

AI use and assessment for learners

Presented by

Vincent Chiew

Vincent.Chiew@axiscognisolve.com

Axis Cogni-Solve Ltd.



Compilation of workshop data + feedback

SAHLA Symposium



May 16, 2026

Table of Content

1	Introduction.....	3
2	AI Challenges.....	4
3	AI Solutions	6
4	Lessons learned.....	8

1 Introduction

- I have recorded all your work as closely as possible to the original.
- I have also provided some initial feedback in **BLUE** below. When I mention AI, I usually mean Microsoft CoPilot.
- Thank you for your participation. Your contributions will help other heritage schools.
- The last time I checked, a year ago, Microsoft CoPilot and Google Gemini, both AI GPTs, seem to be able to handle all languages taught under SAHLA. All languages have limitations based on the availability of language data for training.
- Feel free to email me at Vincent.Chiew@axiscognisolve.com on what you would like to cover in next year's workshop. I am leaning towards the practical use of AI for teaching for non-teachers.
- **Disclaimer: What I said about AI today may not be relevant or correct tomorrow.**
 **Please validate before you use my information.**

2 AI Challenges

List some of the challenges in using AI to teach and to assess AI work.

- Fact checking & misinformation?
- Accuracy + consistency? [Perplexity https://www.perplexity.ai/](https://www.perplexity.ai/) may be a good AI to use for better trusted sources.
- Unable to differentiate specific tones or atypical pronunciations
- Plagiarism (students)
- Copyrights
- Bias & fairness in AI response. You may be able to set the pre-prompt stage, context or scenario to reduce bias and ensure fairness.
- Students are relying too much on AI responses. I believe we need to guide and control students' use of AI.
- Outdated information. You can validate the AI data's date by asking it. Beware of hallucinations.
- Reduce creativity and thinking capabilities. Prompting itself can be a creative process, too.
- Student teaching interactions
- Not necessarily better than human. Very true
- Lack the flexibility
- Technology/connection errors. Most important interfaces. Excellent insight.
- Hard to differentiate original work vs work of AI. Google now has a watermark to help with investigations. Not necessarily for us to use.
- AI is evolving daily, and hard to keep up. Humans are wiser and should be able to CONTROL AI.
- Information not always accurate (Quality of Data) So true
- AI not available in all languages (e.g. Chinese, etc.) Limited
- Age-appropriate resources (for kids) can be controlled to some extent.
- Reduces creativity. They (kids) get it (information) ready -> not work on their own.
- Accessibility – (Not always available), asking for payments to use. The AI's memory for storing and remembering our work is also limited.
- One challenge is to authenticate student work (words, sentence structure is better than we know they can produce).
- Equal access to technology. AI may be included free with limited use, depending on your office suite.
- Costs of having access to AI technology.

- If people use AI too much, then there might be less development of thought processes, etc. Takes away some creativity. [True](#)
- So far, no challenges since we don't allow students to bring phones or any devices
- For home use, teachers need to know their students' levels.
- Input must be specific. [True, with a lot more parameters to be considered.](#)
- Inputers must be critical thinkers
- Output must be constantly revisited by the inputer for validity and reliability
- Use Co-Pilot: long prompts
- Lack of learning new vocabulary when kids use AI
- References are not reliable. [See perplexity above.](#)
- Lack of access to assess AI work (technologies)
- We don't have AI checks. [Google has limited capabilities for its own investigation.](#)
- Control in pedagogical decision-making
-
-

3 AI Solutions

List some of the ways that you have found effective in using AI to teach and to assess AI work.

- Generate colouring pages/images for a slideshow or worksheets
- Generally, faster for general phonetics/pronunciation content
- Initial Research (but requiring fact check afterwards)
- Spark interest if the instruction is advanced in technology access (Just for fun?)
- Proofreading
- Use AI as a support tool
- Polish the format/structure of the teacher's work
- Using a customized writing style to polish the emails/languages to help students understand instructions better
- Create effective worksheets in a short period of time
- Educational games
- Translation choices
- Language -> story activity
- Lesson Plans
- Plan activities
- Helps with combining paragraphs
- Helps with pronunciations
- Prepare scenarios
- Helps with preparing presentation study materials
- AI could be an effective tool for language learning, but teachers need to keep the learning intentional, in mind that we are teaching students the skills of listening, speaking, reading and writing, and presenting.
- AI in the classroom: AI could be useful in class for students to write their thoughts in the language they want to learn and express. This could also be useful for speaking skills.
- Students present their work in front of the class.
- Asking questions to see if the understanding is there
- AI helps to organize a presentation & create it in a much shorter time – it saves time
- Students are more advanced
- The teacher then showed how to use it properly.
 - To make it easier for students
 - To make it more time efficient

