

# Transforming TESOL Practice: AI as a Literacy and Learning Partner

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# Activity 1: Fast words

Use the chat function

Type words-associations with AI, generative AI

Also, type what you are currently using AI to do

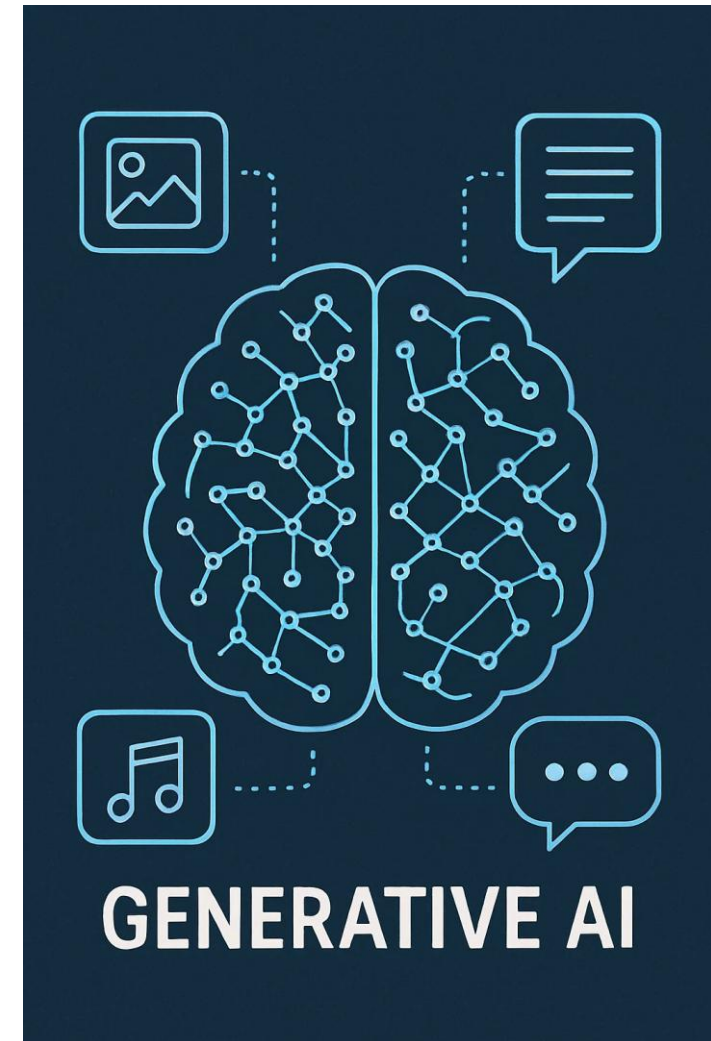


# What is generative AI?

Generative AI refers to *deep-learning models* that can take raw data and “learn” to generate statistically probable outputs when prompted. At a high level, generative models encode a simplified representation of their training data and draw from it to create a new work that’s similar, but not identical, to the original data.

IBM

<https://research.ibm.com/blog/what-is-generative-AI>



# Outline

- Explore multilingual and sociocultural lenses.
- Discuss AI literacy.
- Practise AI integration in TESOL teaching.
- Reflect on ethical, relational, and agency dimensions.

**Theory → Practice → Activities → Reflection.**





# Theory

## Sociocultural Learning Theory

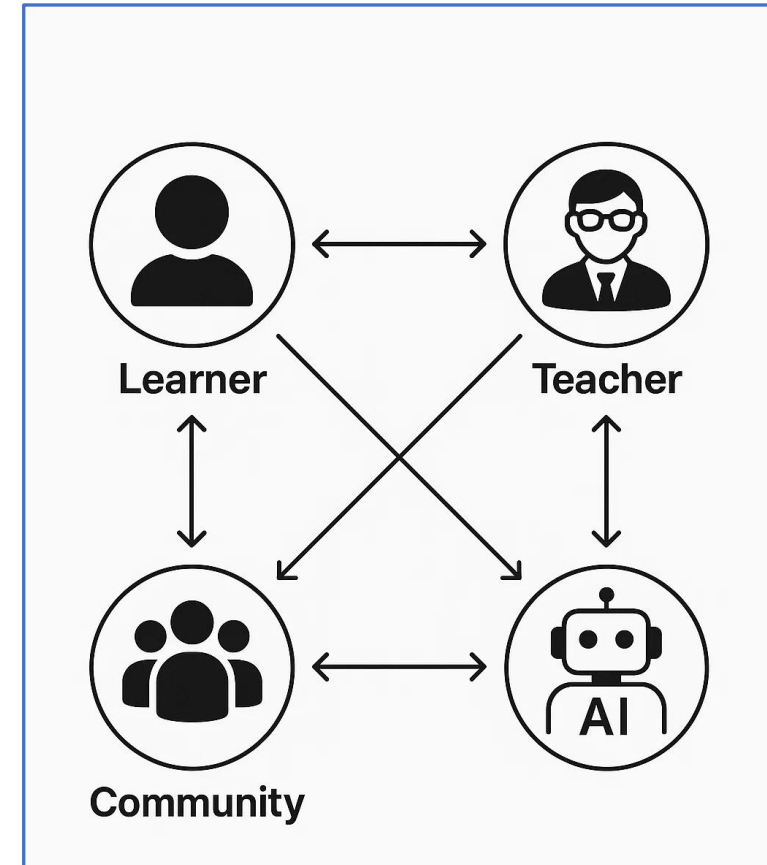
- Vygotsky: scaffolding, mediation, ZPD.
- Community and cultural tools in learning.

