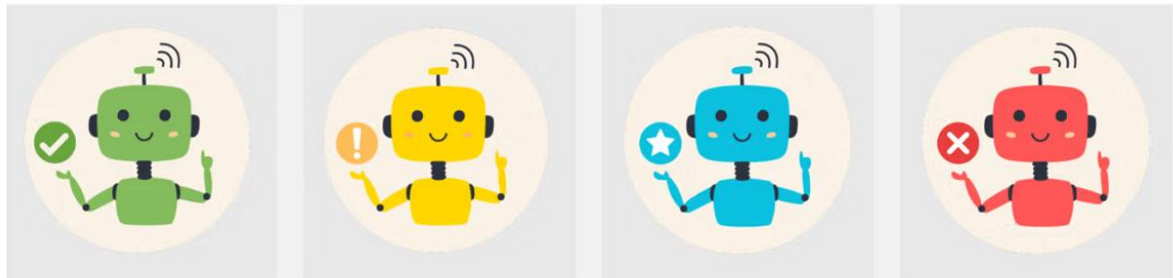


Mateja Šeliga, Ana Zelenko

## Uporaba IKT pri vključevanju priseljencev (izobraževanje)

Europass Teacher Academy, Dublin

Kako in v kakšni meri vključevati AI v pouk? Predlog:



### Use Permitted

The use of artificial intelligence is permitted. AI may be freely used for information gathering and completing the assignment. If AI has been used in the assignment, the student must clearly state which AI application was used and how it was used.

### Restricted Use

Artificial intelligence may be used in accordance with specific guidelines. For example, refer to AI-generated text by naming the AI application and the date on which the text was generated.

### Use Required

The use of artificial intelligence is required. The student must clearly state which AI application was used and how it was used.

### Use Prohibited

The use of artificial intelligence is prohibited. AI may not be used in assignments at all.

## ChatGPT

- prepíše ali spiše tekst, pretipka besedilo s fotografije
- ustvari dialog (avdio ali pisna navodila)

Primer nareka:

*Hi, could you **make a 250-word transcript of Speaker 1, Emma, and Speaker 2, John**? They are going camping at the weekend. Please make the transcript **B1 level**. Emma loves camping. She's an outdoorsy person. She's very enthusiastic. She loves nature. She loves bugs. She loves animals. She can sleep under the stars, no problem. John, he's a city mouse. He's never been camping before. He's afraid of the dark. He hates insects. He finds it difficult to sleep when it's not in his own bed. He's a bit of a complainer, our poor John. Can you **include some comparatives and superlatives**? Can you include some prepositions of time? Can you include some **timings**, for example, half three, quarter to two? John and Emma are currently in a cafe, and they're going to plan their weekend camping together.*

## DIFFIT

- ustvari DL z nalogami iz besedila, knjige, povezave, slike ...
- povzame, skrajša ali podaljša besedilo
- različna tipologija nalog (zaprti in odprti tip vprašanj), različne težavnostne ravni

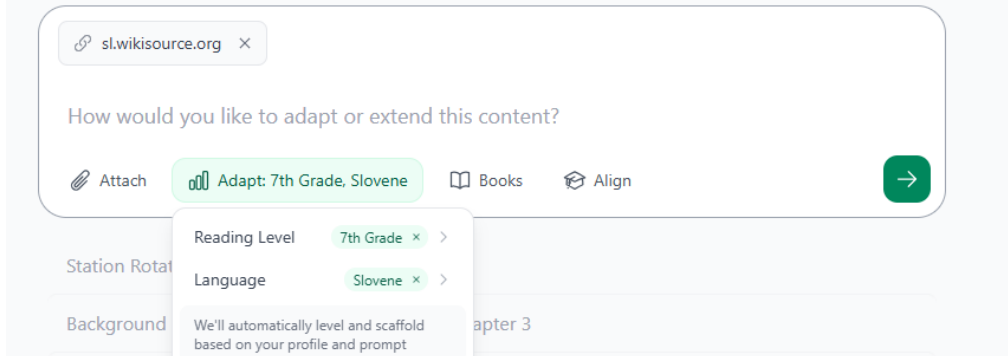
### Using Diffit AI (Quick Tips for free use)

- If you want to **avoid paying**, use the **2-week premium trial strategically**. Download **as many templates as possible** in **Microsoft Word format** and save them into organised folders (reading, vocab, comprehension, CLIL, etc.).
- Once the templates are saved on your computer, you don't need Diffit every time. You can use **ChatGPT or similar AI tools** to **generate texts, questions, activities, or task variations**, then **copy and paste** them straight into the downloaded templates.
- If you already have a **text or reading passage, you're happy with**, paste it into Diffit and select **"preserve original text"** to create **worksheets and paragraph-based follow-up tasks** without changing the reading.
- With **premium**, you can:
  - simplify texts.
  - make them longer or shorter.
  - adapt them for different levels or learning needs.
- With **free access**, you are usually limited to **5–6 templates per month**. Premium gives **full access** and costs about **€15 per month**.
- If Diffit is genuinely useful in your teaching, it is worth **asking your school about a school-wide license** so staff can share templates and workflows.

