

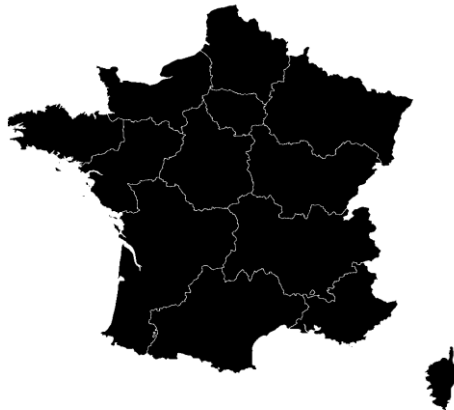
IATEFL Edinburgh 2025

# Developing good practice around AI and English language teaching

George Wilson



**We support the teaching, learning and assessment of English and of subjects taught through English in France.**



- **Advice and support**
- **Research**
- **Capacity building**
- **Exchange of ideas**

## **We work with**

**Teachers**



**Researchers**



**Teacher educators**



**Policy makers**



# International workshop on AI and language teaching



# Artificial intelligence and English language teaching: Preparing for the future

2nd edition: July 2024

Dr Adam Edmett  
Neenaz Ichaporia  
Dr Helen Crompton  
Ross Crichton





An international workshop to explore themes linked to AI and language teaching:  
teacher training, ethics, materials creation, pedagogy, assessment

Teachers

Teacher educators

Researchers

Policy makers



To produce a series of documents to feed national and international discussions around the topic.



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# Our approach







# Reflections



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# Future impact of AI on language learning

- Continuing need to learn languages
- Risk of decline in learner motivation
- Shift towards learning subjects *through* languages
- Uncertain impact on multilingualism
- Risk to equality of access



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# A new approach to language learning



- Personalised learning pathways
- Precision data from continuous assessment
- Emphasis on communicative competency
- Removal of high-stakes tests within schools

*“Technology, no matter how helpful, should always remain a tool - something we control, not the other way around” Magdalena Bubula*

# The role(s) of the language teacher in 2035

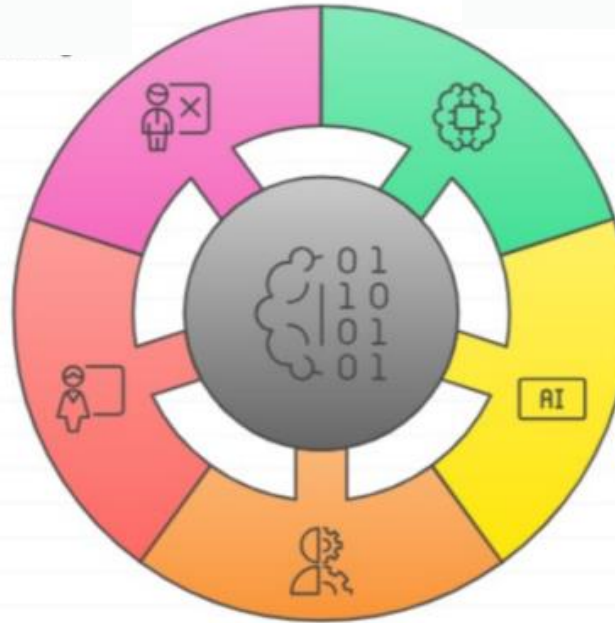
*“Teachers have a role to play in shaping AI-practice to be human-centred, acknowledging the value of both human and AI input in the teaching process.”*

*Kate Borthwick*

Language teachers in 2035 may be:



# Teacher training





# Feeding national and international discussions

# Contributing to ongoing discussions

Report

Blog articles

Recordings

Bibliography

Interviews

Podcast

<https://www.britishcouncil.fr/en/programmes/english-programmes/education/projects/ai>

[www.britishcouncil.org](https://www.britishcouncil.org)

## Our workshop exploring international perspectives on artificial intelligence and the teaching of languages



In November 2024, the British Council and France Education International organised an International Workshop looking at Artificial Intelligence and language learning.

Over 2 days, we were joined by 70 participants from around the world including France, the UK, Germany, Poland, Spain, the USA, Ukraine, Hong Kong, Italy and Belgium. The participants included primary and secondary teachers as well as researchers, teacher trainers and policy makers and our goal was to bring the group's collective intelligence to bear on the role AI will play in language teaching in the future, and on how teacher education will need to adapt to reflect this.

The event was made possible thanks to the support of many different international bodies including:

- Ministère de l'Éducation nationale et de la Jeunesse, CNEJ, European Commission
- Goethe Institute, Instituto Cervantes, Institut français, Alliance Française
- Académies de Créteil, Paris, Versailles, Rennes, Nancy-Metz, Poitiers
- Sorbonne Université, Sciences Po, UPEC, University of Southampton, University of Barcelona

On this page, you will find **recordings** of our round table discussions, **interviews** with the experts and **blog articles** sharing the reflections that were born out of our discussions.

