



AI-NYELV TRAINING COURSE

Student AI literacy, verification, and responsible use in FL learning

1. Module Title

Module Title	Module 6: Student AI literacy, verification, and responsible use in FL learning
Module Duration	2 hours
CEFR level	B2

2. Module Overview

Teaching skill being developed	Student AI literacy for foreign language learning, with a focus on critical evaluation, verification, responsible AI use, and task design. Participants develop the ability to use AI tools for language learning support while maintaining learner agency, academic integrity, and critical judgement.
Why this skill matters	AI tools are increasingly used by students for writing, translation, feedback, vocabulary learning, and exam preparation. However, AI-generated content may be inaccurate, biased, inappropriate for the level or register, or used unethically. Students and teachers therefore need practical AI literacy skills to use AI as a learning partner rather than as a substitute for thinking, language development, and responsible academic work.
How TEL supports learning	TEL supports learning by allowing participants to experiment with AI tools in real time, compare outputs, verify language and factual information, and collaborate on responsible task design. Technology enhances engagement through live polling, shared documents, AI-supported practice, dictionary/corpus tools, and reflective digital templates. It also supports personalization, as participants can test prompts for different learner levels, needs, and language-learning goals.
Example of a TEL tool or approach relevant to this module.	Participants use a combination of generative AI tools such as ChatGPT, Copilot, Gemini, or Claude, and verification tools such as online learner dictionaries, Google Scholar, or reliable web sources. For example, participants ask an AI tool to explain a grammar point or generate vocabulary examples, then verify the output using dictionaries, corpora, or



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	trusted academic sources before adapting it for learners.
Alignment with DigCompEdu framework	The module aligns especially with Area 2: Digital Resources because participants select, evaluate, adapt, and critically use AI-generated materials. It also supports Area 3: Teaching and Learning through AI-supported learning activities, Area 4: Assessment through feedback and verification practices, Area 5: Empowering Learners through learner agency and responsible use, and Area 6: Facilitating Learners' Digital Competence , particularly information and media literacy, digital content creation, responsible use, and problem solving.
Estimated workload	• Contact hours: 2 hours face-to-face. • Self-study hours: approximately 1-2 hours for the AI-use diary, verification challenge, and responsible AI task design. • Total workload: approximately 3-4 hours.

3. Target Learners

Learner profile	Higher Education Instructors/Learner
Prior knowledge / prerequisites	Participants are expected to have basic digital skills, such as using a browser, searching online, opening shared documents, and interacting with simple online tools. No advanced technical knowledge of AI is required. Some prior experience with tools such as ChatGPT, Copilot, Gemini, DeepL, Grammarly, or online dictionaries is useful but not necessary. Participants should have some awareness of foreign language learning processes, such as writing, vocabulary learning, feedback, translation, and speaking practice.
Learning context	face-to-face with TEL support.
Accessibility & inclusion considerations	Instructions are provided both orally and in writing. Slides and task sheets use clear language, readable fonts, and structured steps. Participants can work individually, in pairs, or groups depending



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	on confidence and access to devices. Tool access is flexible: participants may share devices or observe demonstrations if they cannot log in to AI tools. Ready-made prompts and templates are provided to support less confident users. Multilingual participation can be allowed during brainstorming and reflection, while final examples may be produced in English. Tasks include different roles, such as prompt designer, verifier, ethics monitor, and task designer, so participants can contribute according to their strengths. Alternative non-AI verification tools, such as dictionaries, corpora, and teacher-provided materials, are included for participants with limited AI access.
Group size	Ideally 12–24 participants. This allows pair work, small-group collaboration, and whole-class discussion.

