CONFERENCE PRESENTATION

From AI Detection to AI Literacy

Redesigning language education for an AI-enabled world



The shift

From controlling tools to designing purposeful learning

The promise

More meaningful speaking, writing, and cultural inquiry


HeyGen

AGENDA

What we will cover

A roadmap from AI detection to AI-literate language teaching.

1

Why do we have to change our perspective on AI?

From detecting AI to designing learning, with a human-first sequence.

SLIDES 3–6

2

Speaking activities using AI

Avatars as models, role-based AI agents, oral rehearsal before class.

SLIDES 7–9

3

Writing activities using AI

Story co-creation, written role-plays and AI as a writing coach.

SLIDES 10–16

4

How to increase student creativity

Videos and games: Passive consumption becomes active interpretation.

SLIDES 17–18

5

How AI creates access for all learners

Adapted supports with the same learning goal.

SLIDES 19

6

Rules and next steps

Classroom agreement, assessment, starting small, resources.

SLIDES 20–24

Detection is not a learning outcome

Instead of asking “Did AI write this?” we need to ask ourselves “What did the student learn?



Detection mindset

Focus on whether technology was used



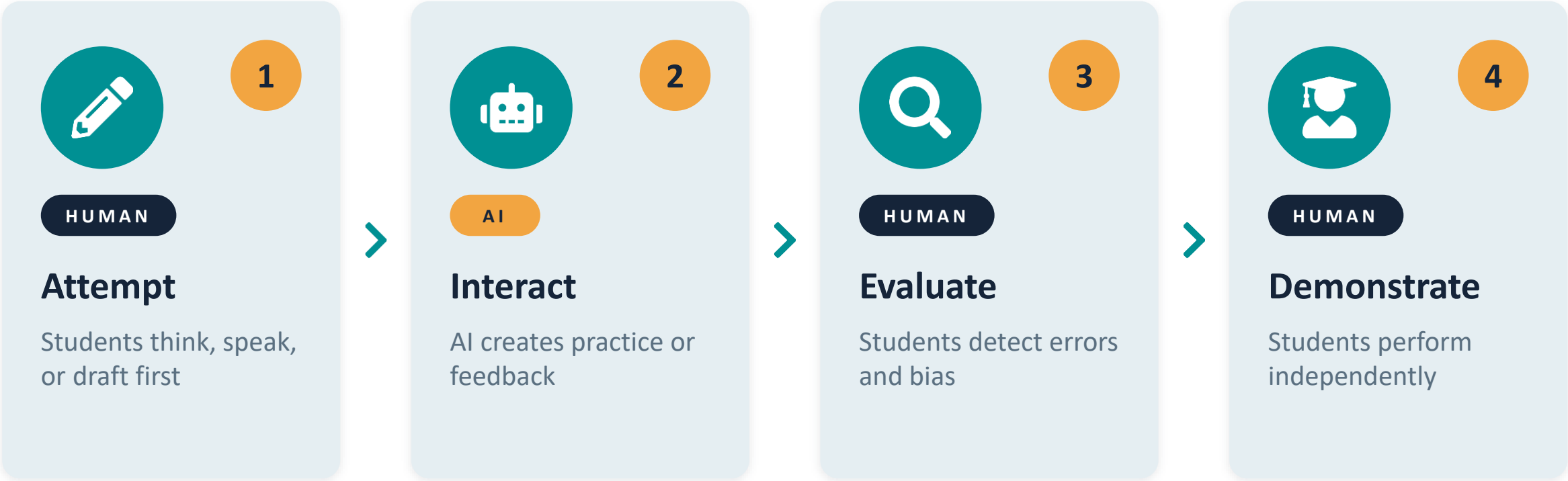


Learning mindset

Focus on communicative growth and decision-making

What should humans do and what AI should do?

A practical sequence for every activity:



Use AI as a teaching partner

The instructor sets learning goals; students retain responsibility.



Model

Use Avatars to introduce language and prompts



Rehearse

Create role-based agents support practice



Create

Students direct stories, songs, and videos



Verify

Students explain and correct outputs

TOOLS HeyGen · Vidnoz · ChatGPT · Gemini · Canva · Suno

Avatars make repetition low-pressure

Students can replay a model before using the language in class.

