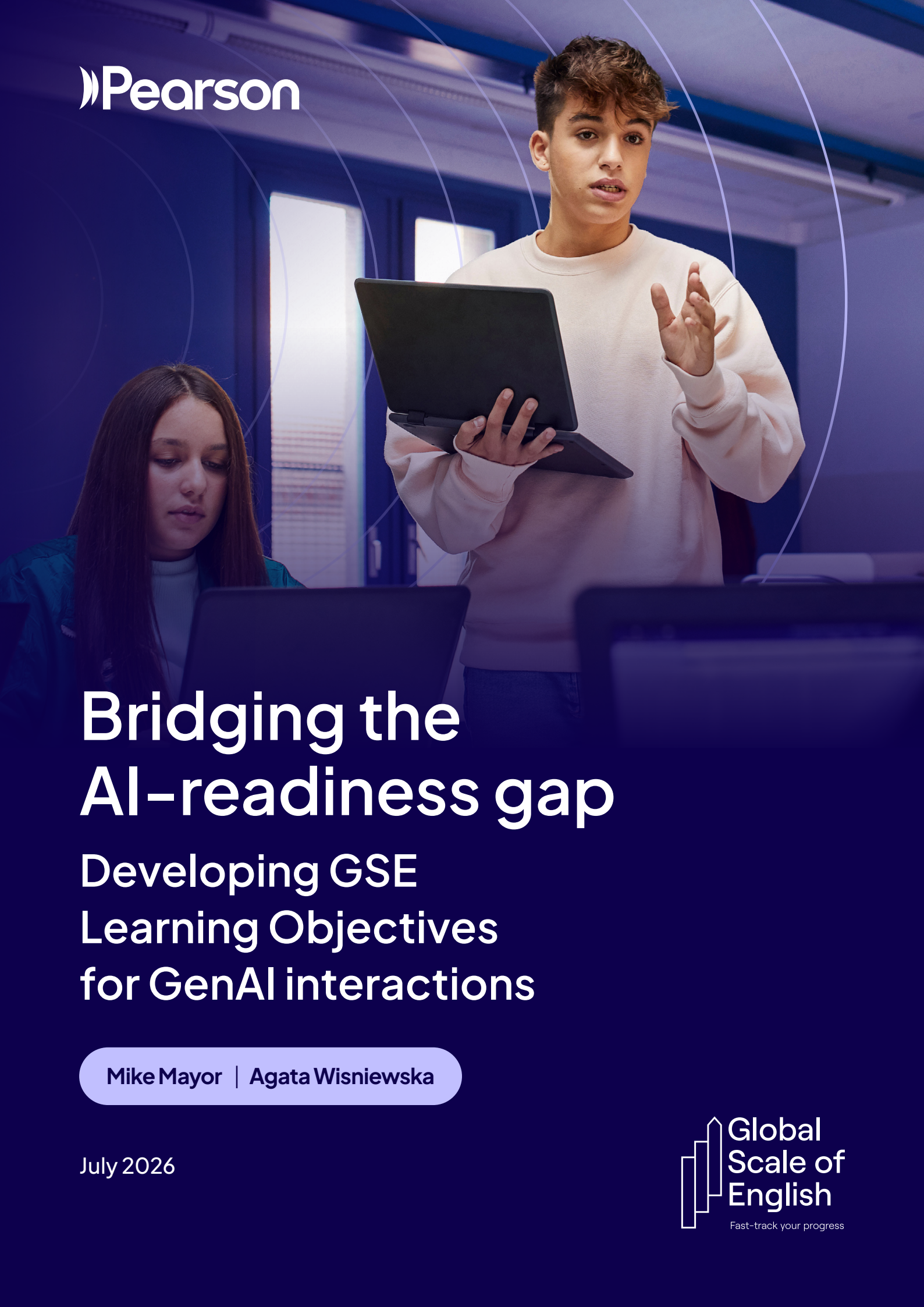


A young man and woman in a classroom setting. The man is standing, holding a laptop, and gesturing with his other hand. The woman is sitting, looking at a laptop. The background shows classroom windows and desks.

Bridging the AI-readiness gap

Developing GSE Learning Objectives for GenAI interactions

Mike Mayor | Agata Wisniewska

July 2026

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The authors wish to thank Professor Ying Zheng from the University of Southampton for her invaluable contribution to this project.

Context

Artificial Intelligence (AI) was once seen as an interesting and innovative concept on the fringes of mainstream business and education discussions, largely confined to the world of IT. Over the past two years, however, this has changed significantly, with Generative AI (GenAI) taking center stage in conversations across industries, and a key focus on the need for rapid upskilling. The workforce of today, along with the learners still in education who will become the workforce of tomorrow, need to embrace AI innovations quickly and confidently. Not only to safeguard future career success but also to help pivot businesses and create competitive advantage.

