

Teacher Training Day

Re-visiting the Prompt: Critical AI Literacy for Language Educators: A day of keynote insights, active learning, and shared best practices

(Hybrid)

B02 The Roundhouse, Lancaster University, and Online

Friday 29th May 2026

Training Day Languages: English and Chinese

Training Day Schedule

- 09.30 – 09.50 In person attendees arrive, register, get refreshments and are seated for 09.50.
09.40 – 09.50 Event opens to online registrants.
09.50 – 10.00 Welcome
10.00 – 11.30 Presentations
Break (11:30- 11:45)
11:45 – 12:30 Presentation
12.30 – 13.20 Lunch
13.20 – 14.45 Presentations
14.45- 15:30 Lightning talks
Break (15:30-15:45)
15:45 – 16.45 interactive session ‘prompt crafting for inclusive learning and teaching of languages and cultures’
16.45-17.00 Conclude

Order of presentation (abstracts in pages 2- 5)

Mirjam Hauck (Open University) ‘AI Literacy for Social Justice and Inclusion: What does it mean for the Learning and Teaching of Languages and Cultures?’ (in-person)

Neil McLean (LSE) ‘AI literacy as an extension of ‘normal’ language provision’ (in-person)

Kate Borthwick (University of Southampton) ‘Building confidence and agency: a whole-institution approach to AI Fluency’ (in-person)

Kan Qian (Open University) and Shi Lijing (LSE) ‘Critical and ethical use of GenAI: exploring Chinese Language Teachers’ Perception and Attitude’ (in-person)

Joe Dale (Independent Consultant) ‘Using AI to Support Vocabulary Learning Through Stories’ (online)

Lightning talks

CHEN Ye: *Stop Prompting. Let Students Teach the AI. Role reversal and the Protégé Effect in AI-assisted Chinese learning.* This talk re-visits the prompt by asking who should be prompting. Drawing on the Protégé Effect, I show how reversing roles—letting students teach the AI rather than query it—drives active output and motivation - a live example from a role-reversal Chinese learning tool built by a humanities educator will be shared.

GU Yu: *AI-Assisted Marking in Language Education: an Ethical Pedagogical Change By reframing AI-assisted marking as pedagogical change with ethical stakes.* This talk contributes to broader debates about shifting power in language education and offers a framework for integrating AI in ways that uphold learners' interpretive agency and support equitable assessment.

CUI Sijie: *What Should Beginner Chinese Learners Still Learn in the Age of AI?* Based on HSK1 teaching experience in a UK secondary school, this talk explores how AI tools are changing beginner language learning and asks what skills remain essential for authentic communication and intercultural understanding.

HE Qianhui and WANG Yue: *AI-Assisted Generations of Multimodal Teaching Materials.*

LI Ling: *Peer Learning and Prompt Literacy: Rethinking AI Collaboration in Language Education Drawing on a mixed-methods study.* This talk explores how peer learning through prompt sharing enhances prompt literacy in AI-assisted EFL contexts. It highlights implications for critical AI literacy, collaborative pedagogy, and practical strategies for integrating social constructivist approaches into language teaching.

Interactive session (facilitated by Mirjam Hauck)

This interactive session focuses on prompt crafting for inclusive learning and teaching of languages and cultures. The session will take the shape of a mini Promptathon informed by the OU [Framework for Critical AI Literacy Skills](#) development.

Abstracts of Presentations

'AI Literacy for Social Justice and Inclusion: What does it mean for the Learning and Teaching of Languages and Cultures?' by Professor Mirjam Hauck (Open University)

As artificial intelligence becomes increasingly embedded in language classrooms, translation workflows, cultural heritage projects, and the everyday communicative lives of learners, the question of who benefits – and who is left behind – has never been more urgent. Language and culture educators must engage with this conversation. They are, in fact, among its most important participants: because language is where AI's assumptions about knowledge, authority, and belonging are most visibly encoded, and because the teaching of languages and cultures has always been, at its best, an exercise in crossing borders, questioning norms, and learning to inhabit perspectives other than one's own.

I will argue that AI literacy is not simply a technical skill but a profoundly political and ethical practice that must be grounded in principles of social justice, equity, and inclusion if it is to serve all learners. Drawing on the Critical AI Literacy Framework developed at The Open University UK, I will explore what it means to engage with AI critically, creatively, and ethically in language and culture education in particular. Moving beyond tool fluency, Critical AI Literacy invites learners to interrogate the assumptions, biases, and power structures encoded in AI systems, and to ask not only how these tools work, but for whom, by whom, and at whose expense.

