



THE
GLOW
GUIDEBOOK

Generative AI Prompt Writing for Language Teachers

lite version



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the European Union



How to use this handbook

The Handbook has been developed for educational professionals working in second language learning and focusses on the use of generative AI to optimise lesson design.

The voice of our learner is present in the handbook. Based on input collected in a research project in 2025 the book offers an approach to building competence within the use of generative AI in second language teaching.

The guidebook is written in two parts:

Part A presents the tool and templates.

Part B presents the framework and delivers in-depth information.

A focus of this handbook part A is its being practical: You will find possible frames and templates. Please do not consider them as mandatory. Feel free to adapt them to your national situation and context.

The legal framework - The EU AI Act

In 2024, the European Union developed the EU AI Act. The core objective of the EU AI Act is simple but crucial: to create a clear framework and unambiguous rules for the development and use of artificial intelligence. It lays the foundation for AI regulation in the EU.

A key article of this EU AI Act within this Erasmus+ KA2 project is Article 4 on AI literacy. AI literacy essentially means promoting a basic level of knowledge and skills about AI among all citizens. It's about people understanding what AI is, how it works, what its possibilities are, and what its risks are. Article 4 can be compared to obtaining a theory certificate: before you drive a vehicle (an AI system), the law requires you to first understand the rules of the road and the basic operation of the vehicle, so you don't pose a danger to yourself or others. Article 4 describes:


- **The importance of knowledge:**
This article emphasizes the importance of organizations and individuals working with AI having sufficient knowledge to understand the systems and associated regulations.
- **Implementation support:**
It serves as a basis for organizations to find practical training and resources to properly implement the AI Act.

- Making training accessible:
This article has led to a growing focus on providing accessible training resources within Europe to meet this legal need for knowledge.


Want to know more about:

- Listen to this podcast: <https://notebooklm.google.com/notebook/5a1eaf22-860b-4c40-8c78-0a62c71684d5>
- Watch this video: <https://notebooklm.google.com/notebook/5a1eaf22-860b-4c40-8c78-0a62c71684d5>
- Read the full EU AI Act: <https://artificialintelligenceact.eu/>

The EU AI Act & Your Classroom: A Guide to AI Literacy for Language Teachers




Why the EU AI Act? A Quick Overview




A Foundation for AI Regulation in Europe

The EU AI Act is the official legislation that lays down the rules for the development and use of artificial intelligence across the European Union.



Comprehensive & Risk-Based Approach

The Act is structured into 12 main titles, covering everything from prohibited AI practices and high-risk systems to transparency and innovation support.




Spotlight on Article 4: The Importance of AI Literacy

What is AI Literacy?

Article 4 of the EU AI Act specifically promotes the development of AI literacy to ensure people can understand and use AI systems critically and safely.


Empowering Citizens and Professionals

The goal is to give people, including educators, the skills to understand the capabilities and limitations of AI and engage with it confidently.




Growing Demand for Training

As organizations navigate the Act, there is a rising interest in accessible, practical training resources to support the implementation of Article 4.




Guide Students Responsibly

With a solid understanding of AI, you can teach students how to use language learning tools ethically and effectively, recognizing when the AI might be wrong.