In the world of education, the advent of GenAI initially generated significant uncertainty around appropriate methodological approaches. Some institutions initially went as far as banning its use. In response, international organizations such as UNESCO¹ and the OECD², as well as companies such as Pearson³, began publishing guidelines for teachers to help them understand the implications of GenAI for their students and for their own teaching practices.

These guidelines vary in their approach and the level of detail to which they support the classroom implementation of AI concepts. Some provide high level frameworks aimed at a general understanding of the ethics of AI, human-centered design and the technical skills necessary to engage with AI tools⁴. Other guidelines include specific classroom scenarios across age groups and AI concepts⁵. What seems to have been missing from this picture is dedicated support for ELT teachers which recognizes that interacting with AI tools in English as a foreign language comes with its own set of challenges. Learners, especially those at beginner and intermediate levels, need more scaffolding and support when inputting prompts and analyzing AI-generated responses.

1 <https://www.unesco.org/en/articles/ai-competency-framework-teachers> and <https://www.unesco.org/en/articles/ai-competency-framework-students>

2 https://ailiteracyframework.org/wp-content/uploads/2025/05/AILitFramework_ReviewDraft.pdf

3 [Artificial Intelligence \(AI\) Guidance](#)

4 For example the UNESCO Competency Framework for Teachers: Miao, F. & Cukurova, M. (2024), [AI competency framework for teachers](#)

5 For example: European Commission & OECD (2025) [Empowering Learners for the Age of AI. An AI Literacy Framework for Primary and Secondary Education](#)

Only **21%**
of ELT teachers feel negative
about AI in education.

But **75%**
of ELT teachers are concerned
about the misuse of AI by students.

As is the case for teachers in other disciplines, ELT teachers are starting to adopt AI more and more. The conversation has moved on from “should we ban its use?” to “how do we control its use?” A recent research study carried out by Pearson⁶ revealed that ELT teachers largely welcome AI in education (with only 21% feeling somewhat or very negative about its use) but a much larger percentage (75%) expressed concern about its misuse and impact on academic integrity. While 81% of respondents say that prompt teaching is appropriate, only 44% actually teach it. 58% of respondents did not set any learning outcomes around AI use at all. This suggests an implementation gap which may stem from a lack of confidence on the part of teachers along with a lack of shared standards and ready-to-use materials.



81%
of ELT teachers think
prompt writing is a
useful skill to teach.

Only
44%
of ELT teachers teach
students how to write
prompts.

6 Research with 500 teachers from over 60 countries, conducted both online and at international teacher conferences.

These observations and the absence of ELT-specific AI frameworks led to the work presented in this paper. In much the same way as the Common European Framework of Reference for Languages (CEFR) updated the set of Can Do statements in its Companion Volume⁷ to reflect the growing importance of Online Interaction as a real-world skill, the GSE team at Pearson sought to develop a set of learning objectives to guide lesson planning around AI skills for adult and young adult learners.



For years, we have asked teachers to make the “hidden language” of academic disciplines visible to learners – the specific genres, structures and functions, and discourse needed to engage with subject content. Generative AI interaction is rapidly becoming another such hidden language, and until now we have lacked a principled, level-by-level framework for teaching it explicitly.

What I find particularly valuable in these new GSE Learning Objectives is the shift from product to process: learners are not just asked to produce a prompt, but to explain why they accepted or rejected an AI-generated correction, to evaluate relevance, to adapt outputs to context. Crucially, this work finally gives ELT teachers what other AI literacy guidelines have missed: recognition that prompting and interpreting AI in a foreign language is itself a scaffolded language skill, not a side issue.



Silvia Minardi

School teacher and President of Lingua e Nuova Didattica – Italy

7 Council of Europe (2020) [Common European Framework for Languages: Companion Volume](#)

The development process

At Pearson, we already have a globally recognized standard for ELT educators developing activities, lessons and curricula: the Global Scale of English (GSE). The GSE is both a proficiency scale (from 10–90) and a framework of learning objectives describing what a learner can be expected to do at each point on that scale. The GSE proficiency scale is aligned to the CEFR⁸ and the framework of GSE Learning Objectives was developed to extend the CEFR Can Do statements to address the needs of audience-specific learners (e.g. Young Learners, Adult Learners, Learners of English for Professional Purposes)⁹.

Like the CEFR, the GSE defines language proficiency in terms of the things that a learner “Can Do” in English and supports a skills-based approach to language learning. Unlike the CEFR, which groups learning objectives into broad levels (A1, A2, A2+, B1 etc.), the GSE Learning Objectives describe what a learner can do at each point on the 10–90 scale. It is this level of detail that enables teachers to monitor progress, plan appropriately scaffolded learning pathways and give personalized feedback.



The objective of this research study was two-fold: to establish whether new GSE Learning Objectives for GenAI Interactions, related to an emerging educational context, could be reliably evaluated by ELT educators and to verify this assumption using a tried and tested methodology. The research used the existing framework of GSE Learning Objectives to establish the fit of the new descriptors in the overall scale.