- But use their own wording
- Assessment:
 - If AI could make an assessment tool, like a rubric, to check the students' work and make it easier. & in less time.
- Ask AI to create a test -> for assessment and response sheet
- Quizzes in the classroom
- Students have to figure out if a text is AI – generated or not.
- Available 24/7
- One way of ensuring that the students do not turn in AI -written texts is to have them write in real-time in “live documents’ (Google Docs) so that the teacher can follow the texts as the students write.
- Use for presentations (creating PPT, Posters)
- Get some ideas in their language
- Educate teachers on how to use AI tools before letting students use them
- Use to create classroom worksheets
- Turnitin App [still needs validation by humans](#)
- Only limit the usage to assessing, proofreading
- Less stress for teachers, admins
- Provide unlimited access to information.
- Saves time
- Helps in translating language
- Turnitin App [still needs validation by humans](#)
- Creating stories, songs

4 Lessons learned

Knowing what you have learned, what will you try to incorporate or change as part of your teaching, learning, and assessing with AI?

- Use AI as an assisting tool to plan and prepare for a lesson
- Not letting AI dictate the teaching/learning experience
- “Just for fun” rather than being overly dependent on it. [Can use AI for ungraded exercise. No assessment if you wish.](#)
- Build on the existing educational approaches without violating the fundamental ethics. [Academic integrity is paramount.](#)
- Use AI for a variety of teaching materials and contents
- Assist students in practicing languages
- Limited to our contents only. [You can use Google NotebookLM <https://notebooklm.google/> for this. For example, you can tell AI to use your school textbook as a reference.](#)
- Challenges in using AI
- Getting compact information
- Achieving a higher level than just creating sentences
- You can control the learning -> you control the solution
- Another level assessment: How do they use AI
 - Regular assessment
 - To solve more problems
 - For really smart. -> in thinking the next level. More advanced.
- Our group wanted to know if a workshop can be delivered or links can be sent for the teachers to learn AI, so they can use it in the classroom. [I plan to do this again at next year's SAHLA symposium. If you want it earlier, then reach out to me. I may be able to come to your school.](#)
 - Ukrainian school
 - Albanian school
 - Horizon School – Arabic
 - The Chinese Academy
- Questions for Vincent: Are there ways to find trusted websites? [You can use Perplexity from above. Perplexity uses multiple AI systems to perform correlation to generate results. You can use Microsoft CoPilot, then validate your AI result with its “searched” results, which have website references. Some people prompt AI to use information from a website or a true reference. You will still need to validate the results.](#)

- Group work (only one person with an AI tool) → create conversation
- How would we like to use AI – to make teaching materials
- We want to know – How can teachers learn how to use AI? YouTube is a good source. Use the scientific method. Write down and track which prompts you use and the results you get. Note that using the same prompt may not yield the same results due to the AI's built-in stochasticity.
- Creativity – personal favourite – We do not use AI
- Questions:
 - How long will AI be free? AI is free right now. DeepSeek from China and Gemma from Google are free. A bit challenging for them to run. Once they are stabilized, I will provide a workshop on how to do this. You can always ask an IT person to help you get AI for offline use, like on your tablet and laptop. Some offline AI models have safeguards. Others may not, and using it can be dangerous for students.
 - How do we know when to use and when not to use AI? Assess your students to determine if they are using AI to help them think or to generate results.
 -
 - An earlier idea was to ask every student to write an essay. Then store their work on file for future benchmarking with AI. They tell them that future work will be used to compare to your current essay work. It “may be” difficult for students to prompt AI to generate content in their essay-writing style.
 - There is a fear that not allowing students to use AI now may cause them to fall behind other students. They are some truth to this line of thought.
 -
 - There are cases from law enforcement, where if you prevent your kids from using technology, they will just use their friends’ technology. The danger here is that parents will lose control of their child’s technology use. It may put your child's safety at risk. Hence, it may be better to let your child use technology within your scope of monitoring and controlling. On the other hand, many children are disciplined; hence, this risk may not apply to you.
 - Should each language proficiency be the same while using AI? This area is still in its infancy. There are AI models better for some languages. I have seen advanced use of humans' multiple languages to optimize AI utilization. I would recommend asking your language professor which AI language technology they recommend. Better yet, invite the professor to give a talk to your language school instructors.

