

Educational Innovations in English Language Learning, Teaching and Assessment

5 novembre 2025, Sassari

	Titolo	Speaker
9:00 - 9:30	Registration	
9:30 - 9:40	Welcome	Delegato del Rettore dell'Università di Sassari The British Council
9:40 - 10:05	EDI and Special Need in English Language Assessment In this session, we will have an overview of the Equality, Diversity and Inclusion policies of the British Council, providing some instances of Special Needs (Bisogni Educativi Speciali – BES). This will lead us to showcase how the British Council implemented various types of special arrangement measures in its own assessment tools. By the end of the session, you will have an overarching view of every tool that the British Council developed in order to ensure test takers an inclusive and motivating English language assessment experience.	Paola Dora Giuliani, Exams Business Manager at the British Council
10:05 - 10:50	Ask Better Questions: Using AI Creatively and Critically in the EFL Classroom - A Workshop on Prompts, Pedagogy, and Professional Reflection Artificial Intelligence tools offer EFL teachers exciting new ways to save time, adapt materials, personalise learning, and spark creativity. But just like our students, these tools only give their best when we ask the right questions. This interactive workshop explores how asking better prompts can lead to better outputs, and how asking ourselves the right pedagogical questions helps us use AI wisely and well. We'll look at practical examples of how AI can support lesson planning, differentiation, feedback, and learner autonomy. At the same time, we'll reflect on where AI risks replacing teacher creativity or reducing student effort and at what age pupils are mature enough to begin to use AI.	Catherine Toomey, Teacher Trainer at the British Council
10:50 - 11:20	Coffee break	
11:20 - 11:55	Unlock Futures with the British Council For over 90 years, the British Council has shaped brighter futures through English language teaching and assessment, education, arts and creativity, we bring the best that the UK has to offer to the world. Discover how we can help institutions unlock opportunities, from achieving English teaching excellence to opening doors with international exams.	Omar Schiavoni, Head of Business Development at the British Council
11:55 - 12:15	Trojan Learning: AI in the English Classroom Trojan Learning is an innovative and inclusive pedagogical approach designed to teach English language and literature through AI and digital tools. Originally developed in 2017 and further refined during the COVID-19 pandemic, Trojan Learning integrates critical reflection and identity exploration within standardized digital environments to promote diversity and inclusion. Moving beyond traditional teaching methods, Trojan Learning employs AI-powered tools such as large language models (LLMs) like ChatGPT and Perplexity AI, as well as creative applications like MidJourney, alongside collaborative documents, hyperdocs, virtual exhibitions, and multimodal storytelling platforms. These technologies foster active student engagement, amplify diverse voices, and support identity development, enhancing accessibility and participation, especially for students with Special Educational Needs or those marginalized in conventional settings. The approach embeds critical inquiry on themes including power, social justice, gender, and cultural diversity into curriculum-aligned activities, creating a "Trojan horse" effect that meets institutional mandates while encouraging deeper critical thinking. This presentation offers practical examples of AI-driven activities and tools that empower learners and foster cultural awareness through	Simonetta Falchi, English Language Associated Professor at the University of Sassari

	English language and literature education. It advocates for the systematic integration of Trojan Learning techniques, leveraging advanced AI applications to transform digital teaching in multilingual, multicultural contexts and enhance inclusive educational practices.	
12:15 - 13:35	AI as a Tool for Teaching English Tourism Promotion AI has sparked significant debate, since its relatively recent release. While it has raised hopes about revolutionizing language instruction, it has also created concerns about academic integrity and the possibility of replacing language teachers (Kohnke et al., 2023; Wei, 2023). Despite these fears, the powerful benefits of using AI in second and foreign language instruction are undeniable. Tseng and Warschauer (2023) highlight that AI tools like ChatGPT combine several functions—such as translation, paraphrasing, and grammar checks—into a single platform. They also note that AI applications can act as a "thinking partner" by adapting its responses to the user's specific needs. This presentation will explore how AI can be integrated into teaching English for Tourism Promotion. From the language instructor's perspective, I will provide examples of how AI can be used to generate tourism promotional texts at different difficulty levels, as well as classroom exercises and activities. The presentation will also address important considerations for writing effective prompts and discuss some of the limitations in creating these materials. We will then take a look at how students have used AI to correct and improve their written production by means of creating effective prompts.	Antonio Pinna, English Language Associated Professor at the University of Sassari
12:35 - 12:55	Addressing the question of unethical use of AI for foreign-language writing tasks The arrival of generative AI has raised significant questions about the relevance of teaching writing, at least as it has traditionally been taught. Some students have quickly realized that by pasting an assignment into ChatGPT or a similar tool, they can obtain a fluent, well-organized text that fulfils the task requirements almost perfectly. Under such conditions, it is understandable that they may feel less motivated to develop a skill that can be perceived as outdated or anachronistic. However, given the rapid pace of change, educational institutions inevitably lag behind, and writing continues to appear on syllabi much as it did five, ten, or even twenty years ago. In this presentation, our aim is not to make broad predictions about the future of writing in education but rather to address some of the practical problems generated by these developments. Teachers often find themselves awarding top marks to texts they strongly suspect were produced with AI assistance, while giving lower marks to texts that were clearly written independently. Several attempts have been made to design systems capable of distinguishing AI-generated texts from human writing, but these have met with mixed success—ranging from high error margins to cases in which human-written texts were mistakenly classified as AI-generated, and vice versa. Since evaluating the final product remains a thorny issue, it may be more effective to focus on the writing process and introduce measures that, while not foolproof, make unethical use of AI easier to detect. One option is activity tracking: code embedded in HTML pages can record each keystroke and interaction with a textbox, storing this data for later replay in real time. Frequent corrections, rephrasings, and deletions suggest that a text was composed from scratch, whereas a line-by-line progression without revisions—or the sudden appearance of whole sentences or paragraphs—raises serious concerns. While such a system offers effective monitoring, its implementation may present technical challenges. A more accessible and user-friendly approach is for teachers to create a shared document for each student using platforms such as Google Drive or Microsoft OneDrive. By requiring students to activate "Track Changes" before writing, instructors can monitor and later review all interactions with the document.	David Finbar Brett, Fixed-Term English Language Researcher at the University of Sassari
12:55 - 13:00	Closing Remarks	The British Council