8 de Jong, J.H.A.L. and Zheng, Y. (2016). Linking to the CEFR using a priori and a posteriori evidence. Chapter 5 in Tsagari, D. and Banerjee, J. (Eds) Contemporary Second Language Assessment. London: Bloomsbury Publishing

9 de Jong, J.; Mayor, M; Hayes, C. (2016) [Developing Global Scale of English Learning Objectives aligned to the Common European Framework](#), Pearson

The first stage of the development process was to draft new learning objectives for General English adult learners, following the methodology established for the creation of the original GSE frameworks¹⁰.

35 teachers from 12 countries were then asked to take part in a Comparative Judgment study. This study required them to make judgments on pairs of learning objectives, deciding which of the two described a more difficult skill for the language learner. As well as the newly created learning objectives, the data set also included anchor items. These anchor items were published GSE Learning Objectives with established values from the original GSE framework work. They served as reference points in the analysis as their difficulty level was already known.

Which skill is more difficult:

Can use simple language to prompt an AI tool for information, given a model.

Can write a clear and structured prompt to review the grammar of a text they have written.

Example of two learning objectives (Speaking) presented to judges.

Each of the four language skills (Listening, Reading, Speaking and Writing) was rated separately.

The resulting data was then analyzed in three steps: judge infit statistics, learning objective infit statistics and fit within the existing set of GSE Learning Objectives. The first two steps involve psychometric analysis of the data.

The final step is carried out by a subject matter expert looking at logical pedagogical progression.

Judge infit looks at the consistency of each rater's choices and their alignment with the other raters. As a result of this analysis, two raters were removed for Speaking, Three for Reading and one for Writing.

In step two, a psychometrician verified whether a rank order of objectives could be established, reflecting an increase in skill difficulty, and whether any items had to be removed due to statistical misalignment. As part of this analysis, ten outliers were identified and removed.

¹⁰ de Jong, J.; Mayor, M; Hayes, C. (2016) [Developing Global Scale of English Learning Objectives aligned to the Common European Framework](#), Pearson

The final subset, with misfit items removed, was then compared with existing GSE Learning Objectives for broader skill development context, i.e. to confirm that a pedagogically sound progression was maintained with new items in place. 11 learning objectives were removed following this step, leaving a final set of 37 GSE Learning Objectives for GenAI Interactions.



I see this work as a timely and much-needed contribution. The new GSE Learning Objectives for GenAI offer teachers a principled and practical framework for scaffolding learners' interaction with AI in English at appropriate proficiency levels. Importantly, this work also opens up valuable opportunities for further research into how learners engage with GenAI across different language levels, and how responsible AI use can be meaningfully embedded in language teaching, learning and assessment.



Prof. Ying Zheng

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Accessing the GSE Learning Objectives for GenAI Interactions

The full set of GSE Learning Objectives for GenAI Interactions is given at the end of this paper. We recommend, however, that teachers search for them in the [GSE Teacher Toolkit](#), a free searchable online database containing all GSE resources: learning objectives for different audiences, vocabulary, grammar and a text analyzer.



Amidst heated debates on GenAI in ELT, and education in general, Pearson does what it does best: blueprinting guidelines for GenAI in language teaching. Pragmatically, productively, and persuasively. And all this is embedded in a ground-breaking paradigm for understanding language learning, the GSE.

Being a critically fluent GenAI user is already emerging as a top skill that our students will be required to bring to the job interview table. This publication provides the much-needed helping hand which takes the pressure off overburdened teachers and delivers an accessible tool for navigating language skills in the context of GenAI use by our students.



Łukasz Pakuła

CEO and Head of Studies, choices®

The new GSE Learning Objectives for GenAI Interactions can be found as part of the Adult Learner set:

1. Select Adult Learner in the Learning Objectives section
2. Click on Choose Skill

Choose category [?]

Learning Objectives

Grammar

Vocabulary

Text Analyzer

Who are you teaching? [?]

Adult Learners **1**

Choose Skill **2**

Hide filters (1) ^

Choose a range on the GSE / CEFR [?]

< A1

A1

A2

A2+

B1

B1+

B2

B2+

C1

C2

10

22

30

36

43

51

59

67

76

85

90

Filter search results with a word or phrase...

