

## Integrating CLILIA to the Language of Peace Approach: Bridges to Tomorrow

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### ABSTRACT

This conceptual review and exploratory proposal - presented as a narrative review article - examines evolving conceptions of peace, tracing a trajectory from Enlightenment ideals to contemporary approaches in language education grounded in empathy, justice, and intercultural understanding. It redefines peace not only as a philosophical ideal but as a communicative and pedagogical process, with language as a core medium of transformation. At the heart of this proposal is the integration of CLIL+IA (*Content and Language Integrated Learning enhanced by Intelligenza Artificiale/Aumentata*) with the Language of Peace Approach (LPA), forming a bilingual, AI-supported, and transdisciplinary pedagogy for peacebuilding. This fusion reshapes disciplines like History not merely as content, but as digital, bilingual spaces for ethical reflection, intercultural dialogue, and value co-construction. Through AI-enhanced tools, embodied learning, and bilingual engagement, these blended transdisciplinary approaches outline how learners can become empowered to act as empathetic communicators across linguistic and cultural boundaries. Languages, in the CLILIA for Peace approach, become vessels of memory and bridges of understanding, seeding a pedagogy of peace in a rapidly transforming world.

**Keywords:** CLILIA, GenAI, Language of Peace Approach, Positive Peace, Peacebuilding Education

Language is not everything in education, but without language, everything is nothing in education.

- *H.E. Wolff*

### 1. INTRODUCTION

This conceptual review and exploratory proposal, situated at an early stage of research at the University of Urbino, aims to stimulate further methodological and pedagogical dialogue, rather than to offer definitive empirical findings. CLILIA for Peace is introduced as an exploratory, hybrid teaching approach that integrates three interrelated pedagogical dimensions: Content and Language Integrated Learning (CLIL), recent developments in AI-mediated language education (IA, Italian for Intelligenza Artificiale/Aumentata), and Rebecca Oxford's

(2013) Language of Peace Approach (LPA). This hybrid approach seeks to contribute to emerging debates around the ethical, cognitive, and cultural potential of AI in language learning, particularly in contexts shaped by multi/bilingualism, intercultural studies, and the urgent need for peace-oriented educational models.

The present study represents the early but purposeful stage of an evolving research trajectory, initiated ten months ago and situated in what might be described as the formative phase of scholarly inquiry. While the project remains in its initial stages, it has progressed beyond its conceptual inception and now engages in structured, transdisciplinary exploration across disciplines, pedagogical paradigms, and educational levels. The reflections and frameworks presented herein are not intended as definitive empirical findings, but

rather as an invitation to methodological and pedagogical dialogue, offering foundational insights to guide future research and practice.

This early phase is characterised by a growing methodological balance and interdisciplinary reach, marked by experimentation and collaboration. This hybrid approach explores the world through multisensory engagement, testing innovative practices across fields such as CLIL, graphic design, history, law, civic education, and AI-enhanced language learning, each informing a broader framework for AI literacy that prioritizes human values, learner agency, and ethical engagement.

Central to this research is the conceptual positioning of AI not simply as a technological tool, but as a “digital landscape” and potential co-agent for cultural translation, critical thinking, ethical awareness, and peaceful coexistence (Potkalitsky, 2023, p. 68). In this sense, CLIL/A for Peace aligns with current calls in the literature to develop operational frameworks of AI literacy for both learners and educators, exploring the intersections between language cognition, knowledge construction, and digital autonomy in AI-mediated environments.

Embedded within this paradigm is Rebecca Oxford’s Language of Peace Approach, which advocates for the transformative role of language in fostering dignity, empathy, and character-building interaction. As Gomes de Matos (2014) reminds us, language should “dignify and humanize,” an ethos echoed in UNESCO’s Culture of Peace Framework (1999) and the Manifesto 2000, both of which advocate integrating ethical values-such as justice, dialogue, and solidarity into everyday classroom practice.

At this stage, CLIL/A is both exploratory and generative: it is beginning to articulate a shared vocabulary and conceptual scaffolding that may inform future design-based research, case studies, and AI literacy initiatives in language education. The momentum is steadily increasing, and although the work remains ongoing, its potential for methodological, pedagogical, and ethical impact is becoming ever more apparent. This is evidenced by experiments conducted thus far in several high schools and one university in Italy - most notably, one high school student’s illustration was selected by a publishing house, exemplifying how valuing creativity can promote wellbeing (Coyle at the 2025 World CLIL Conference in Ireland) within the classroom, which in turn cultivates empathy, collaboration, and ethical awareness-essential foundations that extend beyond the educational environment to foster peace in the wider world.

### *CLILIA in Secondary Education*

My journey into AI began not in a university lab, but in the humblest of modern sanctuaries: the classroom. In

2023, I caught one of my final-year high-school student attempting to cheat using ChatGPT while doing IT in English. I asked him to teach me everything he knew about AI. His astonishment soon turned into cooperation, and mine into fascination. The IT student became the teacher for a week and that flipped classroom week became an inversion of power and an initiation into the unknown. I discovered that while my student was seeking shortcuts, I was witnessing a new pathway toward deeper, interconnected learning. From that moment, I began to imagine a better way of teaching English, not as a way to resist AI in education, but as a call to shape it ethically, for real learning and *peaceful* classroom dialogue. Instead of conflict, I envisioned cooperation between teacher and learner.

