

Module 6: Student AI Literacy, Verification and Responsible Use in FL Learning

Learning outcomes

- Explain key dimensions of student AI literacy in foreign language learning.
- Identify risks of over-reliance, misinformation, bias, privacy issues and academic dishonesty.
- Use selected AI tools to support language learning tasks responsibly.
- Apply verification strategies to AI-generated language, content and sources.
- Redesign a language learning task so that AI supports student thinking.
- Formulate personal or classroom guidelines for responsible AI use.

Activity 1. AI or Human?

Read the four texts. Work with a partner. Do not use AI yet. Decide which text is most likely to be: fully AI-generated, human-written, human-written and improved with AI, or problematic AI-assisted writing. Give reasons.

Text A

Artificial intelligence can be a valuable support for university students who are learning English because it gives instant suggestions, examples and feedback. It can help students organise their ideas, correct grammar and expand vocabulary. However, students should not use AI to complete assignments without understanding the language. Responsible use means checking the output, adapting it to one's own meaning and acknowledging the support received.

Text B

I think students should be allowed to use AI in English courses, but not for everything. For example, it can help when someone is stuck or wants to check a sentence. At the same time, if the whole essay is written by AI, the student does not practise enough. In my opinion, teachers should show students how to use it and also what the limits are.

Text C

Students should be allowed to use AI tools in English courses when the purpose is learning support rather than task replacement. AI can help learners brainstorm ideas, notice grammar problems and compare alternative expressions. However, students still need to make their own decisions, check the accuracy of the output and be transparent about how the tool was used.

Text D

Students should use AI freely in English courses because AI tools are always objective and can usually identify the best answer for every learner. Since AI-generated English is grammatically correct in most cases, teachers can use it as reliable evidence of students' language level. In addition, if students use AI to improve their work, they do not need to mention it, because the final text belongs to them.

Text	Your classification	Evidence from the text	Does it need verification? Why?
A			
B			
C			
D			

Activity 2. AI-use poll: personal reflection

After answering the live poll, complete the two questions below.

Question	Your notes
Which poll result was closest to your own experience?	
Which area do you personally need to develop: access, confidence, verification, ethics, responsible prompting, or task design?	

Theory notes: AI literacy in foreign language learning

Dimension	What it means in FL learning	Example
Understand AI	Know that AI can generate plausible text but may not be accurate or appropriate.	Do not automatically trust grammar explanations.
Use AI purposefully	Use AI for practice, feedback, revision, examples or dialogue.	Ask for B1 speaking questions, not a complete exam answer.
Evaluate and verify	Check language, facts, sources, register and cultural appropriacy.	Compare AI collocations with a learner dictionary or corpus.
Create with AI	Use AI as a partner in drafting, revising or practising.	Generate alternatives, then select and adapt them.
Act responsibly	Protect privacy, avoid plagiarism, disclose AI use and stay accountable.	Add an AI-use statement to an assignment.
Keep learner agency	Make the final decisions yourself.	Accept, reject or revise AI feedback with reasons.

Verification routine

STOP: What did the AI produce?

CHECK: What exactly needs verification?

COMPARE: Which reliable source can I use?

DECIDE: What will I accept, reject, revise or disclose?

Activity 3. Verify the AI

Choose or receive one option from your instructor. Your task is to identify useful parts, find problems, verify with reliable sources, correct the output and create one small learner activity or checklist.

Option A: Grammar explanation

AI output to verify

Used to and would are both used to talk about past habits. “Used to” is usually for repeated actions in the past, and “would” is the same but sounds a little more formal. You can use “would” for past states too, for example: “I would live in a small village” or “I would know many people there.” For questions and negatives, use “did”: “Did you used to play football?” and “I didn’t used to like coffee.” A simple rule is: use “would” whenever you want the sentence to sound more natural in storytelling.

Option B: Vocabulary and collocation

AI output to verify

Here are academic collocations with research: make a research, do a research, carry out research, perform research, heavy research, deep research, research proves, researches show, conduct research, a research about technology.

Option C: Cultural/email advice

AI output to verify

When writing to a university teacher in English, always start with “Dear Professor” even if you do not know their title. You should apologise several times to show respect. Use very formal expressions such as “I humbly beg your forgiveness” and “I await your favourable reply.” Avoid asking direct questions because they may sound rude. End with “Yours faithfully” in all cases.

AI Verification Card

Question	Your answer
Which option did you work on?	
What did the AI produce: language, facts, source advice, feedback, or cultural advice?	
Which parts were useful?	
Which exact words/sentences needed checking?	
Which source(s) did you use to verify it?	
What was incorrect, vague, misleading, too advanced or inappropriate?	
Write your corrected version.	
Create one short learner activity or checklist based on the corrected version.	
What would students learn from the verification process?	

Activity 4. AI as language learning partner, not ghostwriter

Choose one learner profile. Test or improve a prompt so that AI supports learning without replacing the learner.

Profile	Learning need
B1 speaking exam	Practise giving opinions about technology.
B2 writing	Improve an argumentative paragraph without having it rewritten completely.
A2 vocabulary	Learn and practise travel phrases.
C1 presentation	Improve academic tone, hedging and signposting.

Step	Your notes
Write your first prompt.	
What did the AI do well?	
What could lead to over-reliance?	
How will you improve the prompt?	
What should the student still do independently?	
Final responsible prompt.	
Student use note: "I used AI to..."	

Activity 5. Redesign the task

Your group receives one traditional FL task. Redesign it so that AI use is allowed but structured, students verify part of the AI output, human thinking remains visible, and the final product includes an AI-use statement.

Traditional task	Risk if AI is used irresponsibly	Your redesign idea
Write a 250-word opinion essay on AI in education.		
Prepare a presentation about an English-speaking country.		
Translate a Hungarian text into English.		
Write an email of complaint.		

Stage	Student action	AI role	Human responsibility
Before AI			
AI support			
Verification			
Revision			
Reflection/disclosure			

Group role	Name	Main contribution
Prompt designer		
Verifier		
Ethics monitor		
Task designer		

Activity 6. AI Literacy Compass

Prompt	Your reflection
What is one thing you now understand about AI literacy in FL learning?	
What type of AI output do you most need to verify: grammar, vocabulary, facts, sources, tone or cultural information? Why?	
Where is the line between useful support and problematic dependence?	
How can AI help students learn more instead of only producing better-looking work?	
What is one classroom rule or task-design principle you would use?	

Exit ticket

Complete the sentence	Your answer
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...	

Homework 1. AI-use diary

Keep this diary for one week. Record only what you are comfortable sharing. Do not include sensitive personal data.

Date	Tool used	Purpose	What AI produced	What I checked	What I accepted/rejectedd	What I learned

Reflection: What patterns do you notice in your AI use? Are you using AI mainly for support, correction, generation, translation, feedback or verification?

Homework 2. Verification challenge

Choose one AI-generated answer related to language learning. It may be a grammar explanation, vocabulary list, essay feedback, summary of an article or list of academic sources. Verify it using at least two reliable sources.

Component	Your answer
Original AI output	
Verification sources used	
What was correct?	
What was incorrect, misleading, vague or incomplete?	
Corrected version	
What does this show about AI literacy?	

Optional homework 3. Responsible AI task design

Component	Your design
Target learners	
Language focus	
AI tool	
Student task	
Verification step	
Human thinking step	
AI-use statement	
Assessment criterion	