### Bottom line:

If you don't want to pay for premium long-term, use Diffit for the **structure and templates**, then switch to **ChatGPT (or similar AI)** for **content creation**. Once the templates are downloaded, you can generate texts, questions, differentiated activities, and extensions elsewhere, **copy and paste them into the Word files**, and reuse them indefinitely. Diffit becomes a **setup tool**, and ChatGPT does the day-to-day work — same classroom outcome, no monthly cost.

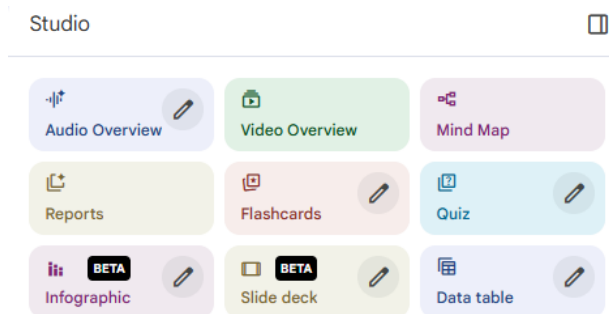
## Create and adapt instructional materials



## NotebookLM

- ustvarjanje »mentalnih map«, prezentacij (slide deck), poročil, analiz (data table)
- vsebino povzame na infografiki, *flashcards*, ustvari kviz
- iz virov generira podcast ali video
- relativno »naravno«

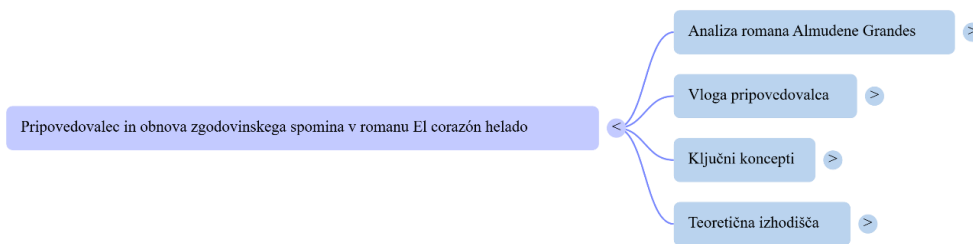
1. *New notebook*
2. Nalaganje virov
3. STUDIO



Obleganje Konstantinopla 1453, infografika.



Obnovljivi in neobnovljivi zemeljski viri, infografika.



Create report ×

Format

**Create your own**

Craft reports your way by specifying structure, style, tone and more

**Briefing doc**

Overview of your sources featuring key insights and quotes

**Study guide**

Short-answer quiz, suggested essay questions and glossary of key terms

**Blog post**

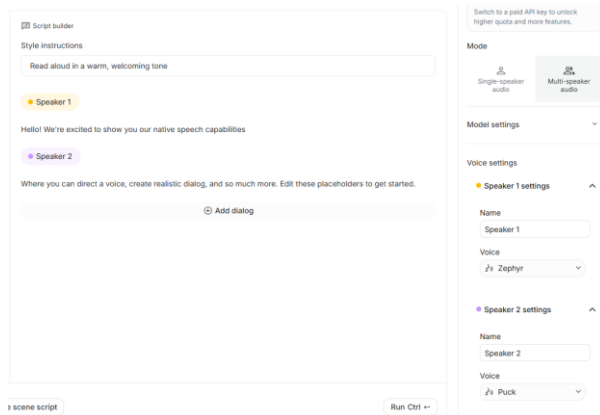
Insightful takeaways distilled into a highly readable article

◆ Loading suggestions...

Google AI Studio

**NATIVE SPEECH GENERATION → Playground**

Npr. ustvari avdio posnetke (dialog – do dva govorca, prilagodljiv glas)



## How it works:

1. **Get a transcript** – You can:
  - *Generate one with ChatGPT* (e.g., “Write a two-speaker conversation set in a restaurant, focusing on ordering food in polite English.”)
  - *Copy and paste from another source* (dialogue, article, diary entry, story, etc.).
2. Decide: *one speaker* (monologue, diary, broadcast) or *two speakers* (conversation, debate).
3. Add details:
  - **Names** for speakers if using two voices.
  - **Setting** (where, when, atmosphere).
  - **Tone** (formal, casual, emotional, persuasive).
  - **Focus points** (grammar, weak areas, tricky pronunciation, key vocabulary).
4. Paste it into the **Native Speech Generation** section of Google AI Studio → generate audio.
5. **After generating:**
  - Remember to **download the audio**.
  - Adjust **playback speed** and save a slower version for differentiation.

