

AE Academic English UK

AI-Supported Academic Writing Workbook



Education and Learning in the Digital Age

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AI-Supported Writing Workbook

1. Who is it for?

This workbook is designed for international students who are preparing for, or already studying on, university or college courses where English is the medium of instruction. It focuses on developing academic writing accuracy, clarity, and control, using the theme of education and learning in the digital age.

No specialist knowledge of education or technology is required. Each lesson combines a brief definition of the theme, sentence-level practice, and short writing tasks, allowing students to apply academic language features in meaningful and accessible contexts.

2. How long will it take to complete the booklet?

The time required will vary depending on the student's level of English and prior academic experience. On average, each lesson is designed to take 45–60 minutes, including practice, writing and reflection activities.

The workbook contains ten core lessons, designed to be studied sequentially, moving from sentence-level accuracy to paragraph-level academic writing. Lessons may be used independently to target specific language or writing skills.

3. What context is used to practise academic writing?

All lessons are set within the theme of education and learning in the digital age. Topics include digital learning environments, online tasks, feedback, student engagement, assessment, and the role of technology in higher education. This neutral academic context allows students to focus on developing academic writing skills without the need for specialist subject knowledge.

4. How should this booklet be used?

Each lesson follows a clear and consistent structure:

- clearly stated aims.
- a short definition of the theme.
- sentence-level language practice.
- a focused academic writing task.
- guided self-review and reflection.

Throughout the workbook, students are supported in the responsible and controlled use of AI tools. AI is used to help students check, compare and reflect on their writing, not to generate content. Self-assessment checklists encourage learners to evaluate accuracy, clarity, cohesion and academic tone.

5. What outcomes should students expect?

By the end of the workbook, students will have greater control over key features of academic writing. They will be able to:

- write clearer and more accurate academic sentences and paragraphs.
- use academic vocabulary, collocations and grammatical structures more confidently.
- apply hedging and cautious language appropriately.
- improve cohesion and logical flow within a paragraph.
- write concise academic summaries on education-related topics.
- produce a well-structured academic paragraph integrating accuracy, cohesion, nominalisation, and cautious language.
- reflect critically on how AI tools can support learning without replacing it.

The final lesson integrates the skills developed across the workbook, helping students demonstrate progress and prepare for further academic study.

Workbook Contents

| | Theme | Language Focus |
|-----|---|--|
| 1. | General features of digital learning. FREE LESSON | Sentence accuracy: identifying errors. FREE LESSON |
| 2. | Digital learning tasks and activities. | Sentence meaning and precision. |
| 3. | AI-powered personalised learning. | Academic vocabulary choice. |
| 4. | Online discussion forums. | Collocation and natural academic phrasing. |
| 5. | Student engagement in digital learning. | Sentence combining and complexity. |
| 6. | Immersive learning with VR and AR. | Nominalisation and academic style. |
| 7. | Mobile-first learning design. | Hedging and cautious language. |
| 8. | Challenges and limitations in digital learning. | Cohesion within a paragraph. |
| 9. | Automated assessment in higher education. | Summary writing in academic contexts. |
| 10. | Digital technology and learning in higher education. | Final integrated writing task and reflection. |
| 11. | ANSWER KEY | |

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The General Features of Digital Learning



Lesson 1 Sentence Accuracy - Identifying Errors

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Lesson 1: Sentence Accuracy - Identifying Errors

Aims of the lesson

By the end of this lesson, you will be able to:

- identify common grammatical errors in academic sentences.
- correct errors accurately and independently.
- use AI tools responsibly to support learning.

⇒ **Note: The theme of this lesson is 'the general features of digital learning'. Read the following definition and check any words that you do not know.**

Digital learning environments are online or blended spaces where teaching and learning take place using digital technologies. These environments typically include platforms for content delivery, communication and assessment.

Task 1: Noticing accuracy

Each sentence below contains **ONE** grammar error. Underline it and rewrite the sentence correctly.

⇒ **Hint: focus on subject-verb agreement.**

| | Sentence | Rewrite |
|----|---|---------|
| 1. | Digital learning refer to the use of online technologies to support education. | |
| 2. | Online learning have become increasingly common in higher education. | |
| 3. | Online platforms allows learners to access materials at any time. | |
| 4. | Research suggests that online learning require strong time management skills. | |
| 5. | Feedback in digital courses play an important role in improving academic performance. | |

⇒ **Check your answers with your classmates and your teacher.**

Task 2: Sentence editing practice

The paragraph below contains **TEN** grammar errors. Find and correct them.