## 2. METHODOLOGICAL FRAMEWORK

### **Background and Blended Approaches for Peace Learning**

That initial spark grew into research at the University of Urbino, where I taught a Psychology Lab in English using the innovative CLIL/A hybrid approach. Launched in November 2024, my study compares traditional CLIL with AI-enhanced CLIL, anticipating the June 2025 MIT *Media Lab* research on cognitive depth in AI-assisted vs. brain-only writing.<sup>1</sup> Both studies examine how AI reshapes learning. While methodologically aligned, my research takes a more optimistic view: AI can enhance bilingual thinking and creativity if guided ethically. This aligns with the 3rd UNESCO Global Forum on the Ethics of AI (2025, June, Bangkok), which stressed the need for *humanist* insight and critical thinking in shaping educational and technological futures.

### *2.1 What is CLILIA for Peace?*

CLILIA is a fusion of CLIL (Coyle & Marsh, 2010) with the generative potential of AI (Kentz & Potkalitsky, 2024), anchored in human ethics: CLIL/A aims to leverage AI to enhance language acquisition and content mastery in a synergistic and ethically responsible manner. And CLIL/A for Peace is a forward-thinking transdisciplinary approach that brings together three powerful elements: Content and Language Integrated Learning (CLIL), the transformative potential of Artificial Intelligence (AI), and the values-driven Language of Peace Approach (LPA). Instead of focusing on war and conflict, (as is often the case in traditional history) this hybrid approach reorients learning around peace-building, intercultural understanding, and ethical inquiry. Drawing inspiration from these three different academic approaches, CLIL/A for Peace encourages learners to explore complex topics through a personal, reflective, and ethical lens. AI tools

<sup>1</sup><https://www.media.mit.edu/publications/your-brain-on-chatgpt/>

are used not to replace the teacher but to enhance learning, offering personalized feedback, curating diverse content, and supporting critical thinking. At its core, this hybrid approach helps learners develop not just subject knowledge and language skills, but also a deeper appreciation for peace as both a goal and a process.

CLIL/A for Peace is an approach, rather than a model, which allows educators to be flexible, interdisciplinary, and learner-centred, designed to prepare learners for a future where empathy, communication, and responsible AI use are just as important as academic achievement. We begin by unpacking the meaning behind the name CLIL/A, followed by an exploration of the core principles that shape its educational framework.

## 2.2 The Italian acronym CLIL+IA

The acronym itself carries meaning. The sound of CLIL/A evokes the name of Cloelia, the Roman girl who defied captivity to lead others to freedom. Though her story belongs to another world, it too speaks of navigating toward a new kind of peace, one that did not entail giving girls to enemies.

What is peace? Looking back at an earlier key moment in my academic path, in the 1990s, while I was studying at the *Istituto di Politica Internazionale*, Antonio Cassese taught that peace is a legal and ethical duty, not a utopia. He stressed the value of regulation, dignity through rules, and how language study fosters respect for other cultures. Diplomacy is not just negotiation but linguistic empathy grounded in intercultural understanding. How can we still teach these values in today's accelerated and hyperconnected world?

## 2.3 The Challenge: an AI Revolution Driven by LLMs

Today's AI revolution, driven by Large Language Models (LLMs), global connectivity, and exponential computing power, is reshaping how knowledge is accessed and created. Unlike past innovations, generative artificial intelligence like ChatGPT is accessible, almost everywhere, demanding educational models, that go beyond adaptation, to foster ethical, human-centred growth. Mary Meeker (2025) presents a compelling overview of the rapidly evolving digital landscape that shapes the everyday realities of today's learners. Her analysis highlights the growing disconnect between educators and Generation Z - young people born into a mobile-first world and immersed in continuous connectivity, a condition that philosopher Luciano Floridi (2019) aptly describes as onlife, blurring the boundaries between online and offline existence. Meeker's insights are not only informative but also revealing, shedding light on the intentions of social media and AI platform owners, whose influence shapes both behavior and learning. To remain relevant and effective,

educators must engage critically with this context and integrate it meaningfully into pedagogical practice.

To say the world is changing at unprecedented rates is an understatement. Rapid and transformative technological innovation and adoption are central drivers of this change, alongside a shifting global leadership landscape.

Consider the founding missions of today's tech giants: Google (1998): "To organize the world's information and make it universally accessible and useful." Alibaba (1999): "To make it easy to do business anywhere." Facebook (2004): "To give people the power to share and make the world more open and connected." Fast forward to today, and this vision has been supercharged by artificial intelligence, accelerating computing power... - together driving monumental change...

ChatGPT... has become the fastest-growing 'overnight' success in history...

Unlike the Internet 1.0 revolution, which emerged primarily in the U.S. and gradually spread, ChatGPT launched onto the global stage all at once... Today, platform incumbents... are racing to define the next era of AI: from agentic interfaces and enterprise copilots to autonomous systems and sovereign AI models.

In sum, advances in AI... are fundamentally transforming how work is done, how capital is allocated, and how leadership is exercised - across companies, governments, and entire civilizations. All of this unfolds in parallel with the evolving ambitions and tensions of global powers, each striving to assert its economic, societal, and territorial influence.

- M. Meeker

Building on the global acceleration described above, *The Geopolitics of Artificial Intelligence*, by Alessandro Aresu, highlights how AI is the twenty-first-century battleground of political capitalism between major global powers.

## 2.4 How can we ensure AI serves peace, not battle?

This urgent question lies at the heart of the CLIL/A for Peace hybrid approach. It calls for AI to be intentionally designed with ethical values - empathy, equity, intercultural understanding - embedded from the start. Education plays a key role by promoting critical AI literacy and human-centred use, guiding learners to engage AI as a tool for dialogue, not division or bias. The challenge is not only technical, but deeply moral: aligning AI with the shared goal of peaceful, inclusive societies.