4. Learning Outcomes - DigCompEdu

DigCompEdu Area	This module mainly addresses Area 6: Facilitating Learners' Digital Competence, especially information and media literacy, responsible use, digital content creation, and problem solving. It also connects to Area 2: Digital Resources, as participants evaluate, adapt, and verify AI-generated language learning materials, and Area 3: Teaching and Learning, as they design AI-supported learning activities.
Learning Outcome 1	On successful completion, learners will be able to explain key dimensions of student AI literacy in foreign language learning
Learning Outcome 2	On successful completion, learners will be able to identify risks of over-reliance, misinformation, bias, privacy issues, and academic dishonesty in AI-supported language learning
Learning Outcome 3	On successful completion, learners will be able to use selected AI tools to support language learning tasks responsibly



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Learning Outcome 4	On successful completion, learners will be able to apply verification strategies to AI-generated language, content, and sources
Learning Outcome 5	On successful completion, learners will be able to redesign a language learning task so that AI use supports, rather than replaces, student thinking
Learning Outcome 6	On successful completion, learners will be able to formulate personal or classroom guidelines for responsible AI use

5. Assessment Strategy

Assessment type	Formative
Assessment methods	Assessment is based on practical, process-oriented tasks completed during and after the session. During the face-to-face lesson, participants complete an AI Verification Card, create a Responsible Prompt, and redesign a foreign language learning task so that AI use supports learning rather than replaces student thinking. After the session, participants complete home assignments: an AI-use diary, and a verification challenge. These tasks assess participants' ability to evaluate AI output, use verification strategies, reflect on responsible use, and apply AI literacy principles to foreign language learning.
Digital tools used	Generative AI tools such as ChatGPT, Copilot, Gemini, or Claude; verification tools such as online learner dictionaries, Google Scholar, reliable web sources, and corpora; collaborative tools such as Google Docs, Microsoft Word Online, Padlet, or Teams; polling or quiz tools such as Mentimeter, Wooclap, Microsoft Forms, or Google Forms.
Feedback approach	● Automated feedback ● Peer feedback ● Instructor feedback ● Self-assessment



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Assessment rubric / criteria	Participants are assessed according to the following criteria: 1. Understanding of AI literacy: identifies relevant dimensions of AI literacy, including critical evaluation, responsible use, transparency, and learner agency. 2. Verification quality: checks AI-generated content using reliable sources and identifies inaccuracies, vague explanations, inappropriate language, weak sources, or possible bias. 3. Responsible AI use: demonstrates awareness of plagiarism, over-reliance, privacy, copyright, disclosure, and academic integrity. 4. Prompt design: creates prompts that support learning, feedback, practice, and reflection rather than full task completion by AI. 5. Task design: redesigns a foreign language learning activity so that AI use is structured, meaningful, and pedagogically justified. 6. Reflection: explains what was learned from AI use and how verification and responsible use can be applied in future learning or teaching contexts.
Alignment with learning outcomes	The AI Literacy reflection and the short theoretical discussion assess Learning Outcome 1, as participants explain the key dimensions of student AI literacy in foreign language learning, including critical evaluation, responsible use, verification, and learner agency. The risk-identification discussion, the “AI or Human?” warm-up, and the Responsible AI Use reflection assess Learning Outcome 2, as participants identify risks such as over-reliance, misinformation, bias, privacy concerns, and academic dishonesty. The AI tool trial activities assess Learning Outcome 3, as participants use selected AI tools, such as ChatGPT, Copilot, Gemini, Claude, DeepL, or Grammarly, to support language learning tasks responsibly. The AI Verification Card and the verification challenge assess Learning Outcome 4, as participants apply verification strategies to AI-



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	generated language, content, and sources using dictionaries, corpora, trusted websites, academic sources, and comparison tools. The task redesign activity assesses Learning Outcome 5, as participants redesign a foreign language learning task so that AI use supports brainstorming, feedback, revision, and reflection rather than replacing student thinking. The exit ticket, AI-use diary, and responsible AI task design homework assess Learning Outcome 6, as participants formulate personal or classroom guidelines for responsible AI use, including disclosure, verification, privacy, academic integrity, and appropriate levels of AI support.
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6.1 Motivation / Introduction Activities

Purpose	To activate participants' prior experiences with AI, reveal common assumptions about AI in language learning, and introduce the need for verification and responsible use.
Estimated duration	15 minutes.
Activities	Activity 1: "AI or Human?" Participants are shown four short texts on the same topic. The four texts include: 1. a fully AI-generated paragraph; 2. a human-written paragraph on the topic written in class; 3. paragraph 2 improved by AI (without errors); 4. paragraph 2 improved by AI (with errors); Participants work in pairs / small groups and decide (they write their answers on a shared document): • Which text sounds AI-generated? And why? • Which text sounds more natural? And why? • Which text would be acceptable in a university language course?