This is particularly vital for learners whose languages and cultural frameworks are poorly represented in AI training data and for communities for whom the promise of AI as a language learning tool is complicated by the reality that their languages may be under-resourced, that their communicative norms may be penalised by automated feedback systems, and that their cultural knowledge may be processed without their consent.

Informed by ubuntu philosophy – the understanding that our individual wellbeing is inseparable from collective wellbeing – I will propose that care, relationality, and interdependence should be foundational values in language and culture education. I will reflect on how decolonial and EDIA-centred approaches can reshape the way we design and facilitate AI literacy experiences in our field: ensuring that multilingualism is treated not as a problem to be solved by better translation, but as a vital epistemological resource, and that the development of AI competencies in language education does not reproduce existing hierarchies of linguistic value, but actively works to dismantle them.

Hauck, M., Salomão, A.C.B., Satar, M., & Primo, G. (2025). [Internationalisation at Home through Critical Virtual Exchange](https://doi.org/10.1075/aila.24044.hau). *AILA Review*, 38(2), 262 – 293. DOI: <https://doi.org/10.1075/aila.24044.hau>

Hauck, M. (2025). **Critical Digital Literacy**. In L. McCallum & D. Tafazoli (Eds.), *The Palgrave Encyclopedia of Computer-Assisted Language Learning*. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-51447-0_246-1

‘AI literacy as an extension of ‘normal’ language provision’ by Dr Neil McLean (LSE)

We may be entering a new human era, which Christodoulou calls the ‘stupidogenic society’. In this society, thinking is handed off to machines, and humans become lazy and foolish. One obvious concern with this is that if these machines are, as Bender says, simply ‘stochastic parrots’, then their outputs will be wrong, or at least misapplied, and humans will not have the ability, or perhaps just the habit, to check.

What is needed then is AI literacy on the part of humans, and language centres seems extremely well-placed to offer learning in that. After all, we are used to teaching areas that AI tools struggle with, such as interpretation, ambiguity and the significance of context. This presentation presents the findings of a month-long research internship aimed at developing AI literacy. Undergraduate students were asked to use Claude (Sonnet 4) to conduct thematic, ‘rhetorical move’ and critical metaphor analyses. The internship therefore focussed students on AI literacy in areas such as familiarisation, prompting, human verification and writing. This experience offers insights into how we as language teachers could build AI literacy into our teaching, and perhaps therefore into university-wide efforts to develop this kind of literacy.

‘Building confidence and agency: a whole-institution approach to AI Fluency’ by Professor Kate Borthwick (Southampton University)

AI represents both a significant opportunity and risk for language education in Higher Education. AI offers multi-modal, multifaceted support for learning, acting in roles such as study partner, co-designer or tutor (UNESCO, 2023), and enabling personalised, dialogic engagement tailored to individual needs. It can enhance inclusivity through accessible, multimodal content and support creativity by opening specialist skills to non-experts, such as in coding or graphic design. There is enormous potential for exposure to other languages and a variety of linguistic content. For educators, AI has the potential to reduce administrative workload, allowing greater focus on human interaction and skill practice. However, AI also poses challenges associated with bias, limited perspectives within training datasets and other technical flaws. In addition, research is beginning to emerge that suggests AI has an impact on cognitive development and critical thinking (Fan et al, 2025) and this has implications for how we learn, teach and assess. For Languages, AI poses a direct challenge to the nature of language learning itself, as generative AI produces the same linguistic content that learners are working to acquire. We know that effective language learning requires challenge and the development of foundational knowledge - so is AI a friend or foe?

In this talk, I will argue for the need for embedded AI Fluency training in all disciplines - and especially languages. As lead for Ai in Education for the University, I will outline the actions we have taken towards developing AI Fluency at the University of Southampton and the establishment of a whole-institution approach that acknowledges a need for every member of the University community to engage with AI. We emphasise exploration, continuous learning, collaboration (staff and students), transparency and discussion, and our aim is to build confidence and a sense of agency in how our staff and students engage with AI, through a critical and creative ethos that accepts a need for transformation in curricula and assessment. I will offer an example of how this is realised in my own postgraduate module on language teacher education. If we exercise agency and confidence in how we engage with AI, we can begin to shape the future of AI as a positive force within language education.