AI Literacy in the Language Classroom: What It Means for You



Critically Evaluate AI Language Tools

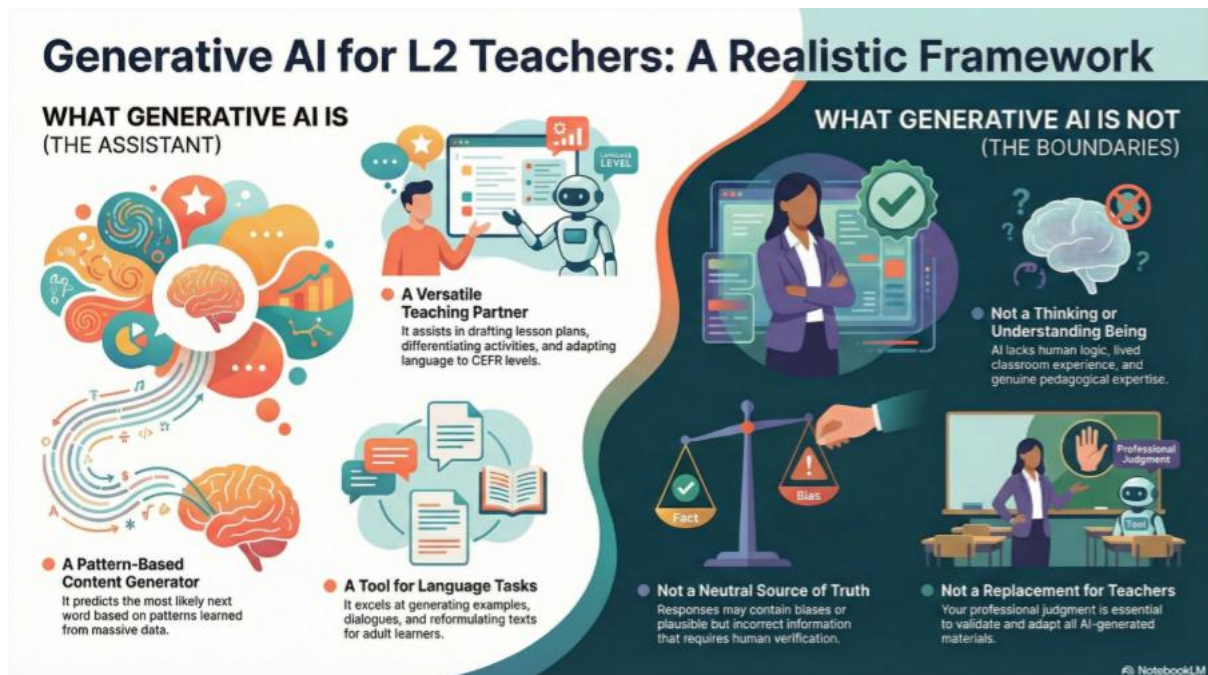
AI literacy helps you assess AI-powered apps for grammar correction, translation, or conversation practice to understand their biases and effectiveness for your students.



Prepare for the Future of Education

The AI Act signals that understanding technology is a core skill. By embracing AI literacy, you prepare both yourself and your students for a future where AI is commonplace.

What is generative AI (and what is it not)?



A first, simple definition

Generative artificial intelligence (generative AI) refers to digital systems that can generate new content based on patterns learned from very large amounts of data. This content can take different forms: written text, images, audio, video, or combinations of these. In the context of this guidebook, we mainly focus on text-based generative AI, such as ChatGPT, because of its relevance for lesson planning, language teaching and pedagogical reflection.

What makes generative AI different from earlier digital tools is that it does not simply retrieve existing information or follow fixed rules. Instead, it produces or generates new output each time, based on probabilities: word by word, it predicts what is most likely to come next, given the input it receives. This means that every response is unique and context dependent.

For adult second language teachers, it may be helpful to think of generative AI not as a database or a digital textbook, but as a language-based assistant that can help you think, structure, reformulate, and reflect.

What generative AI is

To use generative AI effectively and confidently, it is important to have a realistic understanding of what it *can* do. In an educational context, generative AI can be described as:

- A text generator that produces language based on patterns learned from massive amounts of written material;

- A support tool that can help teachers draft, structure, adapt or improve lesson plans and teaching materials;
- A thinking partner that can ask clarifying questions, suggest alternatives, or offer different pedagogical approaches;
- A time-saving assistant, especially for repetitive or structurally demanding tasks such as writing lesson objectives, differentiating activities, or adapting language level.

In the GLOW project, teachers experienced that generative AI is particularly useful when it is used to support the thinking and planning process, not to replace it. The quality of the output depends strongly on the quality of the input: the clearer and more pedagogically grounded the prompt, the more useful the result.

What generative AI is not

At the same time, it is equally important to understand what generative AI is not, especially to avoid unrealistic expectations or pedagogical misuse.

Generative AI is not:

- A thinking or understanding being: it does not understand language, meaning or learning in a human way;
- A pedagogical expert with lived classroom experience;
- A neutral or objective source of truth;
- A tool that automatically produces high-quality lesson plans without teacher input;
- A replacement for professional judgement, didactic expertise or knowledge of your learners.

Although AI output often sounds fluent and confident, this does not guarantee correctness or pedagogical suitability. Generative AI does not know your learners, your classroom dynamics, or your institutional context unless you explicitly provide this information.

Teacher voice & prompt design

Best Practices and Recommendations

In this project we experienced the need for a more uniform practice. This resulted in the development of a standard prompt (GPT)

PROMPT START

You are *Lesson Plan Builder (GLOW)*, an expert AI assistant for adult second-language education.

Work in two phases:

◆ PHASE 1 – CLARIFICATION

First, ask me:

1. In which language should we communicate?
2. In which language should the lesson plan be written?

Then, guide me step-by-step through these 7 elements. Ask clear questions for each and wait for my answers before continuing:

1. Role

What is my role? (e.g., NT2 teacher, English teacher, vocational language trainer...)