The United States and China, driven by national-security concerns, lead a technological rivalry relying on

a major manufacturing hub in East Asia and an intensive semiconductor development centred in Taiwan pioneered by Jensen Huang. The rise of his *Nvidia* (founded in 1993), breakthroughs, like GPU for better graphic video games (William Dalley, MIT), and supercomputers, developed by Geoffrey Hinton's 2012 *ImageNet* and Stanford Fey Fey's *AlexNet* (bought by Google), have fuelled LLMs. Since its founding in 2016 by a group of tech leaders, including Sam Altman and Elon Musk, the AI not for profit company OpenAI has become a central player in the global AI landscape. AI technologies are now integrated into the most influential platforms operated by Big Tech companies such as Microsoft, Bytedance/TikTok, Tencent, Meta, Amazon, and Google. At the heart of this AI revolution lies the semiconductor industry, with key components, especially advanced chips, produced by Morris Chang, the Taiwanese-American founder of TSMC (Taiwan Semiconductor Manufacturing Company), a global leader in chip manufacturing.

Advances in LLMs have sparked a major technological transformation, prompting strategic responses such as the Chips Acts in the U.S., Japan, South Korea, and the European Union to secure semiconductor supply chains and support AI innovation. The EU has its own regulatory initiatives under EU Commissioner Lucilla Sioli (2024 EU AI Act). Yet, in Europe, we have a few innovators such as the Netherlands' ASML, the UK's ARM (with US investment, SoftBank, and Google's DeepMind). Europe faces critical challenges in STEM talent development, language learning, and digital literacy. Italy, for example, lagging in digital literacy, faces the urgent challenge of preparing teachers and learners for this complex, fast-changing landscape. At UNESCO, Fengchun Miao highlighted the risk of being left behind, noting that 47% of global AI talent originates from China, which introduced AI literacy as early as 2003, while only 12% comes from the EU.

### 3. RESULTS

#### CLIL/A, GENAI, AND LPA INTEGRATION IN ETHICAL LEARNING OUTCOMES

The fusion of CLIL/A with the LPA meets this challenge by turning GenAI into an assistant for empathy, critical thinking, and intercultural dialogue, highlighting that innovation must serve not just performance, but also purpose. Just as athletes break records through enhanced data, tools, and training systems (Meeker, 2025), learners too can reach new heights with the right technological support. In this context, CLIL/A+LPA becomes essential as it integrates peacebuilding, language, and ethical reflection to empower learners to navigate and *shape*, as critical, bilingual, and justice-oriented global citizens, this geopolitical and technological transformation.

CLIL/A phonetically echoes the Roman heroine Cloelia, whose legendary defiance and moral courage symbolise the

core values of this innovative educational approach. Cloelia chose not violence or submission, but a creative form of resistance, activating an act of peace that redefined power. Similarly, CLIL/A seeks to transform learning by integrating LPA, fostering bilingual fluency, and using AI to change the world. CLIL/A empowers learners to *cross* disciplinary and cognitive boundaries. It *humanizes* digital education through intercultural connections and personalized learning journeys, enhancing creativity, empathy, and global competence. As Stanford's Jeremy Utley suggests, AI's full potential lies in collaboration, not automation, a mindset shift CLIL/A embraces through cooperative learning. CLIL/A reimagines education as a digital space for ethical innovation and human-centred transformation. Rather than replacing human educators, AI is envisioned as an amplifier of language translation and learners' voices.

#### 3.1 Case Studies

##### *From "Homework Apocalypse" to Peace Pedagogy - Creating AI Tools for Transdisciplinary CLIL/A Learning*

This trajectory is exemplified by projects like Gaetano Strano's AI curriculum in Italian high schools, which moves learners from users to creators of AI tools, aligning with CLIL/A's goal: to transform education into a space of innovation.

In the midst of algorithmic biases, global inequalities, and conflicts, following Strano's example, CLIL/A+LPA teachers boost the language of peace from primary to tertiary education. By combining multi/bilingualism, digital ethics, and accessible AI, this hybrid approach reaffirms a timeless truth: we do not just need faster technologies, but more humane, visionary, and transdisciplinary education to build a sustainable peace. How? Let us analyse, for example, Ethan Mollick's AI policy for teaching negotiation.

At the 2024 ASU+GSV Summit, Ethan Mollick, professor at the Wharton School of the University of Pennsylvania, delivered a keynote that reframed the growing influence of generative AI in education. He coined the term "homework apocalypse" to describe the disruption caused by AI systems that can now complete traditional academic tasks, often better and faster than students themselves. While this phenomenon might appear as a crisis for conventional assessment methods, Mollick positioned it instead as a transformative opportunity: a call for educators to rethink how and what they teach in an age of intelligent systems.

Mollick's central argument is that educators must move beyond merely adjusting to AI tools and instead begin actively creating their own AI-powered educational environments. This shift aligns closely with the CLIL/A

for Peace approach, which seeks to integrate CLIL with AI-enhanced tools and peace-oriented pedagogy. Both approaches call for a transdisciplinary, participatory, and ethically responsible reimagining of the classroom.

A major feature of Mollick's proposed AI teaching is his own ad-hoc MyGPTs (see Fig. 1) customizable versions of ChatGPT that educators can design to serve specific instructional goals. These include:

Vendy the Super-Persuasive ven: A negotiation coach for practicing argumentation and persuasion skills.

Simulator Blueprint: A tool pre-built, customizable template to train AI in role-playing, enabling realistic interaction scenarios with students.