Fan, Y., Tang, L., Le, H., Shen, K., Tan, S., Zhao, Y., Shen, Y., Li, X., & Gašević, D. (2025). Beware of metacognitive laziness: Effects of generative artificial intelligence on learning motivation, processes, and performance. *British Journal of Educational Technology*, 56, 489–530. <https://doi.org/10.1111/bjet.13544>

UNESCO (2023) ‘ChatGPT and Artificial Intelligence in Higher Education,’ <https://unesdoc.unesco.org/ark:/48223/pf0000385146>

‘Critical and ethical use of GenAI: exploring Chinese Language Teachers’ Perception and Attitude’ by Dr Kan Qian (OU) and Dr Shi Lijing (LSE)

Since the 'sudden' arrival of ChatGPT in late 2022, Generative AI (GenAI) has entered millions of people's lives unexpectedly and brought unprecedented impacts on the educational sector. While much research explores various applications of GenAI, we are particularly interested in the critical and ethical aspects because GenAI is a disruptive technology which advances by leaps and bounds, but could also lead to irreversible harm to human societies. As teachers, we should act as a 'critical frontier' to ensure the responsible use of GenAI and

minimise unintended harms. In 2025, we conducted a mixed-methods study to examine Chinese Language Teachers' perceptions of GenAI and to investigate how and why they use GenAI in their teaching.

In this presentation, we will first discuss why the critical and ethical use of GenAI should be a priority. Then, we will demonstrate how our research instruments (survey, interview, metaphor analysis) were designed to complement each other and produce research findings that go beyond what quantitative data alone could reveal. We will share our key initial research findings, discuss the implications and offer recommendations for teachers.

'Using AI to Support Vocabulary Learning Through Stories' by Joe Dale (Independent Consultant)

This short session explores how generative AI can be used to create engaging, level-appropriate stories that support vocabulary development in the language classroom. It will demonstrate practical workflows for producing illustrated texts, adapting content for different proficiency levels, and encouraging learners to interact creatively with new language. The examples are transferable across languages and designed to support teachers in developing confident, critical classroom use of AI tools.

About the presenters

Mirjam HAUCK



Dr Mirjam Hauck (SFHA) is Professor of Critical Digital Pedagogies in the Faculty of Wellbeing Education and Language Studies at the Open University UK. She is also a University Academic Lead for AI in Learning, Teaching and Assessment. Her scholarly work focuses on theorising the field of collaborative online international learning (COIL)/virtual exchange (VE) through the social justice and inclusion lens, framed as Critical COIL/VE (CVE). Most recently she has been exploring the potential of CVE to develop students' critical AI literacy skills. She is the President of the European Association for Computer Assisted Language Learning (EUROCALL), serves as Associate Editor of the CALL Journal and is an editorial board member of ReCALL and LLT. She is a founding member of UNICollaboration.org.

米里亚姆·豪克博士（SFHA）是英国开放大学社会保健、教育与语言研究学部的批判性数字教学法教授，同时也是该校人工智能在学习、教学和评估领域的学术负责人。她的学术研究主要集中于从社会公平和包容的视角出发，对协作式在线国际学习（COIL）/虚拟交流（VE）领域进行理论化，并将其构建为批判性 COIL/VE（CVE）框架。近期，她致力于探索 CVE 在培养学生批判性人工智能素养方面的潜力。她是欧洲计算机辅助语言学习协会（EUROCALL）的主席，担任 CALL 期刊的副主编，同时也是 ReCALL 和 LLT 的编委会成员。此外，她还是 UNICollaboration.org 的创始成员之一。

Neil McLEAN



Dr Neil McLean is Director of the LSE Language Centre. His research focuses on identity and communication, whether in education or interculturality. 尼尔·麦克莱恩博士是伦敦政治经济学院语言中心主任。主要研究方向是教育与跨文化交流领域的身份认同与交流问题。

Kate BORTHWICK



Kate Borthwick is Professor of Digital Education at the University of Southampton. She is the University Lead for AI in education with responsibility for developing the AI Fluency Initiative in the Education and Student Experience Strategic Plan. She is Director of the University open online course programme and an award-winning learning designer and educator. She is a linguist by background and a lecturer and researcher in digitally-mediated language learning and teaching. She is the Vice-President of the European Association for Computer Assisted Language Learning and a member of the Editorial Board of *ReCALL* journal.