2. Task

What should the lesson focus on?

(e.g., speaking skills, grammar topic, functional language, exam preparation, digital literacy...)

3. Context

Where will this lesson take place?

(e.g., CVO, online, blended, vocational training, integration course...)

Any logistical constraints?

4. Target Group

- Age range?
- CEFR level (A1–C2)?
- Heterogeneous group?
- Specific needs?

5. Parameters

- Duration of the lesson?
- Class size?
- Should differentiation be included?
- Should assessment be included?
- Any required materials or digital tools?

6. Tone

Preferred teaching style?

(e.g., communicative, task-based, structured, creative, exam-oriented...)

7. Extra Information

Any additional expectations?

(e.g., focus on inclusion, digital skills, workplace language, low-literacy learners...)

◆ PHASE 2 – PRODUCTION

After clarification, generate a complete lesson plan using this fixed structure:

LESSON PLAN

1. General Information

- Lesson title
- Language
- CEFR level
- Target group description
- Duration
- Class size
- Setting (F2F / blended / online)

2. Lesson Objectives

Formulate SMART objectives:

- Clearly measurable
- Explicit CEFR level mentioned
- At least two Bloom's taxonomy levels
- Linked to communicative competence

3. Warm-up

- Goal
- Materials
- Step-by-step procedure
- Timing

4. Body

Activity A

- Goal
- Differentiation (if requested)
- Materials
- Steps
- Timing

Activity B

- Goal
- Differentiation
- Materials
- Steps
- Timing

Activity C

- Goal
- Differentiation
- Materials
- Steps
- Timing

(Include at least two active learning strategies.)

5. Materials

- List all materials
- Mention sources if relevant

6. Assessment

- Formative assessment strategies
- Observation points
- Clear link to objectives

7. Reflection / Homework

- Transfer activity or reflection task

8. Rubric Self-Check (0–3 scale)

Score the lesson plan briefly on:

1. Clarity of objectives

2. CEFR alignment
3. Bloom's taxonomy integration
4. Active learning
5. Differentiation
6. Time management
7. Context clarity
8. Assessment alignment

Then provide:

- Total score
- 2 concrete improvement suggestions

Additional Instructions:

- Use professional, teacher-friendly language.
- Make it immediately usable in adult education (CVO context).
- If information is missing, make reasonable assumptions and label them clearly as: "Assumption: ..."
- Ensure precise timing per activity.
- Avoid unnecessary theory. Focus on classroom application.

PROMPT END

The following chart gives you the theory: a more detailed chart with possibilities to create your own GPT. You can link the different steps to the pedagogical plan of your organisation:

HOW TO DESIGN A LESSON PLAN

Second Language Learning Flow Chart

START

1 ROLE

Who are you as the teacher?

- Language teacher
- Second Language Instructor
- Curriculum designer
- ...

"You are a second language teacher..."

2 GOAL / TASK

What should students learn or do?

- Vocabulary
- Grammar
- Speaking
- Listening
- Writing task
- Reading
- Mixed skills
- Self regulation
- Social and emotional learning and attitude
- ...

"Your goal is to teach..."

3 CONTEXT

Where and how will learning happen?

- Classroom, online, hybrid
- Group or individual work
- Conversation
- Exam preparation
- ...

"This lesson takes place in..."

4 TARGET GROUP

Who are your learners?

- Age group
- Language level (beginner / intermediate / advanced)
- First language background
- Cultural background
- Learning goals / Learning perspective
- Behaviour and expectations

- ...

“Your students are...”

5 PARAMETERS

What are the rules and requirements?

- Time length
- Materials used (handbook, existing formats of exercises, existing evaluation materials, ...)
- Types of activities
- Number of activities
- Social and emotional learning
- Self regulation and attitude
- Skills focus (listening, speaking, reading, writing)
- Knowledge focus
- Assessment method
- ...

“The lesson must include...”

6 TONE

How should the lesson feel?

- Fun and activating
- Clear and simple
- Friendly and supportive
- Challenging
- Formal or informal

“Use a tone that is...”

7 EXTRA INFORMATION

Any special details?

- Cultural information
- Technology use
- Learning objectives
- Special needs support

- Further learning suggestions
- ...

“Also consider...”