HeyGen | My personal teaching avatar

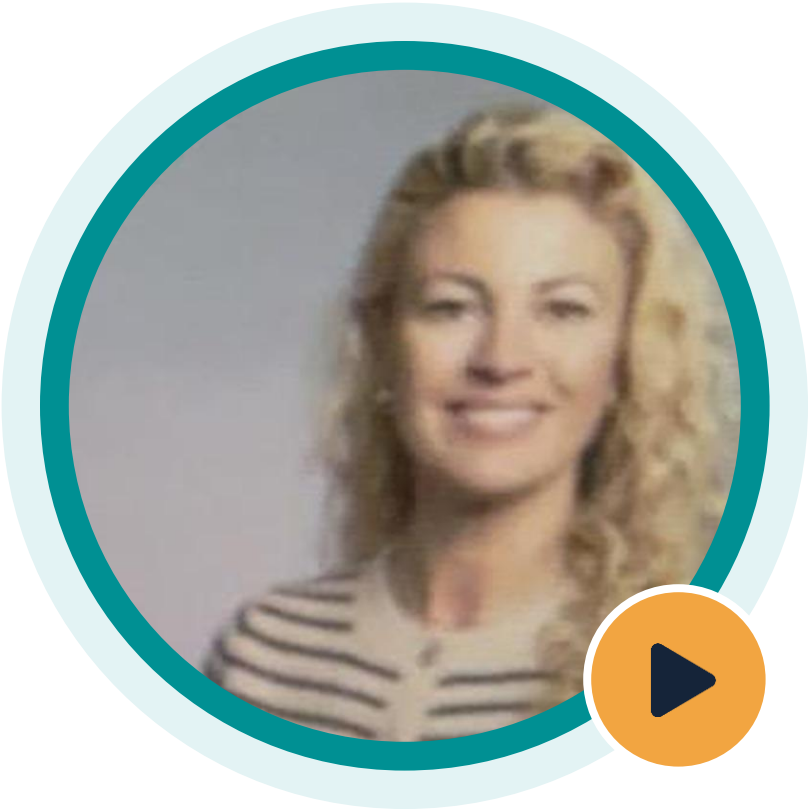
A recorded model students can replay before live speaking practice.

Vidnoz | Class-opening questions and warm-ups

An avatar opens class with a warm-up.

Human transfer

Students answer, interact, and negotiate meaning.



OPEN MY HEYGEN AVATAR ↗

VIEW HEYGEN WEBSITE ↗

Rehearse the conversation with AI

Low-pressure speaking practice at home, so class time is for live interaction.

1 — Choose topic and role
Students pick a task: ordering at a restaurant, or talking about last weekend.

2 — Speak with the AI
About 10 minutes in voice mode, one question at a time, at B1 level.

3 — Capture the language
Save three useful expressions and one AI mistake to share.

4 — Perform live in class
Unrehearsed pair conversation on the same topic, with no AI.

TOOLS ChatGPT (voice mode) · Google Gemini

SAMPLE PROMPT

```
Actúa como un compañero de conversación de nivel B1. Tema: mi fin de semana. Haz una pregunta a la vez, espera mi respuesta y no traduzcas al inglés a menos que yo lo pida. Al final, dame tres frases útiles.
```

WATCH THE VIDEO ↗
UNL Tech EDGE · Chatbots for world languages

STUDENT OUTPUT
Three expressions, one AI error, and a short reflection

INNOVATION 2 · INTERACCION

An agentic tutor for Spanish oral proficiency

B1 university Spanish • Adaptive scaffolding • Formative feedback

HOW THE AGENT LEARNS TO TEACH

1 OBSERVE
Listens to student production

→

2 DECIDE
Chooses a pedagogical intervention

→

3 ACT
Recasts, scaffolds, or challenges

→

4 CHECK
Elicits another turn and reassesses

EXAMPLE | Past-tense narration

Student: “El verano pasado voy a Madrid. Perdemos las maletas.”

Agent: “Fuiste a Madrid y perdiste las maletas. ¿Qué hiciste después?”

THE INNOVATION

It selects the next teaching move based on the learner’s response, not a fixed script.