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	• Which text needs verification? Then the whole group discusses, based on the shared contributions, how difficult it is to identify AI-generated writing based only on style. Activity 2: Quick AI-use poll Participants answer a short live poll: • I use AI tools for language learning or teaching. • Which tools they use for language learning purposes • I trust AI-generated explanations of grammar or vocabulary. • I usually check AI-generated information before using it for language learning purposes. • Students should be allowed to use AI in foreign language university classes if they disclose it. • AI can help students become more independent language learners. Participants respond using a scale from 1 to 5.
TEL tools	• Mentimeter, Wooclap, Microsoft Forms, or Google Forms • Projector / slides • Shared Padlet or OneNote for responses
Link to prior knowledge	This activity connects to participants' existing experience with ChatGPT, DeepL, Grammarly, Google Translate, Copilot, Gemini, Claude, or other AI-supported tools. It also activates their beliefs about academic integrity, language learning, feedback, and digital literacy.

6.2 Information Presentation

Key content	Part 1: What is AI literacy?
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	Part 2: Why verification matters Part 3: Responsible AI use in foreign language learning
Formats	• Slides • Live demonstration • Videos • Infographics • Short tool trial
Accessibility supports	• Slides should include key terms in simple language. • All examples should be visible on screen and provided in a shared document. • Instructions should be given orally and in writing. • Participants may work individually, in pairs, or groups. • Ready-made prompts for participants who are less confident with AI tools. • Non-verbal participation through shared documents.
Estimated duration	25 minutes.
Source / attribution	• Digital Intelligence Framework (DQ Institute, 2019); • DigCompEdu • What is AI literacy? (Long & Magerko, 2020) • A systematic review of AI literacy conceptualization, constructs, and implementation and assessment efforts (2019-2023) (Almatrafi et al., 2024) • UNESCO guidance on AI in education; • institution-specific academic integrity policies; • teacher-created examples and AI-generated classroom samples.



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	Copyright note: AI-generated examples used in class should be clearly labelled as demonstration materials. Any external texts, images, or screenshots should be attributed and used according to licence conditions.
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6.3 Application Activities

Application tasks	Task 1: “Verify the AI” Participants work in small groups. Each group receives an AI-generated response (adapted to the level of the language of the students) related to foreign language learning. For example: Example A: Grammar explanation • The AI output includes mostly correct information but also one overgeneralisation. • Participants must: ○ identify useful parts of the explanation; ○ find possible errors, oversimplifications, or unclear examples; ○ verify the explanation using at least one reliable source; ○ rewrite the explanation for for the level of the learners; ○ create one practice activity based on the corrected explanation. Example B: Vocabulary and collocation • Some collocations are natural, while others are awkward or too advanced. • Participants check the collocations using: ○ Oxford Learner’s Dictionaries; ○ Cambridge Dictionary; ○ Longman Dictionary; ○ coursebook examples. Example C: Cultural information
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	- Participants check whether the answer is culturally appropriate, too formulaic, too direct, too informal, or too general. Task 2: “AI as language learning partner, not ghostwriter” Participants individually or in pairs test how AI can support a language learning task without replacing the learner. Participants get a learner profile and test prompts based on Examples A, B or C and adapted to their FL level (provided by the instructor). Participants then decide: - What did the tool do well? - What remained the same / the tool did not change? - Aspects in which AI was useful / useless - How could the prompt be improved? - What should the student still do independently?
Estimated duration	40 minutes
Feedback method	- Peer feedback: groups exchange verification cards, comment and give feedback; peers compare prompts and student use notes - Teacher feedback: facilitator highlights good verification strategies; comments on whether the prompt protects student agency - Whole-class feedback: collect examples of “AI looked correct, but...” moments; share the best responsible prompts
Learner output	- Each group produces a short AI Verification Card. - Participants produce a Responsible Prompt and a Student Use Note.
Link to learning outcomes	Indicate which learning outcome(s) this activity addresses.