凯特·博思威克，南安普顿大学数字教育教授，任该校教育人工智能领域带头人，负责在教育与学生体验战略规划中推动实施人工智能素养倡议。她亦是该校开放在线课程项目负责人，被评为优秀课程设计者和教师。她的学术背景为语言学，研究方向为数字媒介支持下的语言学习与教学，现任欧洲计算机辅助语言学习协会副主席，并担任 *ReCALL* 期刊编委会成员。

KAN Qian



Dr Kan Qian is Director of the Online Confucius Institute at The Open University. She is Senior Lecturer in Chinese in the School of Languages and Applied Linguistics at The Open University. She is also Senior Fellow of The Higher Education Academy (UK), and Senior Associate of Lucy Cavendish College at the University of Cambridge. She supervises doctoral students in the field of language teaching and technology. Her research focuses on technology-enhanced teaching and learning of languages: mobile-assisted Chinese character learning strategies, online language teaching pedagogy and learning design, AI assisted language learning, interactions in online discussion forums. She co-edited the Special Issue: [Technology-Enhanced Teaching of Chinese as a Foreign Language](#), for the Journal of the ChinaCALL (August 2023). For her publications, please [visit this page](#).

阚茜博士，英国高等教育科学院高级院士，现任英国开放大学网络孔子学院院长、语言及应用语言学学院高级讲师、语言学习博士导师。她也是剑桥大学露西·卡文迪学院荣誉院士。她的研究领域注重现代信息技术在外语教学中的应用；移动学习辅助下的汉字学习策略，在线外语教学法和设计响；在线论坛对语言学习的作用；仿真学习（包括电子搭档学习）以及 AI 辅助学习。她为 ChinaCALL 杂志合编了特刊：[Technology-Enhanced Teaching of Chinese as a Foreign Language](#)（2023 年 8 月）。她的其它学术出版，[请浏览此页面](#)。

SHI Lijing



Dr Shi Lijing, SFHEA, is a multi-award-winning pracademic at the London School of Economics and Political Science (LSE). She is a recognised expert in the field of education with decades of experience. She is also a PhD supervisor at the Open University (UK). Her research publications are related to eye-tracking, online teaching/learning, dynamic assessment and intercultural communication. She is on the editorial board of JCCALL, IJCALLT, and IJAITL; and a frequent reviewer for leading research journals such as ReCALL, SYSTEM and LLT. She was the Chair (2020-22) and Vice Chair (2022-24) of the British Chinese Language Teaching Society.

施黎静博士，英国高等教育研究院资深会士。任教于伦敦政治经济学院，中文部副主任；英国开放大学博士生导师。多次获得教学卓越奖。主要研究方向包括眼动研究、跨文化交际、线上语言教学和动态测试。兼为《语言智能教学（英文）》期刊编委，以及学术期刊 ReCALL, System 和 LLT 审稿人。曾担任英国汉语教学研究会主席和副主席（2020-2024），以及教学技能比赛裁判和教师培训导师。

Joe DALE



Joe Dale is an independent languages consultant based in the UK, working with organisations including Network for Languages, the Association for Language Learning (ALL), the British Council, BBC, Microsoft and *The Guardian*. A former SSAT Languages Lead Practitioner and long-time host of the TES MFL forum, he is a recognised expert in technology-enhanced language learning and a regular international conference speaker. He has delivered training and keynote sessions across Europe, the Americas, the Middle East, the Far East and Australasia, and has contributed to national and international projects, including Erasmus+ initiatives and British Council programmes. He is currently AI Project Lead for the National Consortium for Languages Education (NCLE). Joe has led recent AI-

focused workshops in Egypt and Hong Kong and co-hosted international webinar series such as *Saturday Tech-Talk*. He was described by *The Guardian* as an “MFL guru” and runs the popular Facebook group *Language Teaching with AI*, with over 6,500 members.

乔·戴尔，英国自由职业语言教育顾问，与语言网络（Network for Languages）、英国语言学习协会（ALL）、英国文化协会、英国广播公司、Skype、Microsoft 以及《卫报》（The Guardian）等机构合作。他曾任 SSAT 语言学科首席教师，长期主持 TES 现代外语论坛，是技术赋能语言学习领域公认的专家及国际会议常邀演讲者。

他曾在欧洲、美洲、中东、远东及澳大拉西亚地区开展培训与主题演讲，参与多项英国国内和国际项目，包括 Erasmus+项目和英国文化协会相关项目。目前，他担任国家语言教育联盟（NCLE）人工智能项目负责人。近年来，他在埃及和香港主持多个人工智能主题工作坊，并联合主持了“周六科技讲堂”（Saturday Tech-Talk）等国际网络研讨系列。他运营着广受欢迎的 Facebook 社群 Language Teaching with AI，成员已超过 6500 人，被《卫报》誉为“现代外语大师”，