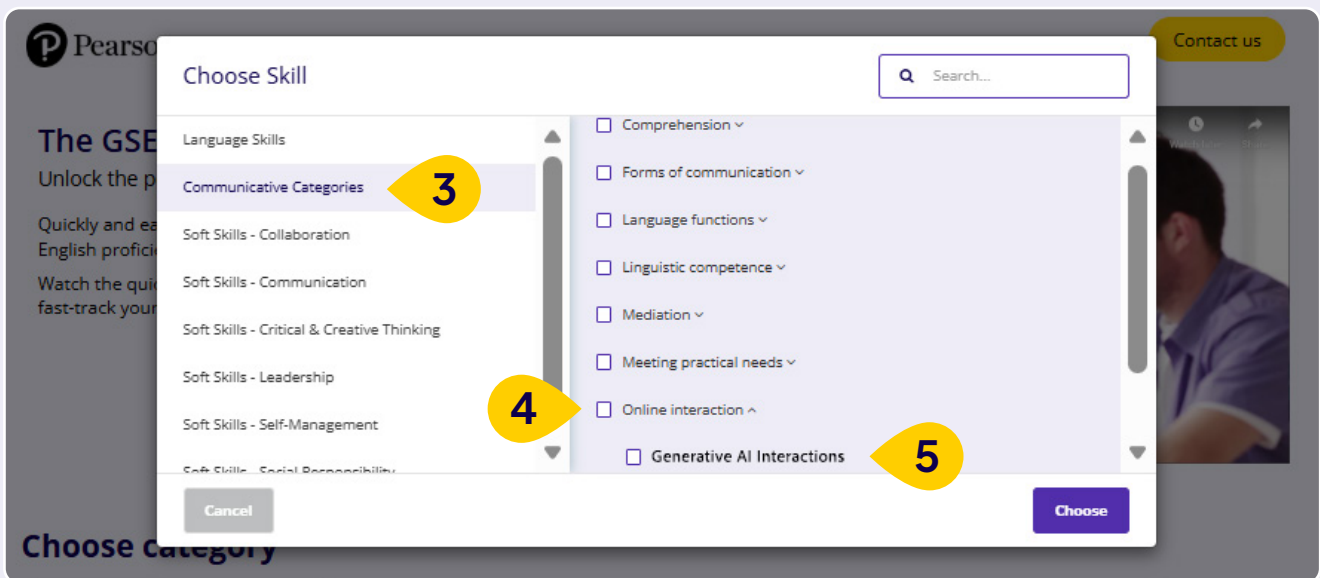
Clear all filters

Show results

Learner

Adult Learners ✕

3. Select Communicative Categories
4. Select Online Interaction
5. Select Generative AI interactions



A new breakthrough in the world of ELT. GenAI has arrived to stay. The new set of learning objectives shows how both teachers and learners can make good use of GenAI. Banning or controlling its use may be useless since it is a resource which is available to everyone. What these new learning objectives do is guide teachers and students into using them as a powerful resource for learning, transforming it into a tool that can help students improve and transfer skills into any context.



Leonor Corradi

Academic consultant, materials writer and teacher trainer – Argentina

GSE Learning Objectives for GenAI Interactions: classroom application

Like the CEFR, the GSE frameworks have been created to support teachers with the teaching and assessment of real-world skills. The GSE Learning Objectives for GenAI Interactions can be used for lesson planning, broader curriculum development and assessment. A few examples taken from the set have been used below to illustrate one of many possible classroom application scenarios.



“Since AI has already become an important part of our education lives, it is essential for teachers – both in-service and pre-service – to be able to help their learners in learning how to use it effectively and responsibly. Pearson is again taking another important step forward by defining clear, structured AI-related GSE Learning Objectives. These objectives offer valuable guidance for pre-service teacher education programs, helping future language teachers build the AI literacy and pedagogical skills they will need to integrate AI meaningfully for their own students.”

Belgin Elmas

Professor of English Language Teaching, TED University – Türkiye

At the beginner level, when learner proficiency is still low, lessons can still focus on the fundamentals of prompt writing, providing support to scaffold the activity. For example:

Can use simple language to prompt an AI tool for information, given a model.

(GSE 34)

Teachers would need to provide a model prompt and some useful vocabulary. The model given to the learners can be adapted to tie in with the overall courseware unit or lesson topic and show how to write a simple request, for example to ask what different professions do or what the weather is like in a particular city.

Model prompt:

Give me information about what a chef does.

Use simple English.

Give me 3 short sentences.

Useful vocabulary for prompt writing at this level:

Information, topic, simple, example, sentence.

As learners become more advanced in their language use (at a B1/B1+ level) and their vocabulary repertoire expands, prompt writing can increase in difficulty and the lesson can focus on more complex tasks, with less support. For example:

Can write an AI prompt to conduct research on a familiar topic.

(GSE 52)

This learning objective requires learners to formulate the specific information they are looking for and utilize the role-task-output prompt structure:

- Describe what **role** the AI should assume: “You are a student of English in the first year of university.”)
- Describe what the **task** is: You are researching the influence of globalization on local traditions.
- Describe the **output** that should be provided: Provide three examples of how globalization negatively impacts local traditions in South America.

This requires planning on the part of the learner and supports the development of writing strategies along with the revision of necessary vocabulary.