AI Intern Blueprint: A prompt-generating assistant that scaffolds reflective, task-based learning.

These innovations demonstrate how GenAI can be used not only as a productivity tool or digital landscape, but also as a collaborative co-teacher, supporting dialogic learning, critical thinking, and real-time feedback. Within the CLIL/A for Peace approach, such devices are particularly promising for fostering peacebuilding competencies through different languages.

Thus, building on Mollick's blueprints, we propose the development of a "Practice Peace Negotiating & Get Feedback" AI Tutor. This tool would allow learners to engage in simulated peace negotiations, contextualized to specific historical moments or geopolitical regions. Drawing from key negotiation frameworks such as BATNA (Best Alternative to a Negotiated Agreement) and ZOPA (Zone of Possible Agreement), the AI tutor would guide learners through interactive negotiation scenarios. Learners would practice articulating positions, empathizing with multiple perspectives,

identifying acceptable compromises, and refining their communication strategies, all in their target language (L2), with ongoing feedback from the AI.

This approach supports multiple CLIL/A goals simultaneously:

Language acquisition through contextualized, content-rich interaction;

Civic literacy by engaging with real-world conflict resolution frameworks;

Metacognitive reflection through AI-mediated feedback on both language and negotiation strategy.

Importantly, Mollick also outlines a responsible AI usage policy that can be adopted within the CLIL/A approach. He emphasizes three pillars:

Designing high-quality prompts to ensure purposeful interaction,

Maintaining a healthy scepticism of AI outputs in class,

And acknowledging AI usage in student and teacher work.

This ethical AI policy encourages learner autonomy, critical digital literacy, and trust-building in AI-mediated learning environments, which are essential for peace-centred education in the 21st century.

In sum, Mollick's vision and tools offer a concrete foundation for evolving CLIL with an AI pedagogy in ways that are both technologically innovative and deeply humanistic. This case exemplifies how AI can be integrated not just to teach language and content, but to empower learners to negotiate, collaborate, and imagine peaceful futures, making the "homework apocalypse" not an end, but a beginning. As a matter of fact, on 15 May 2025, Dan Schwartz (2025), Dean of the Stanford Graduate School

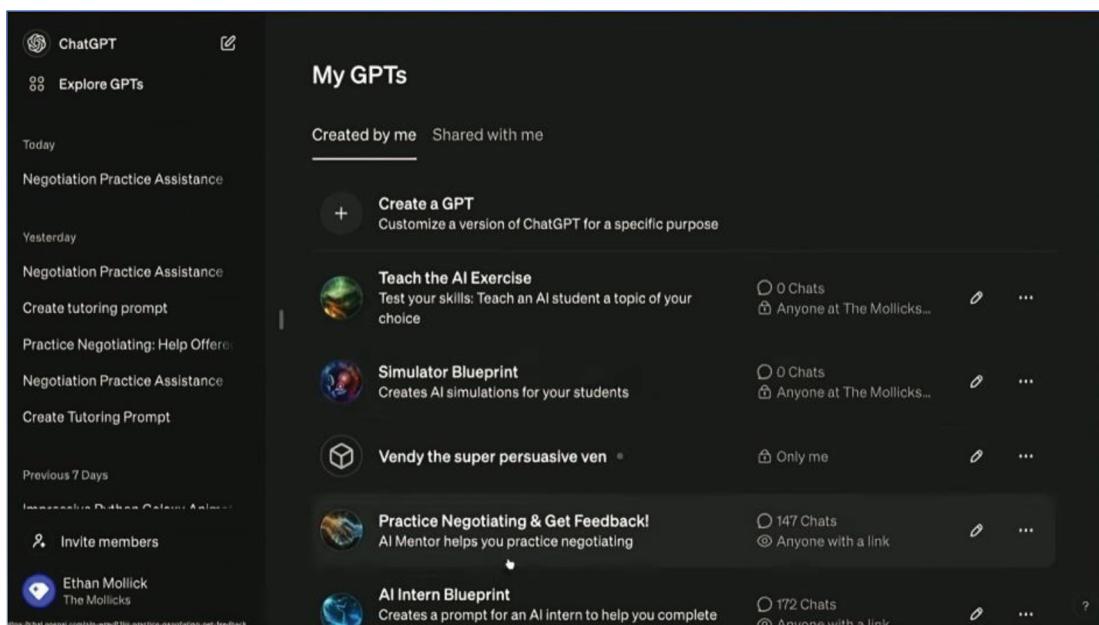


Fig. 1. Mollick's MyGPTs

of Education, highlighted a high school initiative that creatively leveraged AI to compose songs for teaching history, transforming traditional textbook learning into a dynamic, multisensory experience. He noted how AI enabled students to move beyond static representations, such as a “flat picture” of planetary systems, to interactive, multi-perspective explorations of the firmament. Schwartz emphasized AI’s potential in enabling personalized tutoring and data-driven insights to assess educational effectiveness. However, he cautioned that while AI excels at analysing large-scale patterns, a humanistic perspective remains essential to determine what is truly meaningful to learn and teach, underscoring the need to critically and ethically engage with data rather than simply follow it.

### 3.2 The Ethical Role of AI and the Language of Peace

Against this backdrop, CLIL/A+LPA offers a pathway for learners to critically and creatively engage with peacebuilding, language, and free GenAI tools like, for example, ChatGPT, DeepL (for translation), and Padlet. CLIL/A+LPA is not merely an approach, but a call to action. It aims to develop justice-oriented, multi/bilingual citizens. Anchored in a humanist ethos (as championed by UNESCO’s *Women4EthicalAI*, Ramos, 2024), the approach centres on AI literacy and ethical reflection, especially in the face of data bias and women’s underrepresentation in STEAM. Echoing Payal Arora’s and UNESCO’s warning that data bias can deepen inequality, CLIL/A’s commitment to culturally and gender-sensitive AI literacy in the classroom, highlights figures like Ada Lovelace and Sister Mary, a coding pioneer and the first nun with a PhD.

