group	BA 1st Year 3 students
Date	c. 6 November 2025
Duration	90 minutes
Study Level	Mixed-ability
Field / Context	Tourism
Lesson Stage	Practice
Observation Sheet	Observation Sheet #4
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, Microphones, Paper and Pens
AI Use	WRITING: Writing prompt generation, grammar and spelling correction, paraphrasing assistance; GRAMMAR: Grammar explanation generation, error correction, contextualised examples; VOCABULARY: Specialised vocabulary lists, synonyms, register-appropriate vocabulary
Student Participation	Active by volition; high peer interaction; motivation: High; target language use: increased
Quality of AI Use	Communication with AI: yes; Prompts: yes; Interpretation: yes; Critical evaluation: sometimes

This lesson examined the role of adjectives and adverbs in shaping persuasive tourism texts. Students drafted and revised descriptive paragraphs, either through manual editing and peer feedback or with AI support through Grammarly, followed by reflection on differences in revision processes and stylistic impact. The small group size in this session produced a particularly intensive peer interaction dynamic, with students comparing Grammarly’s suggested modifications against their own stylistic judgments in detail.

The observation sheet records all participation and quality indicators at their highest levels in the first-year sequence: motivation High, active by volition, all interaction types recorded as often, and all quality indicators effective. The reflective comparison of Grammarly’s grammar-driven suggestions against the stylistic choices made manually gave students a concrete basis for discussing how modifier choice in tourism discourse is simultaneously a grammatical and a rhetorical decision.

Lesson 5 – Cover Letter Writing

AI Tool	Copilot
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Group	BA 1st Year 5 students
Date	c. 13 November 2025
Duration	90 minutes
Study Level	B1 Intermediate
Field / Context	Tourism
Lesson Stage	Practice
Observation Sheet	Observation Sheet #5
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, Microphones, Paper and Pens
AI Use	WRITING: Grammar and spelling correction, style and register feedback, paraphrasing assistance
Student Participation	Active by request; high peer interaction; motivation: High; target language use: maintained
Quality of AI Use	Communication with AI: sometimes; Prompts: yes; Interpretation: sometimes; Critical evaluation: sometimes

Students refined professional cover letters. The AI group used Copilot for language and textual improvement, while the control group engaged in peer revision. The focus was on clarity, professionalism, and textual coherence. The observation sheet records high peer interaction and motivation at High, with the teacher noting that Copilot's paraphrasing function was used most productively when students brought specific formulations they were uncertain about, rather than asking the tool to revise complete paragraphs – a distinction in prompting strategy that produced markedly different quality of engagement.

Lesson 6 – Reading and Writing – Descriptive Texts

AI Tool	Classtime.com / Copilot
Group	BA 1st Year 6 students
Date	c. 20 November 2025
Duration	90 minutes
Study Level	B1 Intermediate
Field / Context	Tourism
Lesson Stage	Practice
Observation Sheet	Observation Sheet #6
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, Microphones, Paper and Pens
AI Use	READING: Text generation for reading practice, genre-specific text creation; VOCABULARY: Specialised vocabulary lists, contextual usage examples, collocations

Student Participation	Active by volition; high peer interaction; motivation: High; target language use: maintained
Quality of AI Use	Communication with AI: no; Prompts: no; Interpretation: no; Critical evaluation: sometimes

Students developed comprehension and production skills through analysis of authentic tourism texts and interactive exercises. The AI group used Classtime.com for guided activities, while the control group worked with traditional materials. The session design gave students an encounter with a platform-based AI tool rather than a conversational AI, which explains the no ratings for communication, prompt use, and interpretation: Classtime.com operates through pre-designed activities rather than open prompting.

The observation sheet notes that the vocabulary work generated by Classtime.com – particularly the collocation identification exercises – produced some of the most focused engagement in the session. The platform’s interactive format was more familiar to students than the open prompting required by Copilot, and the structured response format meant that critical evaluation, while limited, was exercised in the act of checking answers against the platform’s feedback.

Lesson 7 – Business Correspondence – Replies to Customer Enquiries

AI Tool	Copilot
Group	BA 1st Year 6 students
Date	c. 27 November 2025
Duration	90 minutes
Study Level	B1 Intermediate
Field / Context	Tourism
Lesson Stage	Practice
Observation Sheet	Observation Sheet #7
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, Microphones, Paper and Pens
AI Use	WRITING: Writing prompt generation
Student Participation	Active by volition; high peer interaction; motivation: High; target language use: increased
Quality of AI Use	Communication with AI: yes; Prompts: yes; Interpretation: sometimes; Critical evaluation: yes

Students practised writing formal replies to customer enquiries. The AI group generated sample enquiries using Copilot before drafting responses, while the control group worked from given prompts. The task emphasised structure, tone, and customer-oriented communication. The observation sheet records active by volition participation and motivation at High, and notes that generating the enquiry before writing the response – rather than simply drafting replies to given prompts – gave students a fuller sense of the communicative context they were working within.

Critical evaluation was rated yes: students consistently checked Copilot-generated enquiries for plausibility and appropriateness before using them as the basis for their responses, rejecting formulations that were too formal, too casual, or implausible for the tourism service context.

Lesson 8 – Enquiries in Tourism Communication

AI Tool	Copilot
Group	BA 1st Year 7 students
Date	c. 4 December 2025
Duration	90 minutes
Study Level	B1 Intermediate
Field / Context	Tourism
Lesson Stage	Practice
Observation Sheet	Observation Sheet #8
Materials	Laptop/Desktop, Mobile Phones/Tablets, Wi-Fi, Video Projector, Microphones, Paper and Pens
AI Use	WRITING: Writing prompt generation, grammar and spelling correction, style and register feedback, paraphrasing assistance, email and correspondence templates; GRAMMAR: Grammar explanation generation, error correction; VOCABULARY: Specialised vocabulary lists, synonyms, register-appropriate vocabulary
Student Participation	Active by request; high peer interaction; motivation: Developing; target language use: increased
Quality of AI Use	Communication with AI: yes; Prompts: yes; Interpretation: yes; Critical evaluation: sometimes

Students wrote formal enquiry emails in the tourism sector. The AI group used Copilot to generate relevant vocabulary and collocations, integrating them into their texts, while the control group relied on prior knowledge and resources. The lesson also incorporated vocabulary-building activities using authentic materials.

The observation sheet records increased target language use and notes that the email and correspondence template function was used by students to check their structural choices against Copilot's suggested formats before submitting their final drafts. Motivation is recorded as Developing in this session – lower than in the previous correspondence lesson – which the teacher attributed to the similarity of the task type to Lesson 7 rather than to disengagement with the AI tool itself.

General Notes on the AI Tool Rotation and Pedagogical Design

The eight English for Tourism I lessons formed a progression from individual writing skills (professional email, cover letter) through genre production (tourist leaflet, correspondence) and discourse analysis (modifiers, descriptive texts). The AI tool rotation – Copilot, ChatGPT, Grammarly, and Classtime.com – was responsive to the instructional demands of each lesson: Copilot's integration with Microsoft's productivity ecosystem made it well suited to formal writing contexts, ChatGPT's generative flexibility served the ideation and slogan creation tasks of the leaflet session, Grammarly's precision grammar feedback served the modifier analysis lesson, and Classtime.com's interactive platform served the guided reading session.

Across the eight sessions, engagement was consistently high relative to the project average, with motivation rated as High in five of eight sessions and active by volition participation in four. The UNIUD group's strong critical evaluation profile – reflected in yes ratings more frequently than other partner institutions' first-year groups – is consistent with the scaffolded prompt design instruction and iterative refinement approach adopted from the first session.