

Generative AI Technology and Language Instruction

Multilingual Learners of English Professional Learning Seminars

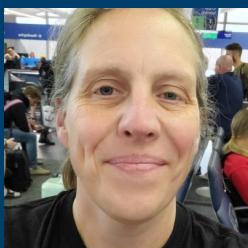


Welcome!

Thank you for attending this session!

Thank you to our grant partners:
Ascendum
Texas Success Center
Student Ready Strategies
WestEd

Presenters



Holly Hassel
Professor,
Michigan Tech
University



Janine Rudnick
Professor, El Paso
Community
College

Holly Hassel, Michigan Tech University

- Holly is Professor and Director of Composition where she trains, supervises, and mentors graduate students in the teaching of writing. She also has two decades of experiences teaching at two-year colleges.

Janine Rudnick, El Paso Community College

- Janine is a Professor at EPCC, teaching English as a Second Language and Speech Communication. She is also a technology trainer for the college, focusing on Microsoft and AI.

Suggested PD Meeting Norms

- Make equity central.
- Commit to active participation.
- Share talk time and listen for understanding.
- Seek clarification as needed.
- Recognize impact and intent.
- Recognize that everyone has expertise.
- Other norms or revisions as suggested and agreed upon by the group.

Objectives of this Professional Learning Module

- 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



Big Questions – A Variety of Answers

- ❖ How do we refer to these products? Tools? Technologies?
- ❖ What uses inhibit versus support student learning and skill development?
- ❖ What, if any, uses are responsible and ethical?
- ❖ How do I balance concerns about intellectual property, labor, and the environment with the increasing integration of GenAI into our workplaces and classrooms?

Big Questions – A Variety of Answers

- ❖ How can I as an instructor help students navigate the array of GenAI tools available?
- ❖ How do I help students develop critical GenAI literacy?
- ❖ What, if any, tools do I want to integrate into classroom activities?
- ❖ How might I support students who do not want to use GenAI for tech, ethical, or personal reasons?



Session Overview

Presenters will review different GenAI technologies that can be used by students and instructors

Presenters will discuss pedagogical approaches that build technical skills and critical AI literacy

Participants will reflect on possible uses in their own classrooms



ChatGPT

How can our students use it to learn?

Study and Learn new information and vocabulary

Practice conversation with Voice mode with optional corrections



Where should we begin?

+ Ask anything

UIImagePickerController icon Add photos & files

SharePoint icon Add from Sharepoint

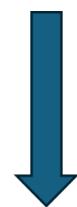
Study icon Study and learn

Create image icon Create image

Thinking icon Think longer

Research icon Deep research

More icon ... More



ChatGPT Study and Learn

ChatGPT ▾

Here's how you could use **Cornell Notes** in English class:

1. Set up the page

- Draw a vertical line about 2 inches from the left margin.
- Leave a few lines at the bottom for a summary.

2. During class or while reading

- **Right side (Notes):** Write details, definitions, or examples your teacher gives.
- **Left side (Cues):** Later, write the key term, question, or main idea that matches those details.

Example:

- Right side: *A metaphor is a comparison between two unlike things without using "like" or "as."*
Example: "Time is a thief"
- Left side: *Metaphor – definition + example*

3. After class

- Write a 2–3 sentence **summary** at the bottom in your own words. This is where your learning "sticks."

👉 Want to try a quick practice? I can give you a short passage, and you can sketch how you'd set up Cornell Notes from it. Would you like me to do that?



Texas Success Center



INSIGHTS THAT MATTER



ChatGPT Voice



Advanced Voice is now ChatGPT Voice ⓘ



Texas Success Center



INSIGHTS THAT MATTER



Grammarly Authorship

Self-assessment tool that helps students demonstrate where they got their text

Identifies original work or copied from AI or another source

Writing is tracked

Students can get a report showing statistics

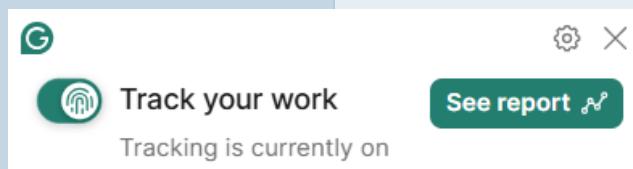
A link can be sent to the instructor



How Grammarly Works

- Students click on the fingerprint in Google Docs or Microsoft Word. That starts the tracking process.

- The report shows original and copied work. Students can send a report link to the instructor.



