



TRANSLATING OPPORTUNITY TEXAS



Participant Handout - Module 3 Generative AI and Language Instruction

Presented by Dr. Holly Hassel, Janine Rudnick, and Dr. Emily Suh

Objectives: Participants will:

- Surface your pedagogical goals and thinking around generative AI technologies (GenAI)
- Learn about some possible uses of AI for your course
- Explore possible approaches for responsible GenAI use

Section 1:

- Big Questions of AI
- Two AI tools:
 - Chat GPT demo ([ChatGPT.com](https://chatgpt.com)) Note: You must be signed in to use these features
 - Study and Learn
 - Voice mode
 - Grammarly Authorship demo (<https://www.grammarly.com/authorship>)

Notes:



Pause & Reflect 1 (7 minutes)

Take a few minutes with your group or on your own to explore the resources you just learned about.

- *ChatGPT Study & Learn*
- *ChatGPT Voice*
- *Grammarly Authorship*

Try these ideas:

- *Ask ChatGPT to summarize a topic you are teaching this week*
- *Use ChatGPT Voice for quick answers*
- *Try a quick writing sample with pasting in Grammarly Authorship*

Section 2:

- [Responsible Use matrix](https://drive.google.com/file/d/1Ugww4j5-0Y7Urxkla8mPEn2CxiAA_kd_/view?usp=sharing)
(https://drive.google.com/file/d/1Ugww4j5-0Y7Urxkla8mPEn2CxiAA_kd_/view?usp=sharing)

Notes:

**Pause & Reflect 2** (8 minutes)

1. Thinking about the responsible use matrix, imagine what a similar resource might look like for your class and assignments.

For example, think of a task you ask students to do in your class—which parts might be aided by Gen AI tech and which do they need to do independently and why?

2. What aspects of your local context influence students' access, experience, and interest in integrating AI tech into their academic experiences?

Section 3:

- Third AI tool: [Notebook LM](https://notebooklm.google/) (<https://notebooklm.google/>)
- [Outcomes Guidance](https://style.mla.org/student-guide-to-ai-literacy/) (<https://style.mla.org/student-guide-to-ai-literacy/>)
- Ethical Questions and Generative AI

Notes:

**Pause & Reflect 3** (8 minutes)

3. Consider the technologies introduced and activities for accountability for students.
 - a. Reflect in writing or in discussion with a partner on your own current thinking about GenAI and language instruction.

- b. What are the possible benefits to your students' learning?
- c. What are the possible limitations?

Section 4: Big Questions Revisited

- How do I help students develop critical GenAI literacy?
- What uses inhibit versus support student learning and skill development?
- What, if any, uses are responsible and ethical?

Notes:



Pause & Reflect 4 (7 minutes)

4. Take a few minutes to discuss these questions and the other 'big questions' amongst your cohort. Share what excites you about AI as well as concerns you have and ideas to mitigate them.

Suggested Follow-Up Reading:

- [Artificial intelligence in language instruction: Impact on English learning achievement, L2 motivation, and self-regulated learning - PMC](#)
- [The Role of AI in Language Learning Research Evidence and Strategies.pdf](#)

Additional Video resources: Faculty/staff looking to further their knowledge of AI tools shared in this presentation can find guidance at the following sites/videos:

- Grammarly Authorship Demo Video: <https://youtu.be/D6PKyw5wzNs?si=mXqhiv6va6h1lcBz>
- NotebookLM How-to Video: <https://www.youtube.com/watch?v=3DWWKuodafw>
- ChatGPT Study and Learn Video: [ChatGPT's New "Study and Learn" Mode Is Insane! - YouTube](#)

References

- Anderson, D. J. (Lead author). (2025). *Student guide to artificial intelligence* (2025 ed.). Imagining the Digital Future Center, Elon University; American Association of Colleges and Universities. <https://studentguidetoai.org/> [Student Guide to Artificial Intelligence+2](#)
- MLA–CCCC Joint Task Force on Writing and AI. (2023). *Working paper 1: Overview of the issues, statement of principles, and recommendations*. AI & Writing Working Papers. <https://aiandwriting.hcommons.org/working-paper-1/> [Humanities Commons+1](#)
- MLA–CCCC Joint Task Force on Writing and AI. (2024). *Working paper 2: Generative AI and policy development: Guidance from the MLA–CCCC Task Force*. AI & Writing Working Papers. <https://aiandwriting.hcommons.org/working-paper-2/> [Humanities Commons+1](#)
- MLA–CCCC Joint Task Force on Writing and AI. (2024). *Working paper 3: Building a culture for generative AI literacy in college language, literature, and writing*. AI & Writing Working Papers. <https://aiandwriting.hcommons.org/working-paper-3/> [Humanities Commons](#)
- Modern Language Association. (2024). *Student guide to AI literacy*. MLA Style Center. <https://style.mla.org/student-guide-to-ai-literacy/> [MLA Style+2](#)