## Multilingual Pedagogies

- Translanguaging as identity affirmation.
- Leveraging learners' linguistic repertoires.

## AI as Relational Technology

- Large Language Models (LLMs): statistical prediction/patterning, not “thinking beings.” (or are they?)
- AI outputs shaped by **human prompts**, context, and training data.
- Concept of **human–machine agency**:
  - Teacher as orchestrator.
  - AI as collaborator/mediator.
  - Learners as active agents, not passive consumers.



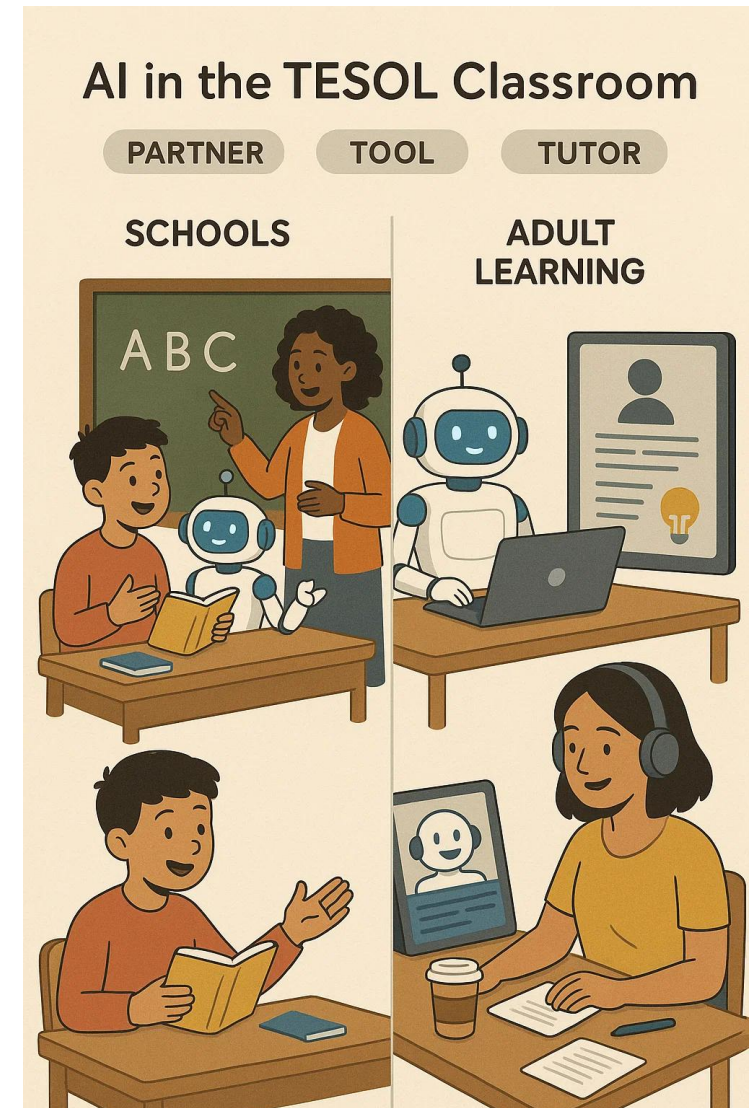
# Activity 2: The role of AI

## Think time

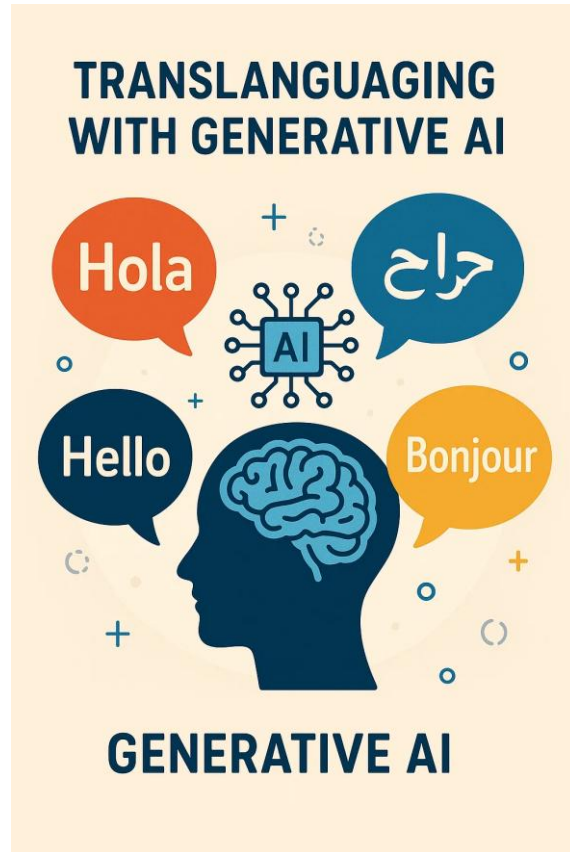
*“What role do you see AI playing in your classroom: tool, partner, tutor or something else?”*

## Sharing time

Share your thoughts either in the chat or speak them aloud



# Concept: Translanguaging with AI

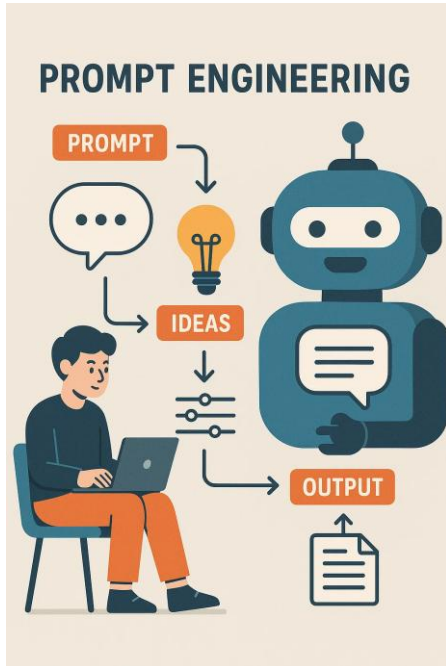


**Translanguaging** refers to the *flexible* use of all the languages in a multilingual speaker's repertoire, allowing them to shift fluidly between languages to create and express meaning, instead of treating each language as a separate, fixed system.

## Practical Strategies

- Multilingual scaffolding support
- Dynamic translation assistance
- Culturally responsive content creation
- Flexible assessment tools
- Collaborative writing support
- Real-time conversation practice with conversation chatbots
- Metacognitive language awareness
- Individualised vocabulary development

# Principles of Effective Prompting



Specificity and detail

scaffolding

context

learner level

## From the student

I'm a Chinese-speaking student learning English. I want to write about my family traditions, but I'm struggling with some vocabulary. Can you help me express this idea: 在我们家，每年春节我们都会包饺子子、贴春联，还要给长辈拜年。这些传统对我们来说非常重要，因为它们连接着我们的根。

Please assist me to:

1. Translate this into natural English