Generative AI has made genuinely powerful learning tools more accessible than ever before. But for teachers, the real question is not whether to use them, but how to use them in a way that actually supports learning. That is what I appreciate about these learning objectives. They turn AI from a vague idea into something you can plan around. They give teachers a concrete starting point for planning lessons, designing meaningful activities and assessing progress and a way to bring language, critical thinking and self-reflection into clearer focus.



Hebatallah Morsy

English instructor, consultant and teacher trainer – Egypt

The intermediate level is also where learners are encouraged to focus more on text edits. In the past, learners would draft their own writing and then review comments from the teacher on their draft. Today, they can actively engage with GenAI to ask for a review:

Can write a clear and structured AI prompt to review the grammar of a text they have written.
(GSE 49)

or use AI tools as a starting point to later enhance the output with their own ideas:

Can rewrite AI generated texts to include personal information.
(GSE 47)

The use of AI tools also gives teachers the opportunity to engage learners in conversations around the ethics of AI use - to emphasize best practice of their educational institutions, the rules around co-creation and appropriate authorship attribution. And, of course, the need for critical thinking and analysis of any output from GenAI:

Can read AI generated texts on familiar topics to identify factual inaccuracies.
(GSE 62)

Can evaluate the relevance of an AI-generated answer in response to the prompt.
(GSE 67)

Both of these learning objectives direct the classroom tasks towards developing and applying reading comprehension strategies which require a more extensive vocabulary range and the application of critical thinking skills.

One of the consequences of allowing and encouraging the use of GenAI tools by students is that we can no longer simply focus on the final output (the product) in order to check that learners have engaged actively with the task. We need to get them to explain how they got to the final output – the thinking behind the choices they made (the process)¹¹. This is called out in the new learning objectives:

Can explain in detail why they have accepted or rejected AI text correction.
(GSE 67)

Can paraphrase AI-generated content to pass on main information.
(GSE 71)

This gives learners an opportunity to reflect on their work, discuss it with peers and communicate their thoughts in English while at the same time deepening their AI skills.



“These GSE Learning Objectives represent a genuinely forward-thinking approach to education at a time when generative AI is rapidly reshaping how we live, work and learn. They recognise that educators have a responsibility not only to embrace these technologies ourselves, but also to equip learners with the knowledge, skills and critical thinking needed to use AI thoughtfully, responsibly and with confidence. By having a GSE framework for AI literacy, Pearson is helping to shape a generation of confident, capable learners who are ready for the world outside of the classroom.”

Billie Jago

Educational Writer and Teacher Trainer - UK

¹¹ A key finding from new research carried out by Pearson into the impact of GenAI on formative assessment: [Assessment evolved](#)



From a corporate English perspective, these new GSE Learning Objectives for Generative AI recognize a shift that is already happening in the workplace. Professionals are increasingly expected to use English not only to communicate with people, but also to interact with AI tools, evaluate outputs, adapt messages, and make informed decisions. For many learners, AI can feel both empowering and intimidating. These objectives help teachers turn that reality into structured learning by connecting prompt writing, output evaluation, tone adaptation, and responsible use to clear language goals. For businesses, this matters because English proficiency is becoming part of how employees access information, improve productivity, and participate in digital transformation.



Nelly Segura

Curriculum and Instructional Design Lead, Bridge Education – Chile

Advanced learners are able to explore AI tools and their applications in linguistically complex environments and can therefore be challenged with tasks reaching beyond language manipulation:

Can adapt a straightforward AI-generated text to meet cultural or contextual expectations.
(GSE 78)

Can adapt a linguistically complex AI-generated text to meet cultural or contextual expectations.
(GSE 90)

While advanced language skills are required to complete the lesson activities driven by those two learning objectives, broader linguistic and social awareness in English are key in order to transform the AI output into acceptable written work.

The examples above provide sample contexts in which the AI-related GSE Learning Objectives can be used in the classroom. Educators are encouraged to check the full set of GSE Learning Objectives for GenAI Interactions to find the ones best suited to their context and needs.

In the next section, we offer some suggested lesson plans built around GSE Learning Objectives for GenAI Interactions.

Integrating GenAI into the classroom: sample lesson plans

This section contains sample lesson plans built around new GSE Learning Objectives for GenAI Interactions. Before introducing activities that encourage the use of AI tools into the classroom, teachers should ask themselves a number of questions. The following checklist is provided as a support for teacher reflection.