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6.4 Collaboration Activities

Collaboration type	Group work, peer review, collaborative problem-solving, and task redesign Activity: “Redesign the task” Groups receive a traditional FL learning task that could easily lead to irresponsible AI use. Groups redesign the task so that: 1. AI use is allowed but structured; 2. students must verify part of the AI output; 3. students must show what they changed and why; 4. human creativity, judgement, and reflection are required; 5. the final product includes an AI-use statement.
Estimated duration	25 minutes.
Learner roles	Each group has four roles: 1. Prompt designer – writes the AI prompt. 2. Verifier – checks accuracy, sources, language, or examples; compares how different AIs perform 3. Ethics monitor – checks privacy, plagiarism, disclosure, and over-reliance. 4. Task designer – reformulates the classroom task and prepares the final version. If there are fewer group members, roles can be combined. If there are more, two participants can work as co-verifiers.
TEL tools	● Google Docs / Microsoft Word Online / OneNote ● Padlet or Wakelet ● ChatGPT / Copilot / Gemini / Claude ● Dictionaries and corpora ● Shared slide or collaborative document
Inclusion notes	● Participants may contribute orally or in writing. ● Roles allow different strengths: technical, linguistic, ethical, creative, pedagogical.



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	• Less experienced participants can use provided prompt templates. • More experienced participants can create their own tool combinations. • Teachers and students can be mixed in groups to include both classroom and learner perspectives.
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6.5 Reflection Activities

Reflection focus	Participants reflect on how AI can support foreign language learning responsibly, what risks need to be managed, and how they would adapt the ideas to their own learning or teaching context. Participants complete a short reflection individually, then discuss one point with a partner.
Estimated duration	15 minutes.
Reflection format	• Discussion • Portfolio entry • Questionnaire • Peer sharing
Guiding prompts	1. Understanding AI: Reflect on scenarios where you will need to plan ahead. 2. Verification: What type of AI output do I most need to check: grammar, vocabulary, facts, sources, tone, or cultural information? Why? 3. Responsible use: Where is the line between useful AI support and problematic AI dependence? 4. Learning value: How can AI help students learn more, instead of simply produce better-looking work? Teaching adaptation: What is one classroom rule or task design principle I would use to support responsible AI use?



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6.6 Close / Review

Review activities	Activity 1: Group gallery walk - Groups display their redesigned tasks or verification cards. Participants walk around and leave short comments. Activity 2: Exit ticket - Participants complete a final exit ticket with three items: - One AI tool I can use responsibly for FL learning is... - One thing I will always verify is... - One rule I would give students about AI use is...
Estimated duration	20 minutes.
Knowledge check	Informal knowledge check through: - group verification cards; - redesigned tasks; - responsible prompts; - exit tickets; - whole-class discussion. Optional formal knowledge check: A short 5-question quiz: - Why can AI-generated language be fluent but unreliable? - Name two things students should verify in AI-generated content. - What is one responsible use of AI in writing? - What is one problematic use of AI in language learning? - What should an AI-use statement include?
Next steps	Participants are encouraged to continue with the home assignments below. Home assignment 1: AI-use diary



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	● Purpose: To develop awareness of personal AI use in language learning or teaching. ● Participants keep a short AI-use diary for one week. ● At the end, they write a short reflection: What patterns do I notice in my AI use? Am I using AI mainly for support, correction, generation, translation, feedback, or verification? Home assignment 2: Verification challenge ● Participants choose one AI-generated answer related to language learning, for example: ○ grammar explanation; ○ vocabulary list; ○ essay feedback; ○ summary of an article; ○ list of academic sources. ● They must verify it using at least two reliable sources. They submit: ○ the original AI output; ○ the verification sources used; ○ what was correct; ○ what was incorrect, misleading, vague, or incomplete; ○ a corrected version; ○ a short reflection on what this shows about AI literacy.
Learner satisfaction / module evaluation	Feedback form at the end of session



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