

Useful Prompts for AI to Adapt Teaching Materials to Students' Context, Ages, and Trends (Workshop)

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BIOGRAPHY:

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Graduated from the Bachelor's Degree at CIEX, BA Mejia is focused on teaching with technology; consequently, he uses his studies in Programming Engineering. He is enrolled in the Master's Degree program at CIEX because of his willingness to improve his teaching skills and keep innovating the way English is taught in Mexico.

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ABSTRACT

The teaching of English has evolved over time, requiring educators to adapt strategies, techniques, and materials to meet the needs of diverse learners. This workshop emphasizes student-centered approaches that prioritize learners' needs while integrating context, age, and current educational trends. Grounded in culturally responsive teaching (CRT), it values students' cultural backgrounds and identities as bridges to academic success. Universal design for learning (UDL) promotes accessibility through multiple means of representation, action, and engagement, fostering meaningful participation and improved learning outcomes. Constructivist principles highlight prior knowledge as the foundation for new learning. Finally, ai-based prompt personalization enables tailored activities, positioning technology as a supportive tool for inclusive and adaptive language teaching.

KEYWORDS:

AI, teaching, English, technology, education

SUMMARY:

The teaching of English has undergone significant transformations, requiring educators to continually adapt their practices to meet the needs of diverse learners. This workshop focuses on innovative strategies that prioritize students' contexts, ages, and cultural backgrounds while integrating current trends in education. Drawing on Culturally Responsive Teaching (CRT), it emphasizes the importance of valuing learners' identities and experiences as bridges to academic achievement. CRT encourages teachers to design lessons that reflect sociocultural diversity, ensuring that students feel represented and engaged in the learning process. Complementing this, Universal Design for Learning (UDL) provides a framework for accessibility through multiple means of representation, action, and engagement. By applying UDL, educators can foster inclusivity, improve participation, and enhance learning outcomes for all students. Constructivist principles further strengthen the workshop by highlighting the role of prior knowledge and experiences in building new understandings, encouraging teachers to design activities that connect with learners' existing frameworks. Additionally, the integration of AI Prompting Personalization introduces technology as a powerful ally in tailoring materials and activities to specific student groups. Through structured prompts, teachers can leverage AI to adapt resources dynamically, saving time while enhancing relevance. Altogether, this workshop synthesizes pivotal research in language teaching and educational technology, offering educators practical tools to design responsive, inclusive, and engaging lessons. By combining CRT, UDL, Constructivism, and AI personalization, it equips teachers to meet the challenges of modern classrooms and empowers students to thrive in diverse learning environments.

The way English Language is taught has changed over time; however, the language and strategies are not the only ones affected by it. Currently, English, as the predominant language around the world, is being taught to different types of learners. Therefore, teachers must innovate their strategies, techniques, and materials to fulfill not only the students' needs, but also adapt them to their context, ages, and trends. This workshop aims to improve teaching strategies and adjust to students' needs, considering them the most important aspect of the learning process.

Accordingly to the Culturally Responsive Teaching (CRT), an approach that recognizes the importance of including students' cultural backgrounds, experiences, and identities in learning. It is part of a student-centered approach that recognizes learners' sociocultural diversity and uses the cultural characteristics for teaching (Tanase, 2020). This approach represents a bridge between students' lives and academic goals, which will help develop this workshop.

Universal Design for learning, also known as UDL, stands for the use of teaching and learning resources that are understandable for all students, regardless of their learning styles, in order to get successful outcomes. UDL follows three main principles, which are: multiple means of representation, multiple means of action and expression, and multiple means of engagement. UDL teaching provides valuable benefits for both teachers and students. For educators, including facilitators, coaches, instructors, and course designers, it promotes better learning outcomes and encourages higher levels of participation, which may result in improved course feedback. Students also gain from these practices by spending less time requesting support and more time engaging with the material (Morin, n.d.).

Additionally, this workshop is also strongly related to Constructivism, which establishes that teachers must take into account the students' prior experiences and knowledge to construct new ones. (Shahini, 2025). Finally, the AI Prompting Personalization aims to use AI as a powerful tool for personalizing activities and content. With well-structured prompts for AI, teachers can

facilitate the process of adapting their teaching materials to students. Therefore, this workshop gathers the information of pivotal research on Language Teaching and Educational Technology to enable teachers to adapt their classes and materials to every group of students.

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Topics of the articles should be recent and relevant for the academic community and should address one of the following research lines.

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3. Language teaching approaches and methods
4. Alternative language learning and teaching theories
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Format:

- Title using Arial font, size 14
- Text using Arial font, size 12
- Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.
- Spaces: 1.5
- No indented paragraphs

Length of the articles:

- 8 to 15 pages containing text (from 3000 to 5000 words approximately)
- Containing 20 to 40 references (using the American Psychological Association APA format)

Languages: The articles can be written in English or Spanish.

The editorial process includes a review by a strict pair of “blind” reviewers and using Plagius software to verify that ethical standards are respected and that there is no plagiarism in any of the documents. Then, authors are advised to verify the submissions including the call elements and format in advance.

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