Teacher Checklist: Using AI in Class

Stage	Question	Yes / No
Before	1. Have I tested the activity using the same prompt I will give students?	☐ / ☐
	2. Does the AI response match my students' level (clear, simple, appropriate)?	☐ / ☐
	3. Does the tool follow instructions (e.g. limit length, avoid rewriting, stay on task)?	☐ / ☐
	4. Have I planned how to model the prompt and guide students step by step?	☐ / ☐
During	5. Do students attempt the task independently before using AI?	☐ / ☐
	6. Am I monitoring AI responses and student use in real time?	☐ / ☐
After	7. Do students show and explain how they used AI (accept / reject / reflect)?	☐ / ☐
	8. Can I clearly see that students, not AI, produced the final work?	☐ / ☐

The activities in this section are all designed to use AI as a support tool, not a replacement for student thinking. To ensure effective and responsible use, keep in mind the following:

- Avoid using AI for controversial or sensitive topics, especially with younger learners
- Students should attempt the task independently first before using AI.
- AI should be used for checking, questioning, or refining ideas, not completing tasks.
- Teachers should model how to use AI prompts clearly and guide students throughout.
- Teachers should try the prompt themselves with the AI model they plan to use before giving it to students
- For lower levels (up to and including B1) it might be necessary to give pre-defined prompts.
- Whenever possible, include examples as part of the prompt.
- Include pair tasks to craft prompts as a way to hone students' prompt writing abilities
- Students should show and explain how they used AI, including what they accepted or rejected.
- Teachers should monitor AI responses and ensure they are appropriate for the classroom context.
- Teachers should remind students not to disclose any personal information to AI
- Teachers should remind students that AI can produce incorrect information or imperfect arguments. Critical thinking is a key part of using AI



Lesson Plan 1

Skill	Speaking
English level	GSE: 27–29 (CEFR: High A1)
Age/Stage	Secondary/Adult
Learning objective	Can use simple spoken language to prompt an AI tool for information. (GSE 28)

1. Introduce a real-life situation

Students imagine they have arrived in a new city and need information to plan their visit.

Working in pairs, they decide what information they need. Examples include:

- the nearest museum
- the opening hours of a tourist attraction
- the nearest train or bus station
- today's weather
- a place to have lunch.

2. Practice asking questions

Students prepare two or three simple questions related to the information they need.

The teacher models pronunciation, intonation, and common question forms before students interact with AI.

3. Ask the AI

Students ask their questions using a voice-enabled AI tool. They listen carefully to the responses and identify the information they need.

4. Ask a follow-up question

Students ask one additional question to obtain more information.

For example:

- Is it open on Sunday?
- How much is the entrance fee?
- How do I get there?
- How long does it take to visit?

Example AI prompts

Where is the nearest museum?

Answer in A1 level English.

What time does Borobudur Temple open?

Answer in A1 level English.

5. Share and reflect

Pairs compare the information they collected with another pair.

They discuss questions such as:

- Did the AI answer your question?
- Did you get all the information you needed?
- What other question could you ask?
- Finally, they decide which places they would like to visit and explain their choices.

Learning focus

Students use spoken English to ask for everyday information in a meaningful context. They practice asking simple questions, understanding AI-generated responses, and asking follow-up questions to obtain additional information. They also begin to recognize that one response may not always provide all the information they need, and that asking further questions can help them make better-informed decisions.

Lesson Plan 2

Skill	Reading
English level	GSE: 36–42 (CEFR: A2+)
Age/Stage	Secondary/Adult
Learning objective	Can understand straightforward texts generated by AI in response to a prompt they have written. (GSE 36)

1. Choose a topic

Students choose a familiar topic they would like to learn more about.

Examples include:

- a famous landmark
- a traditional food
- a holiday or festival
- a sport
- a hobby.

2. Generate a text

Students write a prompt asking AI to generate a short text about their chosen topic.

3. Read for understanding

Students read the AI-generated text and identify:

- the main idea;
- two or three key pieces of information; and
- any unfamiliar words they would like to understand.

Example AI prompt

Tell me about Borobudur Temple. Include its location and one interesting fact. Write between 80 and 100 words. Answer in A2 level English.

4. Discuss the information

Students work in pairs to compare their answers.

They discuss questions such as:

- What new information did you learn?
- Which information do you already know?
- Is there anything you would like to check or learn more about?

5. Share and reflect

Each student shares one interesting fact from the text and explains why they found it interesting or why they would like to verify it.

Learning focus

Students develop reading comprehension by generating and reading short AI-produced texts on familiar topics. They practice identifying the main idea, locating key information, and reflecting on the information they read, recognizing that AI-generated responses can be useful but may sometimes need to be checked or explored further.

Lesson Plan 3

Skill	Writing
English level	GSE: 43–50 (CEFR: B1)
Age/Stage	Secondary/Adult
Learning objective	Can write a clear and structured AI prompt to review the grammar of a text they have written. (GSE 49)

1. Write a first draft

Students write a short paragraph on a familiar topic.

Examples include:

- a memorable experience;
- a favorite hobby;
- a person they admire; or
- a recent celebration.

2. Write your first prompt

Students write a prompt asking AI to review the grammar of their paragraph.

Before using AI, they discuss their prompts with a partner.

The teacher encourages students to think about questions such as:

- What do you want AI to do?
- What kind of feedback do you want?
- Is your prompt clear enough for AI to understand?
- Is there any information missing?

3. Compare with a model

The teacher shares the following prompt.