Writing sources

39% Typed by a human
39% Typed by a human
0% Rephrased with Grammarly's AI
0% With spelling and grammar correction

61% Copied from a source
61% AI-generated
0% Copied from a website

0% Unknown
0% Copied from unknown source
0% Untracked text

Writing stats

3 min spent
1 session
First: September 17, 2025 at 10:46 PM
Last: September 17, 2025 at 10:48 PM

Plagiarism and AI text alerts 0

We checked your doc and found no sections that may need citations for external sources or AI text.

Citation style

APA

you my reasons why it should not be done.

There are ethical concerns. Millions of animals are subjected to pain, stress, and death in experiments each year. Many people believe it is morally wrong to harm animals for human benefit, especially when the animals cannot consent.

There are Scientific Limitations. Results from animal testing often do not accurately predict human responses because animals and humans have significant biological differences. This can lead to misleading results, wasted resources, and delayed progress in finding safe and effective treatments.

So you can see from these arguments that we should stop all animal testing and let the animals be free.



AI-generated

The user generated this text with an AI tool and pasted it into the document.

ChatGPT chatgpt.com

OpenAI. (2025) ChatGPT.
<https://chatgpt.com/c/68cb8ef1-4308-8331-98d7-2dc72f75c063>

Copy reference Edit

Authoring Replay

⟳ 1x



Texas Success Center



CCSSE



Responsible Use Matrix

Include:

- Parts of a literacy or academic task process
- Defining that cognitive or composing activity
- Describe or give an example of responsible use, if applicable
- Describe or give an example of irresponsible use, if applicable
- Explain risks of use

- Matrix: a table structure for demonstrating the intersection of multiple categories or topics
- Checklist: A list of items, considerations, or tasks.
- Rubric: A table representing criteria, in which each different levels of performance on each criteria are described successively.

DEFINING GAI USAGE IN WRITING, READING, AND RESEARCH

Michigan Tech Composition Program

Stages of the Writing and Researching Process		Purpose	How and Why	Responsible Usage	Irresponsible Usage	Risks of Use
Invention	Brainstorming topics, themes, or concepts.	GAI can suggest ideas or expand on prompts that you build on and add your own perspective to.	Use GAI to help expand on ideas, pose multiple questions or run multiple iterations.	Using GAI to generate the entire topic idea without having some initial ideas first.	Using GAI to generate the entire topic idea without having some initial ideas first.	Missed opportunities to explore your own thinking and to develop creative and critical thinking skills.
Reading	To identify key points in a reading assignment.	Using GAI to unpack and summarize texts as part of the research and writing process.	Asking AI to create a reading guide for an article. Using AI to generate a summary of articles to help select those that are relevant to your research question.	Substituting AI-generated summaries for actually reading.		Not understanding your topic or sources beyond a surface level hinders your critical reading, analysis, and synthesis skill development. If you do not actually read the sources you are citing, you risk misrepresenting a writer's claims.



Resources to Help

A fully formed pedagogical philosophy can take some time to develop, let alone proficiency with constantly evolving technologies.

MLA/CCCC TF has created three working papers for faculty:

- [Working Paper 1: Overview of the Issues, Statement of Principles, and Recommendations](#)
- [Working Paper 2: Generative AI and Policy Development: Guidance from the MLA-CCCC Task Force](#)
- [Working Paper 3: Building a Culture for Generative AI Literacy in College Language, Literature, and Writing](#)

Two resources for discussion with students are...

- [Student Guide to Artificial Intelligence \(Elon University/AACU\)](#)
- [Student Guide to AI Literacy | MLA Style Center \(MLA\)](#)

Pause and Reflect

Thinking about the responsible use matrix, imagine what might 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?

Another question to consider:

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



NotebookLM

Learners can reference up to 50 sources

Students can review information and ask questions

Students can listen to a podcast or watch an explainer video

Students can get quizzes, vocabulary lists, and briefings

Notebook can be shared

NotebookLM-Grammar



Texas Success Center



CCCSE
INSIGHTS THAT MATTER



Outcomes Guidance: Responsible Use and Policy Development

<https://style.mla.org/student-guide-to-ai-literacy/>



Student Guide to AI Literacy

While GenAI (generative artificial intelligence) tools appear to work instantaneously, almost like magic, they rely on immense amounts of data and computing functions. GenAI is the product of humans' work in advanced mathematics, statistics, computer science, engineering, linguistics, and more, and GenAI tools perform tasks that typically require human decision-making, such as understanding natural language, recognizing patterns in data, making predictions, and even learning from experience. The "intelligence" of AI refers to its ability to simulate human cognitive functions, including learning from new and preexisting knowledge to solve problems. However, users of GenAI observe that its processes and outputs often require the supervision and intervention of critically thinking humans.