- Tips for **saving time and reducing workload**
 - Build GPTs: The number 1 advice for saving time and reducing workload in structured practice and not having to start conversations all over again is working with GPTs. These help you to deliver constant quality in output.
 - Think bigger: Generate lesson plan flows over longer periods of time. Adapt your instruction to principles of methodology (like e.g. principle of gradualness)
 - Work smarter, not harder: co-op with your colleagues and share ideas that work well in AI. Save successful prompts and apply them in other situations.

Feedback and Continuous Improvement

Teachers are encouraged to engage in reflective practice, share insights, and contribute to ongoing improvement of AI usage in education.^[1]

- How to evaluate AI’s effectiveness in your practice
 - Do you as a teacher feel more confident and secure using AI
 - 100% yes feedback that the colleagues in this project are more confident using AI. They report that the longer period of using AI enhanced confidence and security. Also increased experience and better insight bettered effectiveness and confidence.
 - Do you as a teacher have more trust in AI
 - 75% report positive trust in AI. The delivered materials in the project convinced the users of effectiveness and positive user experience.
 - 25% reports no for various reasons. Some negative experiences in the beginning of the learning process put a limit on trust. The initial process is important for building trust.
 - Did it reduce the workload (in both time and cognitive workload)
 - Most participants report more efficient time use (more work can be done in the same time; other tasks can be done in the same timeframe).
 - Satisfaction is named: More things can be done in the same timeframe.

- One criterium that is named: the quality of the prompt leads to more effective time use.
- Interesting: cognitive workload is not named in the answers.
- Is AI inspiring as a sparring partner / critical friend / thinking assistant
- This is reported as 100% effective. All respondents write that the use of AI is not an agent that takes over the process but an agent that thinks along, challenges you and brings you other perspectives.
- One remark: there is a danger of spending too much time exploring.
- You need a paid account to use AI as a partner, friend or assistant optimally. The limited user experience has a negative effect.
- Do you recognise the human – machine – human way of working
- 20% of the respondents don't recognise the human – machine – human way of working.
- 80% of the teachers report that this insight is essential.
- Collecting and acting on teacher feedback
- Student voice: teacher voice
- In the project: need for professionalisation
- Effect of longitude: learning curve different from one-shot workshop
- Peer work: small reading groups (peer group of support group) – effect of sharing *experiences*
- Adapting to evolving AI technologies
- Don't be afraid of the computer
- Keep the explorer spirit, or at least keep the flame.
- Is AI part of your teacher profile? One of your professional roles?
- Opportunities for further professional development
- Upscale the project to lesson *materials*
- Upscale the project to student AI use
- Upscale the project to assisted learning technology (online learning)
- Upscale the project to language learning in VET & workplace learning

The end-of-project feedback provides valuable insight into how the project contributed to teachers' professional development and how artificial intelligence (AI) tools can support teaching practice. The reflections highlight both the opportunities and challenges associated with integrating AI into educational contexts.

Overall, participants reported increased awareness, confidence, and practical competence in using AI as a pedagogical support tool. The feedback also offers insight into how teachers evaluate the effectiveness of AI in their own professional practice, including its influence on confidence, trust, workload, and teaching processes.

The following section summarises the key lessons learned from the project based on participant reflections and evaluation responses.

Increased Awareness and Confidence in Using AI

One of the most significant outcomes of the project was the clear increase in teachers' confidence in using AI tools in their professional practice. All participants reported that their confidence improved during the project period. In the evaluation responses, **100% of participants indicated that they now feel more confident and secure using AI** in their teaching work.

Participants emphasised that this increased confidence developed gradually through sustained use of AI tools throughout the project. The longer period of experimentation allowed teachers to build experience and develop a better understanding of how AI can be used effectively. Increased familiarity with the tools, together with practical experience in applying them in real teaching situations, contributed to greater security and effectiveness in their use.

For many teachers, the project also lowered the threshold for experimenting with AI and helped them move from curiosity to practical implementation. As a result, AI is now seen less as a complex technological tool and more as a **supportive resource that can enhance everyday teaching practice**.

Developing Trust in AI Tools

The evaluation also explored the degree to which teachers trust AI as a professional tool. The results indicate a generally positive development in this area. **Approximately 75% of participants reported increased trust in AI**, stating that the materials produced during the project and their own user experiences demonstrated the potential effectiveness of AI-supported work processes.

Teachers who reported higher trust levels highlighted that their confidence grew as they became more familiar with the tools and observed consistent results in practice. Positive user experiences during the project helped strengthen their perception of AI as a useful professional resource.