Teacher Model Prompt

Review the grammar of the paragraph below. Identify any grammar mistakes, explain why each correction is needed, and suggest the correct form. Focus only on grammar and do not rewrite the whole paragraph. Answer in B1 level English.

Paragraph:

[Paste your paragraph here.]

Students compare their own prompts with the model and discuss:

- What information does the model include?
- Which instructions make the purpose clearer?
- What would you add or change in your own prompt?
- Which prompt is more likely to produce useful grammar feedback? Why?

4. Revise your prompt

Students revise their prompts based on the discussion.

They then exchange prompts with a partner for a final review before using AI.

Lesson Plan 3 continued on next page.

Lesson Plan 3

5. Test your prompt

Students use their revised prompts with an AI tool.

They compare the AI response with the feedback they expected.

If necessary, they revise their prompts again and generate a new response.

6. Reflect

Students discuss:

- How did your prompt change during the lesson?
- Which revision made the biggest difference?
- What have you learned about writing clear instructions?

Learning focus

Students develop prompt-writing skills by following a process of drafting, reviewing, revising, and testing their writing. By comparing their own prompts with a model and reflecting on the impact of their revisions, they learn how clear, specific, and well-structured instructions communicate their intentions more effectively and lead to more useful AI-generated feedback.



Lesson Plan 4

Skill	Writing
English level	GSE: 51–58 (CEFR: B1+)
Age/Stage	Secondary/Adult
Learning objective	Can write an AI prompt to conduct research on a familiar topic. (GSE 52)

1. Define your research goal

Students choose a familiar topic they would like to research.

Examples include:

- a tourist attraction;
- a traditional food;
- a healthy lifestyle;
- a famous person; or
- a cultural festival.

The teacher asks:

- What do you want to find out?
- Why do you need this information?
- What information will be most useful?

2. Write your first prompt

Students write a prompt to gather information about their chosen topic.

Before using AI, they discuss their prompts with a partner.

The teacher encourages students to think about questions such as:

- Is your purpose clear?
- Does your prompt ask for the information you really need?
- Is there enough detail for AI to give a useful response?
- What could you add to make your prompt more specific?

3. Compare with a model

The teacher shares the following prompt.

Teacher Model Prompt

I am preparing a two-minute presentation about healthy eating for teenagers. Describe three healthy eating habits, explain why each habit is important, and give one practical example for each. Write between 120 and 150 words. Answer in B1+ level English.

Students compare their own prompts with the model and discuss:

- What information does the model include?
- How does the prompt explain its purpose?
- Which details make the request more specific?
- What would you add or change in your own prompt?

4. Revise your prompt

Students revise their prompts based on the discussion.

They exchange prompts with another pair and explain why they made their revisions before using AI.

Lesson Plan 4 continued on next page.

Lesson Plan 4

5. Test your prompt

Students use their revised prompts with an AI tool.

They compare the AI response with the information they expected.

If necessary, they revise their prompts again to obtain more relevant information.

6. Reflect

Students discuss:

- What changes improved your prompt?
- Which revision had the biggest impact on the AI response?
- What have you learned about writing effective research prompts?

Learning focus

Students develop prompt-writing skills by planning, drafting, reviewing, revising, and testing prompts for a specific research purpose. Through peer discussion and reflection, they learn how a clear purpose, relevant context, and specific instructions contribute to more effective written prompts and more relevant AI-generated information.



Lesson Plan 5

Skill	Writing
English level	GSE: 59–66 (CEFR: B2)
Age/Stage	Secondary/Adult
Learning objective	Can edit an AI prompt to obtain different results (e.g. length, complexity or scope). (GSE 66)

1. Explore a writing task

Students imagine they are preparing information about a familiar topic for different audiences.

Examples include:

- introducing a tourist attraction;
- explaining a local festival;
- describing healthy eating habits; or
- presenting a famous historical figure.

The teacher asks:

- Who is your audience?
- What information do they need?
- How much detail should you include?

2. Write your first prompt

Students write a prompt for one chosen audience.

Before using AI, they discuss their prompts with a partner.

The teacher encourages students to think about questions such as:

- Is your purpose clear?
- Does your prompt suit the intended audience?
- What details could make the response more appropriate?

3. Compare with a model

The teacher shares the following prompt.

Teacher Model Prompt

I am preparing a presentation about Borobudur Temple. Describe its history, explain why it is an important cultural site, and suggest three reasons to visit. Write between 150 and 180 words. Answer in B2 level English.

Students discuss:

- How does the prompt identify the audience?
- How does it explain the purpose?
- Which details guide the AI response?
- What could be changed to obtain a different type of response?

Lesson Plan 5 continued on next page.

Lesson Plan 5

4. Edit your prompt

Students revise their prompts to produce a different result.

For example, they may:

- change the audience;
- shorten or extend the response by specifying a new word limit (e.g. 80–100 words or 200–250 words);
- narrow or broaden the topic;
- request a different format, such as a table or bullet points; or
- focus on a different aspect of the topic.