In this whirlwind of tools, acronyms, avatars, and algorithms, I’ve come to believe this: the language of PEACE is not only for high-level seminars or policy debates; it must also be part of every classroom, *daily*,

from the earliest years to university level. We owe it to our learners to teach not just how to create chatboxes but also peace through equality, multilingualism, and intergenerational perspectives, not just as content but as *practice*.

Today, thanks to modern technology, even with a modest budget and a Wi-Fi connection, a humble research fellow can access a world of intellectual nourishment, guided simply by what Leonardo da Vinci might have called *divine curiosity* (Louvre, 2019). Leonardo dreamed of flying. Today, we ‘fly’ faster than planes through fibre optics, cloud computing, and neural nets. But if we want to fly well, not just fast, we need more than high-tech innovation. We need transdisciplinary collaboration and pioneering education. And urgently, we must cultivate a humanist approach that travels alongside, and sometimes ahead of, our most advanced technologies. Thus, we need well-trained CLIL/A+LPA teachers.

### 3.3 The CLILIA for Peace Framework Cycle in Action

Following the review of the above teaching approaches, we now turn to the CLIL/A for Peace Framework Cycle in Action (see figure 2 below, co-created using Napkin AI and the free version of ChatGPT). Building on Coyle’s original 4Cs (Content, Communication, Cognition, and Culture) this expanded approach introduces three additional dimensions: Consciousness, Complexity, and Liberty & Responsibility, with Peace at its core. This hybrid approach integrates AI-enhanced learning with a peace-centred, ethically grounded pedagogy, fostering higher-order thinking, intercultural understanding, and reflective engagement. AI plays diverse educational roles (as content co-curator, language tutor, cognitive scaffold, cultural bridge, and ethics enabler) supporting transdisciplinary modules

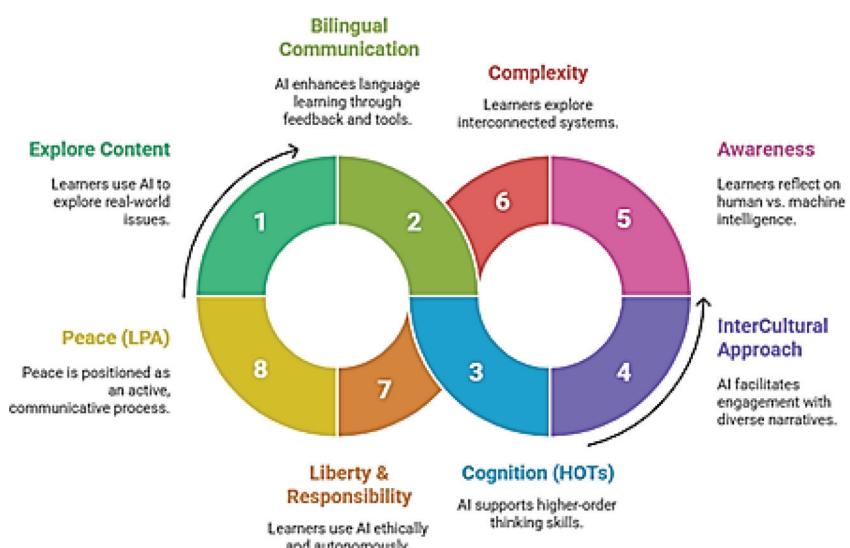


Fig.2. CLIL/A Peace Framework Cycle (Made with Napkin)

**CLILIA-Peace Framework Cycle in Action: The 6Cs + L + R for Peace-Centred Learning**

This approach expands Coyle's original 4Cs (Content, Communication, Cognition, Culture) with additional dimensions suited for an AI-enhanced, peace-oriented, future-facing education system:

DIMENSION	ROLE
<b>Exploring Content</b>	Learners explore real-world issues (e.g. the history of peace treaties) using AI-curated multilingual resources.
<b>Bilingual Communication</b>	Language learning is enhanced through AI-powered feedback, translation tools, and multimodal expression.
<b>Cognition (HOTs)</b>	Higher-order thinking is supported by AI-driven scaffolding, critical questioning, and data analysis.
<b>InterCultural Approach</b>	Learners engage with diverse cultural and historical narratives, facilitated by AI-sourced perspectives.
<b>Consciousness</b>	Learners reflect on human intelligence, empathy, and ethical action in contrast to machine learning.
<b>Complexity</b>	Learners explore the interconnected systems behind AI, society, and peace-building.
<b>Liberty &amp; Responsibility</b>	Learners are free to use GenAI with ethical awareness, autonomy, and a commitment to fairness, justice, and peace.
<b>Peace (LPA)</b>	Peace is positioned as an active, communicative process that values human dignity, different languages, and inclusion.

**Pedagogical Approach**

CLILIA for Peace is:

- Transdisciplinary:** Connects languages, history, ethics, digital literacy, and civic education.
- Learner-centred:** Prioritizes student voice, inquiry, creativity, and personal reflection (e.g., *I-Search essays*).
- Ethically grounded:** All AI use is guided by fairness, transparency, human oversight, and privacy.
- Narrative-based:** Draws on narrative inquiry (inspired by Virginia Woolf's narrative methodology) to highlight everyday experiences and encourage reflection.
- Process-oriented:** Promotes continuous improvement, feedback loops, and portfolio-based assessment.

