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AI-BASED PLATFORM FOR ACCESSING LEVEL-APPROPRIATE TEXTS ON SPECIFIC TOPICS: THE LATILL PROJECT

Abstract. In modern language education, the effective development of reading skills largely depends on selecting texts that match learners' proficiency levels. The LATILL project, a pioneering initiative, addresses this challenge by leveraging AI-based tools to facilitate the search for level-appropriate, topic-specific texts for teaching German as a foreign (DaF) or second language (DaZ). This paper discusses the objectives, methodology, and innovative contributions of LATILL, highlighting its potential impact on language education.

Key words: LATILL, digital platform, integrating AI, authentic texts, education.

Reading competence is a cornerstone of language acquisition, yet selecting suitable texts remains a critical challenge for educators. Texts must be authentic, engaging, and tailored to learners' levels to ensure motivation and comprehension. To bridge this gap, the LATILL project has developed a digital platform integrating AI technologies to simplify text selection. By offering a tool that classifies texts according to the Common European Framework of Reference for Languages (GER), LATILL enhances adaptive teaching strategies and fosters personalized learning environments.

The LATILL project is designed to support German language educators by:

1. Providing access to a diverse corpus of authentic texts classified by GER levels.
2. Facilitating topic-based searches for texts suitable for various teaching contexts.

3. Empowering teachers with tools for analyzing and adapting texts to specific classroom needs.
4. Promoting professional development through teacher training and workshops on using digital tools effectively.

The LATILL platform employs an AI-driven search engine tailored to educational needs. Key features include:

1. **Text Classification:** Texts are categorized based on linguistic complexity, thematic relevance, and alignment with GER levels.
2. **Customizable Filters:** Educators can search texts by topic, level, and teaching objectives.
3. **Teacher Feedback Integration:** User input from workshops and classroom testing is incorporated to refine the platform's functionality.

The LATILL platform has demonstrated several key advancements:

- **Enhanced Text Accessibility:** Educators can efficiently locate texts that match specific instructional goals.
- **Improved Reading Engagement:** Learners are more motivated when engaging with texts that are both challenging and comprehensible.
- **Data-Driven Insights:** Feedback from empirical studies has informed continuous platform improvements.

Additional insights into activity-oriented learning methods in Germany and Ukraine highlight the significance of aligning educational tools with modern pedagogical approaches. According to Mudra O. V. and Koropatnitska T. P. (2024), activity-based learning emphasizes practical engagement and contextual learning, which aligns closely with the objectives of LATILL in fostering real-world applicability of reading skills. Their comparative analysis underscores the necessity of integrating technology into teaching practices for more effective outcomes.

The integration of AI technologies into language teaching marks a significant shift toward adaptive education. LATILL's approach not only addresses the immediate

needs of German language educators but also sets a precedent for similar initiatives in other languages. The platform's focus on empirical validation ensures its long-term relevance and effectiveness in diverse educational settings.

Conclusion. The LATILL project exemplifies how digital technologies can transform language education by making personalized learning more accessible. By providing educators with tools to select level-appropriate texts, LATILL fosters a more effective and engaging learning environment, paving the way for broader adoption of AI-based educational technologies.

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