Before using AI, students review their revised prompts by asking themselves:

- What did I change?
- Why did I make this change?
- How do I expect the response to be different?

5. Compare the results

Students generate responses using both the original and revised prompts.

Working in pairs, they compare the responses and discuss:

- How did the prompt change?
- How did the AI response change?
- Which prompt better achieved its purpose?
- Which revisions had the greatest impact?

6. Reflect

Students discuss:

- Which changes made your prompt more effective?
- How did editing the prompt influence the response?
- What have you learned about adapting prompts for different audiences and purposes?

Learning focus

Students develop prompt-editing skills by revising existing prompts for different audiences, purposes, and outcomes. Through comparison, discussion, and reflection, they discover how small changes in wording, context, or instructions can influence the relevance, scope, and style of AI-generated responses. The lesson reinforces revision as an essential part of the writing process and highlights the importance of writing prompts that are appropriate for a specific communicative purpose.



GSE Learning Objectives for GenAI Interactions

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GSE Learning Objective	GSE	CEFR
Speaking		
Can use simple spoken language to prompt an AI tool for information.	28	A1 (22–29)
Can use simple spoken language to prompt an AI tool for ideas.	30	A2 (30–35)
Can use simple spoken language to prompt an AI tool to translate a word, phrase or text from language A to language B.	39	A2+ (36–42)
Can use a spoken prompt to ask an AI tool for a synonym, antonym or collocations of a word.	49	B1 (43–50)
Can use a clear and structured spoken prompt to ask an AI tool for a summary of a text.	51	B1+ (51–58)
Can use a clear and structured spoken AI prompt to change the tone of a text, e.g. make it more formal.	52	B1+ (51–58)
Can paraphrase AI-generated content to suit a specific audience or purpose.	60	B2 (59–66)
Can use a clear and structured spoken prompt to ask an AI tool for concrete and abstract ideas.	61	B2 (59–66)
Can use an AI prompt to conduct research in their field of specialization using linguistically complex spoken language.	67	B2+ (67–75)
Can explain in detail why they have accepted or rejected AI text correction.	67	B2+ (67–75)
Can prompt an AI tool for a summary of a text using linguistically complex spoken language.	71	B2+ (67–75)
Can paraphrase AI-generated content to pass on main information.	71	B2+ (67–75)
Can prompt an AI tool for information using linguistically complex spoken language.	75	B2+ (67–75)

GSE Learning Objective	GSE	CEFR
Writing		
Can use simple language to prompt an AI tool for information, given a model.	34	A2 (30–35)
Can write an AI prompt to translate a word, phrase or text from language A to language B.	35	A2 (30–35)
Can write a simple AI prompt to review the grammar of a text they have written.	38	A2+ (36–42)
Can make simple edits to an AI-generated text using familiar vocabulary.	40	A2+ (36–42)
Can write a clear and structured prompt to ask an AI tool for information.	41	A2+ (36–42)
Can rewrite AI generated texts to include personal information.	47	B1 (43–50)
Can write a clear and structured AI prompt to review the grammar of a text they have written.	49	B1 (43–50)
Can write an AI prompt to conduct research on a familiar topic.	52	B1+ (51–58)
Can write an AI prompt to change the tone of a text, e.g. make it more formal.	55	B1+ (51–58)
Can write a clear and structured prompt to ask AI for concrete and abstract ideas.	62	B2 (59–66)
Can edit an AI prompt to obtain different results (e.g. length, complexity or scope).	66	B2 (59–66)
Can write an AI prompt to conduct research in their field of specialization using linguistically complex language.	68	B2+ (67–75)

GSE Learning Objective	GSE	CEFR
Can write in detail why they have accepted or rejected AI text correction.	69	B2+ (67–75)
Can write well-structured prompts using linguistically complex language to ask an AI tool for information.	73	B2+ (67–75)
Can adapt a straightforward AI-generated text to meet cultural or contextual expectations.	78	C1 (76–84)
Can make edits to an AI-generated text using linguistically complex language.	89	C2 (85–90)
Can adapt a linguistically complex AI-generated text to meet cultural or contextual expectations.	90	C2 (85–90)
Reading		
Can understand straightforward texts generated by AI in response to a prompt they have written.	36	A2+ (36–42)
Can understand simple follow-up questions asked by AI as part of its response.	36	A2+ (36–42)
Can identify options offered by an AI tool in response to a prompt.	44	B1 (43–50)
Can read AI generated texts on familiar topics to identify factual inaccuracies.	62	B2 (59–66)
Can evaluate the relevance of an AI-generated answer in response to the prompt.	67	B2+ (67–75)
Can identify factual inaccuracies in AI generated linguistically complex texts.	87	C2 (85–90)
Can critically evaluate the argumentation in a linguistically complex AI-generated text.	90	C2 (85–90)

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