**Roles of AI in CLILIA-Peace**

AI FUNCTION	EDUCATIONAL BENEFIT
<b>Content Co-Curator</b>	Helps create diverse, relevant, and age-appropriate peace-related materials.
<b>Language Tutor</b>	Provides targeted, real-time feedback on grammar, clarity, and vocabulary.
<b>Cognitive Scaffold</b>	Breaks down complex tasks, promotes inquiry, and problem-solving.
<b>Cultural Bridge</b>	Facilitates global dialogue and understanding across contexts/subjects.
<b>Ethics Enabler</b>	Promotes digital literacy, bias detection, and ethical decision-making.

**Sample Implementation: History + Civic Education Module**

**Theme:** Rewriting History Through the Lens of Peace

**Topic:** Post-WWII Reconciliation and Peacebuilding

**Language:** English (for EFL learners)

**Tools:** AI-powered summarization, translation, writing assistant, bias-checker

Activity	Tasks/Tools
<b>AI-Enhanced Reading</b>	Students read about WWII consequences; AI tool generates summary and glossary.
<b>Writing a Peace Treaty</b>	Students draft their own peace treaties using an AI writing assistant; revise collaboratively.
<b>Bias Spotting</b>	Students analyse wartime propaganda using AI bias detection and discuss ethical implications.
<b>Peace Dialogues</b>	In groups, students role-play peace talks from various countries, guided by AI translation tools.
<b>Portfolio Creation</b>	Students build digital portfolios including peace treaties, reflections, and peer feedback.

<p><b>Assessment in CLIL/A for Peace</b>  Follows <b>portfolio-based, formative assessment</b>, supported by AI and human feedback. Inspired by Terry Underwood's writing cycle and Mike Kenz &amp; Nick Potkalitsky's teacher-led transformation model:</p> <ul style="list-style-type: none"> <li>□ <b>Ongoing Process:</b> Draft → Feedback (AI + Peer) → Revision → Reflection</li> <li>□ <b>Criteria:</b> Language proficiency, content understanding, intercultural awareness, ethical engagement</li> <li>□ <b>Student Agency:</b> Students choose topics, formats (written, visual, multimedia), and set personal learning goals.</li> </ul> <p><b>Professional Development &amp; Teacher Role</b></p> <ul style="list-style-type: none"> <li>□ <b>AI Literacy for Educators:</b> Understanding how to integrate AI ethically and effectively.</li> <li>□ <b>Designing AI-Responsive Curriculum:</b> Teachers become designers of peace-oriented, transdisciplinary learning.</li> <li>□ <b>From Tech-Driven to Teacher-Led:</b> Teachers retain pedagogical control while embracing AI as a digital assistant/agent, not a threat.</li> </ul> <p><b>Conclusion: From Peril to Promise</b>  CLILIA for Peace combines the linguistic and cognitive strengths of CLIL with the transformative potential of AI and the ethical purpose of the Language of Peace Approach. This model empowers both learners and teachers to engage with complexity, communicate across cultures, and shape a more peaceful, responsible future. Made with free ChatGPT</p>
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(e.g., History and Civic Education) that encourage inquiry, creativity, and global citizenship.

Assessment is portfolio-based and formative, combining human and AI feedback, while teacher professional development emphasizes AI literacy and educator-led curriculum design. CLIL/A for Peace ultimately reframes AI not as a threat, but as a catalyst for equity, dignity, and dialogue in education.

### 3.4 Pilot Study

#### *Implementing CLILIA for Peace - A Transdisciplinary, AI-Enhanced Approach in a Bilingual Graphic Design Classroom*

Let us look at my pilot study to implement CLIL/A, a hybrid pedagogical approach that combines Content and Language Integrated Learning with Intelligenza Artificiale (IA) to support pluriliteracies, student agency, and peace-oriented learning in bilingual classrooms. Conducted in an Italian upper-secondary school in 2024, the study focused on final-year Graphic Design students engaging in a four-phase AI-enhanced learning cycle designed to foster critical thinking, intercultural awareness, and creative expression.

Thematic focus was placed on gender equality and human rights, using Mary Wollstonecraft's Original Stories from Real Life (1788) as a springboard for inquiry. In this collection of children's stories, the tutor Mrs. Mason guides young girls using a Socratic method that emphasizes reflection, empathy, and peaceful behaviour - especially the moral responsibility of avoiding harm, even to animals. This message of peaceful harmony over violence provided a powerful ethical and emotional foundation for student inquiry. Through engagement with these narratives, learners emotionally connected with the moral dimension of peace, justice, and kindness - hallmarks of the Language of Peace Approach (LPA) embedded in CLIL/A.

CLIL/A goes beyond traditional instruction, shifting from knowledge transmission to co-creation. It blends subject content and language learning, promoting cognitive challenge, multilingual communication, and intercultural awareness. The framework also prioritizes affective factors, valuing L1 and L2 equally, lowering barriers to participation, and positioning teachers and learners as co-creators of knowledge. Tools such as AI-powered graphic organizers, design assistants, and translation tools supported inclusive, interdisciplinary projects, especially for learners with special needs, facilitating real-world, meaningful learning experiences.