TOOLS SpeakAI

OPEN THE FULL FACULTY GUIDE ↗

Student improve their writing by building the story with AI together

The teacher writes the prompt; the AI offers options; the student writes what comes next.

1. **Teacher writes the prompt**
   Sets level, topic, target tenses and the rule: stop and offer choices.

2. **AI starts and offers options**
   A short story segment, then three possible ways to continue.

3. **Student chooses and writes**
   Picks one option and writes the next paragraph in Spanish.

4. **Repeat, then share**
   Alternate turns; compare story paths with a partner, with no AI.

TOOLS ChatGPT · Google Gemini · Claude

SAMPLE PROMPT

```
Eres mi compañero de escritura (B1). Escribe un párrafo de una historia en pretérito e imperfecto y dame tres opciones. Yo elijo una y escribo el siguiente; tú señalas mis errores de tiempos, sin reescribir.
```

SEE A FULL EXAMPLE ↗
ECML (Council of Europe) · AI Story Studio, A2–B1

STUDENT OUTPUT
The student-written story path and a note on tense choices

INNOVATION 3 / GRAMMAR + AGENTIC STORYTELLING

Students direct the story, and justify the grammar

🎒 EL MISTERIO DE LA MOCHILA · OXFORD COLLEGE / EMORY

🧩 BUILD

AI shows an emoji mystery set on campus.

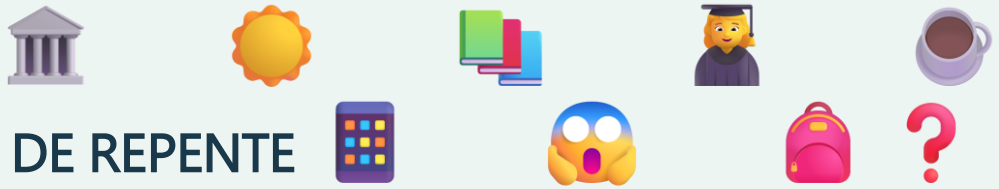
💬 NEGOTIATE

Pairs decide what happens Next, speaking Spanish.

⚖️ JUSTIFY

Explain preterite vs. imperfect before the AI continues.

LIVE STUDENT CHALLENGE



¿Qué hacía Lucía? ¿Qué pasó de repente? ¿Qué debería hacer después?

A 📚 Buscar en la biblioteca

B 🏛️ Volver a Seney Hall

C 📞 Llamar a Sofía

GATE: «Mientras Lucía _____ (estudiar), _____ (recibir) un mensaje». Justifica ambas formas.

Prompt to use: SpeakAI_Agent_Prompt.txt

More ways to co-write using AI

Shared constraints and shared products make both authors contribute.

1

Exquisite corpse with AI

They alternate one sentence each, but every turn must meet a condition: an emotion, a given word, an idiom, a connector, direct speech.

SKILLS constrained writing, vocabulary, connectors

2

Build a character together

The AI proposes a trait, the student adds another, and so on: identity, personality, past, secrets. Then the student writes a scene starring the character.

SKILLS description, narration, creativity

3

Create with me

They produce something concrete together: an ad, a film plot, a menu, a guide, a fake news item, a podcast or a comic. The AI never writes the whole product; decisions and writing are shared.

SKILLS genre writing, shared decision-making

Source: Sonia Casado García, “Expresión escrita: Ideas prácticas para el aula de ELE” (adapted)

Missions and mysteries

The student writes because the story or mission needs the next move.

4

The story changes with your messages

The student gets messages from different characters and must answer them; what they write, and to whom, changes the story.

SKILLS register, replying, adapting

5

Written escape room

The chatbot “locks” the student in a library, museum or station. Writing messages, instructions or answers unlocks each clue.

SKILLS instructions, short tasks, accuracy

6

A mission in the city

The chatbot sends tasks: “Get to Plaza Mayor, but first buy a gift and pick up a friend.” The student asks, decides and writes instructions.

SKILLS directions, questions, instructions

7

The mystery

The AI knows what happened (a missing object, a no-show, something odd at a hotel). The student asks questions, analyses answers and writes a hypothesis.

SKILLS questions, hypotheses, argumentation

Source: Sonia Casado García, “Expresión escrita: Ideas prácticas para el aula de ELE” (adapted)

Role-play in writing

The AI plays a character; the student writes to get something done.