AI Literacy

Ethical and effective use of GenAI technologies is emerging as an essential skill that students must develop in order to live, learn, and work. Yet GenAI comes with potential pitfalls for students—from the risk of being accused of academic misconduct to missing out on foundational skills in reading, writing, research, and learning.

Developing literacy with a tool means becoming a more skilled and thoughtful user of that tool. For example, developing literacy in reading means being able to reread, tackle increasingly difficult texts, and do research in order to further build your capability as a reader. Literacy also assumes you have enough knowledge to question and evaluate what you are studying.

Similarly, developing AI literacy requires that you learn certain basics about how GenAI works, how to use it, and how to evaluate its output. You should also learn when not to use it. Developing GenAI literacy should be your starting point for using this technology. When you build skills and habits for using GenAI ethically and effectively, you will establish yourself as a thoughtful creator and consumer of GenAI content as technologies change over time.

You are becoming a literate user of GenAI when you can do the following:

1. You have a basic understanding of how GenAI technologies work.
 - You can distinguish between AI and GenAI.
 - AI refers to systems that predict outcomes based on statistical models derived from large datasets.
 - GenAI produces text, images, and videos in response to prompts. Large language models (LLMs), a type of GenAI, use a diverse range of text, often drawing on digitized forms of human-written text from the internet, to produce text that is near or even indistinguishable from text composed by a human.
 - You can explain that LLMs essentially predict the likelihood that parts of words will appear successively, producing text based on their training on digitized forms of human-written text.
 - You can identify that LLMs involve various forms of human intervention, including feedback and content moderation, that influence their performance.
2. You understand the policies and frameworks for the ethical use of GenAI outlined by your instructors and institutions.
 - You can identify and follow relevant guidelines on using GenAI for academic purposes.
 - You credit GenAI contributions in your work through appropriate citation or attribution.
 - You can discuss your process transparently with your instructors and peers.



Texas Success Center



CCCSE
INSIGHTS THAT MATTER



Example Outcome 1:

You monitor your own learning as you use GenAI tools.

- You understand and can articulate why you used GenAI in a writing, reading, or research task.
- You can explain how using a GenAI tool for writing contributed to your work.
- You can reflect on how your use of GenAI affects your creativity and development as a writer.
- You can reflect on your learning needs and make effective decisions about when to avoid relying on GenAI as a learning tool.



Texas Success Center



CCCSE

INSIGHTS THAT MATTER



Student-Ready

STRATEGIES



Example Outcome 2:

You recognize that GenAI is fundamentally different from human communication.

- You can explain differences between text produced by a GenAI tool and authentic human communication.
- You recognize that while GenAI is a useful aid in writing, written communication happens only between human writers and readers.
- You can evaluate whether the output from a GenAI prompt used as part of your writing process or product might result in miscommunication.



Texas Success Center



CCCSE

INSIGHTS THAT MATTER



Student-Ready

STRATEGIES



Ethical Questions and Generative AI

- Maintaining appropriate distance and critical stance (AI is not real)
- Concerns about copyright/intellectual property, labor extraction/exploitation, and environmental concerns (questions many are asking/raising)
- Students who refuse or resist for ethical reasons –accompanying choices with opt out
- Spectrum of where students and faculty are around use (functional literacy, critical literacy, technical literacy, rhetorical/genre literacy) and how you might engage/surface questions



Texas Success Center



CCCSE

INSIGHTS THAT MATTER



Student-Ready

STRATEGIES



WestEd

WestEd.org

Pause and Reflect

Consider the technologies introduced and activities for accountability for student.

Reflect in writing or in discussion with a partner on your own current thinking about GenAI and language instruction.

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



Texas Success Center



CCCSE

INSIGHTS THAT MATTER



Student-Ready

STRATEGIES



WestEd

WestEd.org

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?



Pause and Reflect

We invite you to continue the conversations around these big questions with your professional learning cohort.

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.

Thank you!

Holly Hassel (jhassel@mtu.edu)
Janine Rudnick (jrudnick@epcc.edu)



Texas Success Center



CCCSE
INSIGHTS THAT MATTER



Student-Ready
STRATEGIES



WestEd
SCHOOL & COMMUNITY

Translating Opportunity Texas is a collaborative initiative among the Texas Success Center, Student Ready Strategies, WestEd, and the Center for Community College Student Engagement.

The initiative is funded by Ascendium Education Philanthropy, a division of Ascendium Education Group.

@2025. Permission granted for unlimited use with appropriate citation.



Texas Success Center



CCCSE
INSIGHTS THAT MATTER



Student-Ready
STRATEGIES



WestEd
SCHOOL & COMMUNITY