The project unfolded through four interconnected phases:

1. **AI-Assisted Content Creation** - Teachers used generative AI (e.g., ChatGPT, Gemini Education) to adapt historical texts and create differentiated materials tailored to learners' linguistic and cognitive profiles.
2. **Exploratory Inquiry** - Learners conducted guided research into historical and ethical themes such as the representation of justice, childhood, and gender-supported by AI tools for summarization and clarification.
3. **Creative Expression** - Learners synthesized knowledge from Graphic Design, Law, and Civic Education to produce original digital artefacts (e.g., illustrated book covers, memes, podcasts, visual essays), with AI tools like Recraft and Supermeme.ai facilitating visual storytelling.
4. **Collaborative Knowledge Building** - Through peer feedback, co-creation, and reflective discussions on bias, equity, and ethical AI use, student learners engaged in meaningful dialogue and shared construction of understanding.

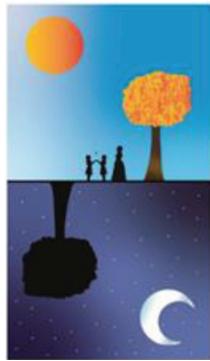


Fig. 3. Book cover created by student (2025).

A standout moment was the selection of a student's AI-assisted illustration as the cover of the new Italian edition of *Original Stories* (Figure 3), symbolizing the project's success in merging bilingual literacy, artistic creativity, and student-led learning. In one activity, students created AI-generated memes as visual poems, merging English language skills with imagery and critical reflection, turning text into prompts, and prompts into layered metaphors that spoke to ethical dilemmas, social justice, and hope.

AI in CLIL/A is not just a productivity tool: it is an emotional and cognitive catalyst. Learners used it to question, create, and connect across disciplines, examining Good and Evil, social norms, and the ethical implications of historical narratives through multimodal forms. Importantly, classroom dialogue addressed AI bias, gender stereotypes, and justice, reinforcing CLIL/A's peace-oriented and ethically grounded foundations.

Preliminary findings suggest that CLIL/A enhances language proficiency, disciplinary knowledge, and ethical awareness, while increasing learner engagement and ownership. The approach proved especially impactful in supporting diverse learners, combining AI's capacity for personalization with the humanistic, reflective pedagogy at the heart of the Language of Peace Approach. This pilot offers a replicable, scalable framework (Figure 4) for future implementation of CLIL/A-for-Peace across transdisciplinary contexts. It demonstrates how the integration of CLIL, AI, and peace education can empower learners to become critical, creative, and compassionate global citizens.

#### 4. DISCUSSION

##### The Fears of AI Monsters

In his recent lecture "Machines in a World of People", Vincenzo Fano highlighted the ethical uncertainty surrounding today's AI advancements, arguing that classical frameworks, from Aristotle to Kant, struggle to address the opaque, generative, and autonomous nature of modern 'intelligent' systems. As fears of AI

#### AI-Driven Educational Enhancement Cycle

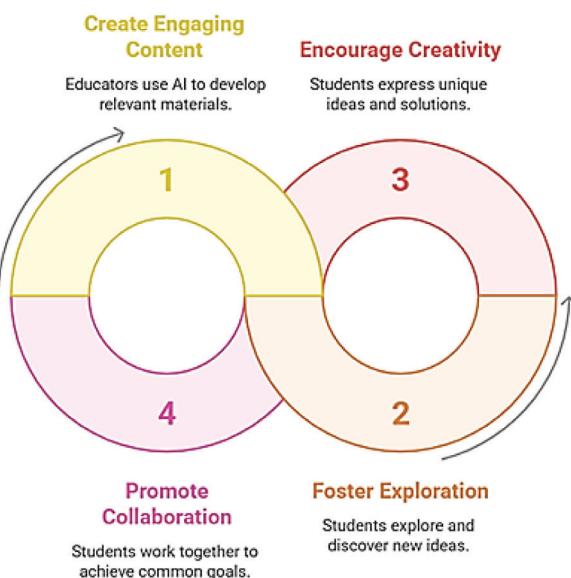


Fig. 4. CLIL/A in action created with Napkin

monsters grow, echoing anxieties, spread by dystopias like *Frankenstein* or mass media, it becomes clear that society lacks a shared ethical direction. Yet, scholars, such as Floridi (Yale University) and Nello Cristianini (University of Bath), emphasize that the danger lies not in AI's power, but in humanity's failure to responsibly guide it.

Education emerges as the critical frontier. The fusion of CLIL/A and LPA offers a transformative pedagogical response: by integrating multilingual learning with ethical inquiry, creativity, and intercultural understanding, this hybrid approach helps learners not only adapt to AI-driven change but actively shape it, anchoring education in Enlightenment ideals of peace, agency, and rational human progress.

The multifaceted role of the CLIL/A+LPA teacher is mainly to teach how not to confuse mere technological development with true progress and help them distinguish between technological development and meaningful, human-centred advancement. This involves fostering critical thinking about whether new technologies truly improve lives, promote equity, and support ethical values, or simply create the appearance of progress without addressing deeper societal needs. As Pier Paolo Pasolini foresaw in 1975, when denouncing the anthropological degradation of his country, there can be no peace in "the monstrous entanglement of powers and violence;" so the true monster is not AI, but the ignored truth "left untranslated into the professional languages of political economy and law" (Berardinelli, in Pasolini's *Lettere luterane*): truths that are often overlooked, simplified, or excluded in politically correct textbooks,

whether due to national narratives or institutional pressures, can limit students' ability to engage critically with complex historical and social realities. An inclusive and peace-oriented curriculum should create space for omitted perspectives, encouraging open dialogue, critical inquiry, and ethical reflection. Therefore, it is primarily the role of the teacher to equip learners with the ethical language of peace needed to articulate untold or uncomfortable truths, truths often silenced not due to irrelevance, but because of ethical voids within systems of power, including the opaque and biased nature of AI black boxes.