⇒ **Hint: focus on subject-verb agreement and singular vs plural nouns.**

| Original Paragraph |
|---|
| Digital learning provide students with flexible access to educational content, but it also include a range of technical and organisational features. One common feature are the use of online platforms, which allows learners to access course materials remotely. These platforms often requires students to use multiple digital tool, such as learning management systems and video conferencing software. In many courses, digital learning involve recorded lectures and online resource, which support independent study. However, effective use of these features depend on reliable internet access and basic digital skill. |
| Revised Paragraph |
| |

⇒ **Do NOT compare your answers with your classmates. Move on to the next exercise.**

Task 3: AI-supported error identification

Now use an AI tool such as ChatGPT or M365 Copilot to support your learning. Use these exact steps.

| Step | | | | | | | | | | |
|------|--|----|--|--|-----|---|--|------|---|--|
| 1. | <p>Copy your corrected paragraph into your chosen AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> Identify any remaining grammar errors in this paragraph. Do not rewrite the text or suggest improvements. </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> +   </div> | | | | | | | | | |
| 2. | <p>Compare the AI feedback with your corrections by answering these questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">i.</td><td>Did the AI identify any errors you missed? What were they?</td><td></td></tr> <tr> <td>ii.</td><td>Did it incorrectly identify anything as an error?</td><td></td></tr> <tr> <td>iii.</td><td>What grammar point do you need to review?</td><td></td></tr> </table> | i. | Did the AI identify any errors you missed? What were they? | | ii. | Did it incorrectly identify anything as an error? | | iii. | What grammar point do you need to review? | |
| i. | Did the AI identify any errors you missed? What were they? | | | | | | | | | |
| ii. | Did it incorrectly identify anything as an error? | | | | | | | | | |
| iii. | What grammar point do you need to review? | | | | | | | | | |

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent writing

Write **FIVE** academic sentences on '*the general features of digital learning*'.

Guidelines

- Focus on grammar accuracy, not complexity.
- Focus on subject-verb agreement and singular/plural nouns.
- Write clear, complete sentences.

 **Do NOT use an AI tool while writing.**

| Your Sentences | |
|----------------|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 5: Feedback

Step 1: Check your own writing

Read your sentences and tick (✓) the statements that are true.

| | | |
|----|---|--|
| 1. | All verbs agree with their subjects. | |
| 2. | Singular and plural nouns are used correctly. | |

Step 2: Use an AI tool to support your learning

Copy and paste your sentences and the following prompt into the AI tool.

Identify any errors with subject-verb agreement and singular/plural nouns in these sentences.

Do not rewrite them.

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Task 6: Reflection

How did using AI help you identify or confirm sentence-level errors in this lesson? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

Lesson 1: Sentence Accuracy - Identifying Errors **ANSWERS**

Overall purpose

This lesson develops students' ability to identify and correct sentence-level grammatical errors. AI is used to support comparison and confirmation of accuracy rather than to generate corrections.

Task 1: Noticing accuracy

For this task, review the answers to check that students understand subject-verb agreement.

| | Sentence | Rewrite |
|----|---|---|
| 1. | Digital learning refer to the use of online technologies to support education. | Digital learning <i>refers</i> to the use of online technologies to support education. |
| 2. | Online learning have become increasingly common in higher education. | Online learning <i>has</i> become increasingly common in higher education. |
| 3. | Online platforms allows learners to access materials at any time. | Online platforms <i>allow</i> learners to access materials at any time. |
| 4. | Research suggests that online learning require strong time management skills. | Research suggests that online learning <i>requires</i> strong time management skills. |
| 5. | Feedback in digital courses play an important role in improving academic performance. | Feedback in digital courses <i>plays</i> an important role in improving academic performance. |

Task 2: Sentence editing practice

For this task, students compare their own checking with the AI feedback. There is no need to go through the answers as a class, but they are provided for teacher reference.

Digital learning *provides* students with flexible access to educational content, but it also *includes* a range of technical and organisational features. One common feature *is* the use of online platforms, which *allow* learners to access course materials remotely. These platforms often *require* students to use multiple digital *tools*, such as learning management systems and video conferencing software. In many courses, digital learning *involves* recorded lectures and online *resources*, which support independent study. However, effective use of these features *depends* on reliable internet access and basic digital *skills*.

Task 3: AI-supported error identification

This task is designed to help students evaluate AI feedback critically by comparing it with their own corrections. There is no need to review answers as a class; the focus is on noticing agreement or disagreement with the AI. ChatGPT or Microsoft Copilot are suggested; however, teachers should check which AI tools are approved by their institution.

Task 4: Independent writing

This task should be completed independently without AI support. Its purpose is to assess students' control of sentence-level accuracy before receiving feedback. There is no need to review answers as a class.

Task 5: Feedback

This task encourages students to check their own writing before comparing it with AI feedback. Review the self-check briefly if needed, but the main focus is on students noticing any differences between their judgement and the AI response.

Task 6: Reflection

This reflection encourages students to evaluate how AI supported their identification of sentence-level errors. Class discussion should focus on comparing experiences rather than sharing corrected sentences.

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