8

WhatsApp chat with a character

The AI plays a friend, flatmate, neighbour, tourist, teacher or Erasmus peer. A mission helps: organise a party, cancel a plan.

SKILLS spontaneous writing, informal register

9

The AI texts the wrong person

A message arrives: “Thanks for looking after my dog yesterday!” The student replies and slowly works out who is writing and why.

SKILLS reacting, clarifying, natural exchange

10

Problem → solution

The AI presents an everyday problem (a booked room is unavailable). The student writes to the hotel; the AI answers as the receptionist.

SKILLS formal requests, complaints, solutions

11

Continue the dialogue

The AI opens: “Excuse me, I think that’s my seat.” The student replies, and the AI can add a twist every four turns.

SKILLS interaction, improvisation, turn-taking

12

Chat from another time

A message from a Salamanca student in 1920, the future or fiction. Each must explain what the other doesn’t understand.

SKILLS description, explanation

13

The secret character

The AI hides an identity and the student finds out through written conversation. Then roles reverse: the student invents the character.

SKILLS questions, description, deduction

Source: Sonia Casado García, “Expresión escrita: Ideas prácticas para el aula de ELE” (adapted)

Argue, negotiate, adapt

The AI pushes back, so the student adjusts arguments, register and tone.

14

Convince me in writing

The AI resists a proposal (“I don’t want to go to Salamanca”) and raises objections (“I prefer the beach”, “I only have two days”).

SKILLS argumentation, adapting arguments

15

Negotiation by chat

Student and AI want different things and must reach a deal: flatmates sharing chores, a trip with different budgets, a party with opposite tastes.

SKILLS proposing, refusing, conceding, counter-arguing

16

Agony aunt… or not

The AI presents small fictional dilemmas. The student writes advice; the AI says whether it is convinced or adds new difficulties.

SKILLS imperative, conditional, advice structures

17

The rumour

The AI tells a short story. The student retells it to another “person” (played by the AI), changing the register or selecting information, then they compare.

SKILLS register, summarising, reported speech

Source: Sonia Casado García, “Expresión escrita: Ideas prácticas para el aula de ELE” (adapted)

AI as writing coach

The AI coaches with feedback and questions; it never writes the paragraphs.

1 Draft alone
Students write the first 150 words of a story in Spanish, with no AI.

2 Ask for coaching
They prompt the AI as a writing tutor: point out issues, ask questions, do not rewrite.

3 Revise
Accept or reject each suggestion; check cultural claims against course sources.

4 Reflect and submit
Hand in draft, AI feedback, final text and a note on rejected advice.

TOOLS ChatGPT · Claude

SAMPLE PROMPT

```
Eres un tutor de escritura de español, nivel B1. Lee mi borrador. No reescribas mi texto. Señala tres errores en los tiempos verbales y hazme dos preguntas para mejorar la historia. Explícame todo en español sencillo.
```

WATCH THE VIDEO ↗
UNL Tech EDGE · AI writing feedback (Grammarly)