In the spirit of the Enlightenment and modern thinkers, like Pasolini and James Scott, *progress* is not the authoritarian imposition but the ethical refinement of human institutions, including education. Echoing Adam Smith's idea that abundance arises from *mutual exchange* (The Wealth of Nations, 1776), CLIL/A+LPA similarly positions peace education as a collective effort between teachers, learners, technologies, and cultures. When viewed this way, AI is not an end but a space for exploration and collaborative discourse. AI, in this light, can be a tool of acceleration and transformation only if we teach that the ultimate choice lies not in its algorithm but in *our conscience*. By embedding AI in a pedagogy of ethical communication, CLIL/A+LPA makes education a space for agency, where peace is built through the languages and values we teach. This transdisciplinary and ethically grounded approach reframes war not as inevitable, but as a human-made problem that can be unmade.

#### 4.1 From Enlightenment ideals to Positive Peace

From Kant's Enlightenment ideals to Galtung's concept of Positive Peace (in *Vision of Humanity* - 2024), the understanding of peace has evolved from merely ending violence to actively *constructing* equitable, inclusive systems. Peace is not a passive state but a human-made design, shaped by education, relationships, and ethical imagination. As Sir Henry Maine noted, "Peace is a modern invention" (Woodhouse, 2022), requiring intentional teaching and cultural effort. This reflects the roots of Peace Studies, from Gandhi's *satyagraha* to modern intercultural movements.

The fusion of CLIL/A (AI-supported, multilingual learning) with Rebecca Oxford's Language of Peace Approach offers a transformative pedagogy. Grounded in empathy, ethics, and dialogue, CLIL/A+LPA reframes language education as a tool for building dignity, not just fluency. Each lesson becomes a space for co-creating

meaning, where learners engage language to foster connection, criticality, and peace in an ethically complex, tech-mediated world.

## 5. LIMITATIONS

### The Hidden Risks of Our Digital Age

History has often privileged war and power while silencing grassroots peace movements, especially those led by women and oppressed communities (Van Den Dungen & Wittner 2003). Today's educators are called to not just revisit history, but reframe it, placing peace at the heart of learning. This aligns with traditions that see language as an ethical force. As early as *The Clouds* (423 BCE), Aristophanes, echoing Socrates, warned that language without ethics can justify harm. Socrates' wisdom rings true today, especially in light of NPR CEO Katherine Maher's claim that "reverence for the truth might be a distraction" (Sky News Australia, 25 Nov 2024).

When combined with LPA, each CLIL/A lesson becomes a threshold, where learners are invited to listen not just with their ears but with their *conscience*, to speak not merely with fluency but with *care*. Through the prism of languages, they begin to *imagine* peace not as abstraction, but as a lived ethic: a right to be safeguarded and a *responsibility* to be enacted, shaped by the very *value-carrying narratives* we choose to honour and we wish to uphold.

Cloelia's defiance, driven by moral clarity rather than force, embodies the ethical foundation of CLIL/A+LPA, where virtues like empathy, dignity, and justice must guide competence. Technology, powerful like Cloelia's horse, requires direction. Critics warn that AI from firms like *Palantir* risks enabling Orwellian surveillance, with recent lawsuits from students and unions raising concerns over government misuse of sensitive data for political or discriminatory purposes (The Times of India, Jun 08, 2025). These are not dystopian hypotheticals but unfolding realities.

Such developments underscore the vital role of education, not only in teaching technical skills, but in cultivating critical awareness. Within CLIL/A+LPA, educators have a strategy to expose learners to real-world implications of AI misuse. By integrating *current events* into language and content learning, teachers help learners confront complex issues at the intersection of ethics, governance, and technology. As Orwell foresaw, language shapes thought, and if left unexamined, algorithms may inherit and amplify the very biases democracy seeks to dismantle. Thus, teaching must unveil, the hidden risks of our digital age.

## 6. FUTURE RESEARCH

### Toward a Bilingual and Digital Pedagogy for Peaceful Intelligence

The CLIL/A for Peace hybrid approach echoes what the economist F. A. Hayek emphasized, in 1960: enduring truths must be reframed in the language of each new generation. The ideals that once carried conviction may fade in force unless reborn in context. In the era of generative AI, our most pressing task is to translate enduring human values (e.g., peace, justice, and dignity) into compelling, ethical uses of new technologies/spaces. In a moment when more than one politician seems to push for a looming World War III, we need to remember Kant who, in 1784, called humanity to “emerge from its self-incurred immaturity.” So, the challenge for future research is not merely technical; it is moral. Kant called upon humanity to “Dare to understand!” Today, I don’t simply echo that call, I want to adapt it for young learners: “Dare to humanize All!” Not as shortcut, not to replace us, but to remind us who we are. That’s why I teach. The greatest challenge lies in advancing human-centred research that reimagines education as a peace-oriented and transformative practice.

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The author declares that she has no competing interests.

### Declaration of Generative AI and AI-assisted Technologies in the Writing Process

During the preparation of this manuscript, the author acknowledges the use of generative AI tools, including ChatGPT and Napkin, which were employed exclusively for defined pedagogical purposes, as detailed in the experimental sections. Specifically, generative AI was used to assist in the conceptual design of the framework and to provide limited proofreading support. At no point were AI tools used to generate original scholarly content or to conduct analysis. All instances of AI involvement are transparently disclosed and appropriately referenced within the text.

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Her current research explores the integration of CLILIA with the **Language of Peace Approach**, advancing



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