## Creating Activities with ChatGPT + Your Transcript

Once you have the transcript, you can ask ChatGPT to create activities. For example:

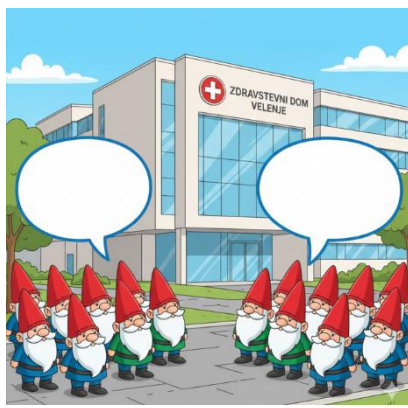
- **True or False questions** (check comprehension of key points).
- **Multiple-choice questions** (focus on detail, inference, or vocabulary).
- **Gap-fills** (remove verbs, pronouns, connectors, or content words).
- **“Answer only” tasks:** Provide answers and students must write the corresponding questions.
- **Open-ended questions** (discussion, reflection, critical thinking).
- **Ordering tasks** (students rearrange transcript lines into correct sequence).
- **Dictogloss/summary** (students listen, take notes, and reconstruct meaning).

- **Pronunciation/intonation practice** (students shadow or repeat sections).

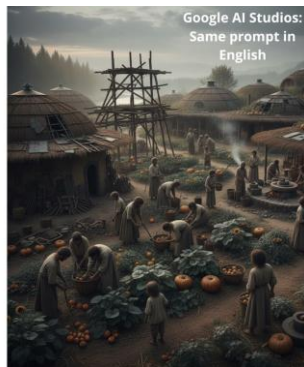
👉 The **Native Speech Generation** tool makes it easy to transform any text into tailored listening practice. Instead of relying on pre-made audio, you and your students can *create your own*, with the right tone, speed, and focus for your class.

## NANO BANANA

- ustvari več slik iz opisa
- preizkušanje različnih tem, stilov, prazni oblački za govor



## Svet brez poklicev



## ITALIAN



## GREEK



## SLOVENE



## KREA.ai

- oblikovanje v realtimu, brez zamika
- dnevna omejitve
- združevanje podob iz obstoječe slike ali ustvarjanje nove slike
- večja ali manjša mera AI



## MEMECAM

- generiranje memov iz fotografij – po lastni želji ali samodejno generira napis



## SUNO AI MUSIC

- ustvari glasbo iz prilepljenega teksta (4-5x na dan, generira po 2 verziji)

### How can we use AI music in class?

- To help consolidate content
- To make their own creations (ownership – participation)
- To review units - concepts, explanations, definitions
- As a lead in activity (an opener)
- To activate prior knowledge – can go deeper with a topic/different directions – more buy in/motivation.
- Multiple voices/backgrounds – rhythms – styles – cultures – sharing moments bridging the gap.
- To practice pronunciation.
- To produce or share funny moments, moments of success, ex. to create a song for the end of the week, month, semester, year.

Compare songs from the start of the year vs end of year - visualize progress – something tangible.

**Listening activities - top tip: ask your students what they'd like to listen to - overarching topics, themes, movies, characters: or provide options that they can choose from. - we want to promote buy in.**



#### Types of Listening Activities

1. **Podcasts** – students listen for gist or details, summarise, or respond to opinions in discussion.
2. **Songs** – focus on vocabulary, grammar patterns, or cultural themes; fill-in-the-gap or lyric analysis tasks.
3. **Advertisements** – practise persuasive language and tone; students can later create their own ad scripts.
4. **News Reports** – develop note-taking and summarising skills; compare how news is presented across countries.
5. **Weather Forecasts** – train listening for specific information like numbers, dates, and conditions.
6. **Short Stories** – comprehension, sequencing, or creative retelling tasks.
7. **Poems** – focus on rhythm, stress, and imagery; good for pronunciation and interpretive listening.
8. **Dialogues (planning something)** – realistic, functional listening; practise agreement, clarification, and suggestion language.
9. **Job Interviews** – explore formal register, question types, and appropriate responses.
10. **Diary Entry** – focus on past tenses, emotions, and personal tone.
11. **Voice Memo Confessions** – short, personal audio clips (real or AI) where students infer context, emotion, and relationship between speakers.
12. **Fake News Filter** – mix AI-generated and real news; students decide which are genuine, backing up their reasoning with evidence.
13. **Time-Travel Interviews** – AI-generated or teacher-recorded “interviews” with historical or fictional figures; students prepare follow-up questions or summaries.
14. **Audio Postcards** – brief travel updates describing sounds, places, and experiences; learners guess the location or create their own response postcard.
15. **Eavesdrop on AI** – listen to a simulated conversation in a public place (e.g., café, bus stop); students deduce who the speakers are and what’s going on.
16. **Predict the Prompt** – students hear an AI’s response and try to guess the original question or task it was answering — builds inferencing skills.
17. **Voice Debate** – listen to opposing viewpoints (AI-generated or recorded); students identify arguments, biases, and then give their opinion.
18. **Daily Life Logs** – snippets from a smart speaker or phone assistant (alarms, reminders, searches); students infer details about the speaker’s life and habits.
19. **Alien Nature Documentary** – an AI narrator (in Attenborough style) describes Earth from an alien’s perspective (“The humans gather around glowing rectangles...”); learners identify what’s being described and rewrite it from a human point of view.

20. **Object Conversations** – two inanimate objects (e.g., a fork and a banana) discuss their day; students guess who's speaking based on clues, then create their own dialogues.