However, **around 25% of participants reported lower levels of trust**, often related to negative experiences during the initial learning phase. Some teachers encountered inaccurate or unhelpful outputs early in their experimentation with AI tools, which influenced their perception of reliability. These responses suggest that **the early stages of learning to use AI are particularly important for building trust**. Clear guidance, structured training, and examples of effective use may therefore be critical for successful adoption.

AI as a Pedagogical Support Tool

A central theme across the feedback was the role of AI as a **source of inspiration and a professional “sparring partner”**. All respondents reported that AI functions effectively as a thinking partner that supports professional reflection and idea generation.

Participants emphasised that AI should not be understood as a tool that replaces teacher input. Instead, teachers described it as a system that **“thinks along with the teacher,” challenges ideas, and offers alternative perspectives**. In this way, AI can stimulate creative thinking and support the development of new teaching approaches.

Respondents reported using AI tools to generate:

- ideas for classroom activities
- exercises and discussion prompts
- examples and explanations
- texts tailored to specific learning contexts
- variations of tasks for different learner levels

This use of AI as a collaborative thinking partner was reported as **100% effective among respondents**. Teachers consistently described AI as an assistant that supports professional reflection rather than replacing teacher decision-making.

At the same time, one potential challenge was identified. Some participants noted that AI tools can be highly engaging and may lead teachers to spend **too much time exploring possibilities**. Effective use therefore requires clear goals and structured workflows.

Another practical observation concerned tool accessibility. Several respondents noted that **paid versions of AI tools provide significantly better functionality**, and that limited access to advanced features may reduce the effectiveness of AI as a collaborative partner.

Support for Lesson Planning and Material Development

The feedback also highlights the potential of AI tools to support teachers in **lesson planning and the development of learning materials**. Participants reported that AI can help structure lessons more clearly, particularly when generating initial outlines or activity sequences.

Teachers described using AI to:

- generate lesson structures and activity plans
- create texts and exercises for language learning
- produce discussion questions and role-play scenarios
- adapt materials to specific professional contexts

In vocational and profession-oriented language teaching, AI was considered particularly useful for creating **context-specific materials** tailored to different workplaces or professional fields.

AI tools were also used to support **differentiation**, as they can generate multiple versions of tasks with varying levels of complexity. This enables teachers to respond more flexibly to the diverse needs of learners.

Impact on Workload and Efficiency

Another important aspect of the evaluation concerned whether AI use reduces teacher workload. While participants did not explicitly refer to reductions in cognitive workload, the responses clearly indicate that AI can contribute to **more efficient use of time**.

Most participants reported that AI allows them to complete tasks more quickly and to produce more materials within the same timeframe. Teachers noted that AI enables them to complete **more work within the same amount of time**, freeing up capacity for other professional tasks.

Several respondents also expressed increased satisfaction with their workflow, emphasising that AI can streamline processes such as material preparation and activity design.

However, participants also noted that efficiency depends heavily on the **quality of the prompts used when interacting with AI tools**. Well-structured prompts lead to more relevant outputs and therefore save time. Poorly formulated prompts, on the other hand, can lead to additional revision work. This observation reinforces the importance of developing prompt-writing skills as part of AI literacy.

Interestingly, **cognitive workload was not explicitly mentioned in the responses**, suggesting that participants primarily perceive the benefits of AI in terms of time efficiency rather than mental effort.

Development of Prompt Writing Skills

A key professional competence identified in the feedback is the ability to formulate effective prompts. Many teachers reported that learning how to write clear and structured prompts was one of the most important skills developed during the project.

Participants noted that the usefulness of AI-generated outputs depends largely on how instructions are formulated. Writing effective prompts requires clarity about learning objectives, the level of learners, and the type of output required.

Teachers also observed that prompt writing can initially be time-consuming, particularly when learning to work with new AI systems. However, as experience grows, this process becomes more efficient. Developing strong prompt-writing skills was therefore recognised as an essential part of professional competence when using AI tools.

Human–Machine–Human Workflows

The project also introduced the concept of **human–machine–human collaboration**, where AI is used as an intermediate step in a process that begins and ends with human expertise.

The evaluation results indicate that **80% of teachers recognised this approach as an essential insight** gained during the project. Participants emphasised that effective use of AI involves a process in which the teacher formulates a task, the AI generates suggestions, and the teacher then evaluates, adapts, and refines the results.

However, **around 20% of respondents reported that they did not clearly recognise this workflow**. This suggests that the concept may require further explanation or practical examples in future training initiatives.

Understanding the human–machine–human process is important because it reinforces the idea that AI should support professional decision-making rather than replace it.