STUDENT OUTPUT
Draft 1, AI feedback, final story and a short reflection

Videos and games

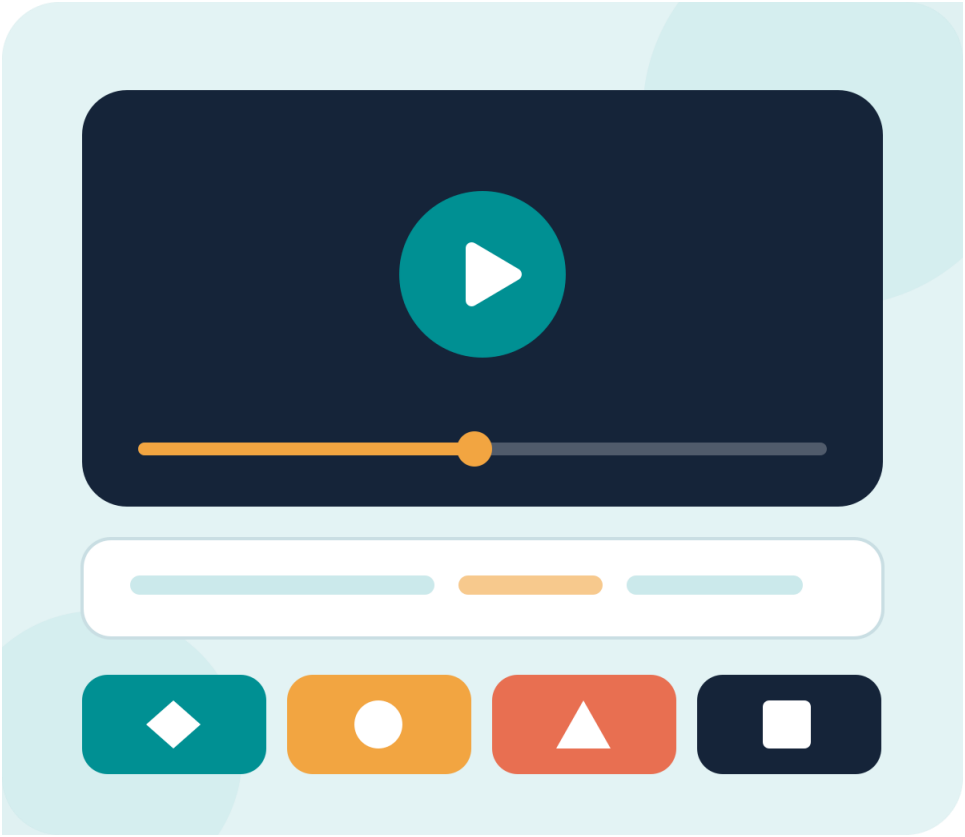
Passive consumption becomes active interpretation.

Short video
Predict events, then correct captions

Kahoot!
Use plausible errors as learning prompts

Paired images
Compare details and practice prepositions

TOOLS Pictory · Google Veo · Canva · Runway · Pika · Kahoot! · AI image generation



Ex. Create a video to explain a grammar tense

Students create a song around one target tense. Ex. The Subjunctive



TOOLS Runway

Song lab: reviewing grammar tenses

Students create a song around one target tense, then audit it like editors. cancion

1. **Prompt**
   Teams name the genre, theme and target: present subjunctive after verbs of desire.
2. **Generate**
   Suno produces lyrics and a song; teams compare two versions.
3. **Audit**
   Underline every verb, check each form against the rule, flag mistakes.
4. **Rewrite and share**
   Fix the errors, rewrite one verse in another tense or mood, then perform.

TOOLS Suno · ChatGPT (grammar checking)

SAMPLE PROMPT

```
Escribe una canción pop de dos
minutos sobre mis deseos para el
futuro. Usa el presente de
subjuntivo con verbos de deseo
(quiero que, espero que, ojalá
que). Vocabulario de nivel B1 y un
estribillo fácil de repetir.
```

WATCH THE VIDEO ↗
UNL Tech EDGE · Suno in the world language class

STUDENT OUTPUT
A song, annotated lyrics, and one corrected verse

Keep the same goal, adapt the pathways

You can improve several aspects of your teaching using AI. The learning target is the same, but the AI tools improve and facilitate teaching and learning. You can make individualized learning possible for all kinds of students, including students with disabilities.



Reading

Chunk texts and add glossaries without changing the goal



Writing

Sentence starters and feedback on one error type at a time



Oral skills

Text-to-speech, slower audio, captions and private rehearsal



Organization

Checklists, timers and clear next steps for each task

GUARDRAILS Same learning goal for everyone · Plan with disability services · No student records or diagnoses in AI tools

TOOLS ChatGPT · Google Gemini · text-to-speech · captions

A classroom AI agreement

Clear rules make innovation more responsible.

Purpose

State when AI supports the learning goal

Privacy

Do not enter sensitive student information

Accuracy

Verify cultural, linguistic, and factual claims

Ownership

Disclose AI use and show student thinking



Assess learning

Capture the process and independent performance.



1

During

Initial response, prompt log, and reasoning



2

After

Revised text and explanation of changes



3

Transfer

Unassisted conversation or short reflection

TOOLS ChatGPT / Gemini · student process documentation

Start with one lesson

A repeatable adoption pattern for instructors.