The page also includes an **AI-generated podcast** that captures the exchanges over the two days, as well as **summary documents** developed with the help of various AI tools. The conversation around the role of AI in language learning, teaching and assessment is a living discussion which is going to continue to evolve, and we hope that these resources will help **feed conversations within Europe and beyond** around how best to harness the potential of this exciting new technology.

Our participants reflect on their learning from the event	+
Documents and AI-generated podcast sharing the event's outcomes	+
Recordings of round-tables and interviews with our experts	+
Follow-up webinar	+
Further reading	+

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# British Council guidelines for teachers



## Human first

AI systems sometimes have limited information about some areas and cultures. A human-centred approach prioritises the needs and well-being of all involved, so that digital solutions enhance the learning experience without compromising safety, privacy, ethics or human agency.



## Privacy and data rights

Do not input personal or identifiable data, photos, etc. into an AI tool. You must protect intellectual property and personal or sensitive data. There is risk of use as training data by the AI tool, copyright infringement and misuse by third parties such as identity theft.



## Ethics and bias

Remember that AI tools can produce unreliable, biased content or otherwise unacceptable content. Ensure you are not using material that is incorrect or that neglects or misrepresents groups within our society. Consider accessibility. Test an AI tool to check if it works equally well with everyone and does not disadvantage anyone.



## Safety

Consider safeguarding guidance. Ensuring safe use of AI technologies in and out of your classroom prevents exposure to inappropriate content and protects participants' and learners' data, rights and well-being.



## Transparency

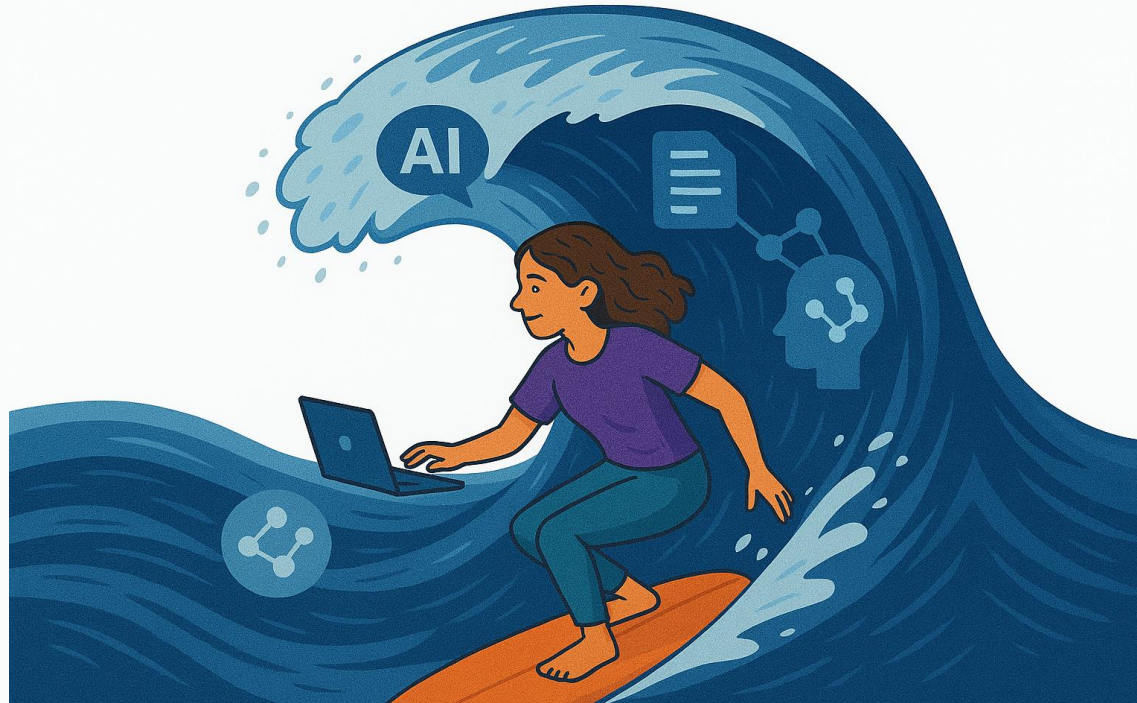
Be open when you use AI to help you. Remember, the outputs from generative AI are based on user prompts. Share and learn from others' prompts. If prompts are incorrect or non-inclusive, it can result in content that harms or misrepresents people.



## Accountability and responsibility

Involve guardians and learners in making decisions about AI use. We are all accountable for our own decisions on when, why and how we use AI. By ensuring responsible use of AI, you protect your professional credibility.

# A nous de prendre la vague !



# Keep in touch

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