Design in pairs

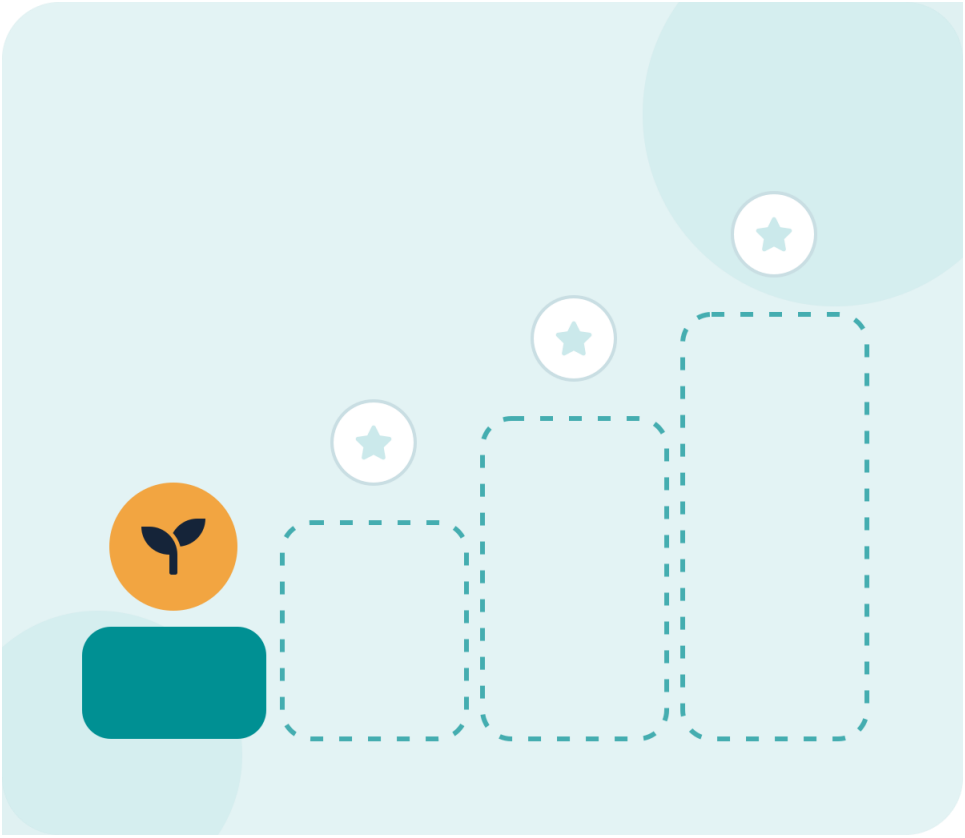
Combine enthusiasm with healthy skepticism

Share tested prompts

Use a small collective activity library

Debrief monthly

Share one success, one failure, one revision



Learn from other language educators

Guidance, workshops and research from language-teaching organizations and instructors.

ACTFL AI Resources

Courses, convention sessions and articles on AI in world language teaching

Open on actfl.org ↗

Yale Center for Language Study

AI guidance for language instructors: policy statements and example uses

Open on cls.yale.edu ↗

CARLA Institute 2026

Online institute: lesson planning, AI policies and student data protection

Open on carla.umn.edu ↗

CARLA: DIY AI Chatbots

Emily Groepper (Univ. of Minnesota) on building custom chatbots for learners

Open on carla.umn.edu ↗

ChatGPT in Spanish instruction

Dr. Michele Back (UConn) on leveled texts, quizzes and ethical AI use

Open on clas.osu.edu ↗

AI-Powered Language Teaching

Cambridge Element by Son & Philpott (2026) on AI in teaching and assessment

Open on cambridge.org ↗

Your 60-second redesign challenge

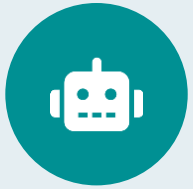
Choose one task and ask: where can AI add practice without replacing thinking?



1

Before AI

What must students attempt alone?



2

With AI

What practice or feedback becomes possible?



3

After AI

How will they show independent learning?

60 seconds · one task

TAKEAWAY

Innovation means better learning

The aim is not students who merely use AI, but students who exercise judgment with it.



Keep human

Creativity, empathy, cultural understanding



Teach AI literacy

Prompt, critique, revise, disclose



Measure growth

Language use beyond the tool

Thank you