2. Suggest other ways to express the same idea
3. Explain any cultural terms I might need to explain for English readers
4. Keep the emotional meanings of my traditions and heritage

## From the teacher

You are helping an English language learner improve their writing. Please:

1. Read the student's text below and identify 2-3 areas for improvement (grammar, vocabulary, organization, depth of content, appropriateness of language use, or clarity)
1. Provide specific, encouraging feedback with examples
2. Suggest 1-2 alternative ways to express their main ideas using more natural English
3. Ask one follow-up question to help them develop their ideas further
4. Keep your language simple and supportive - remember this student is still learning English

Student writing: [PASTE STUDENT TEXT HERE]



# Activity 3: Translanguaging with Prompts

Task: In breakout rooms, craft prompts for a bilingual vocabulary exercise:


*“Generate a list of 10 words about food with short English definitions and translations in another language, with example sentences.”*

Test prompts, refining wording.


Let’s share our results as a whole group.

Reflection: *How can this support English language learning?*




Poe


≡

Explore

>


Create

+

PhD Problem


Aug 6

GPT-4o: This PhD investigates t...

Superannuation Balance


Jul 31

Gemini-2.5-Pro: \*Thinking...\* > \*...

Back Insult


Jul 15

Insult\_Queen: [doc\_1]: https://p...

Earth Poem

Jun 26


Assistant: This poem explores th...


China Taiwan


Jun 1


Assistant: The situation between...

View all

Bots and apps


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Create


Select type


**Prompt bot**  
Create a bot by giving it instructions


**Image generation bot**  
Create images by defining a visual style

**Video generation bot**  
Create videos by defining a visual and motion style

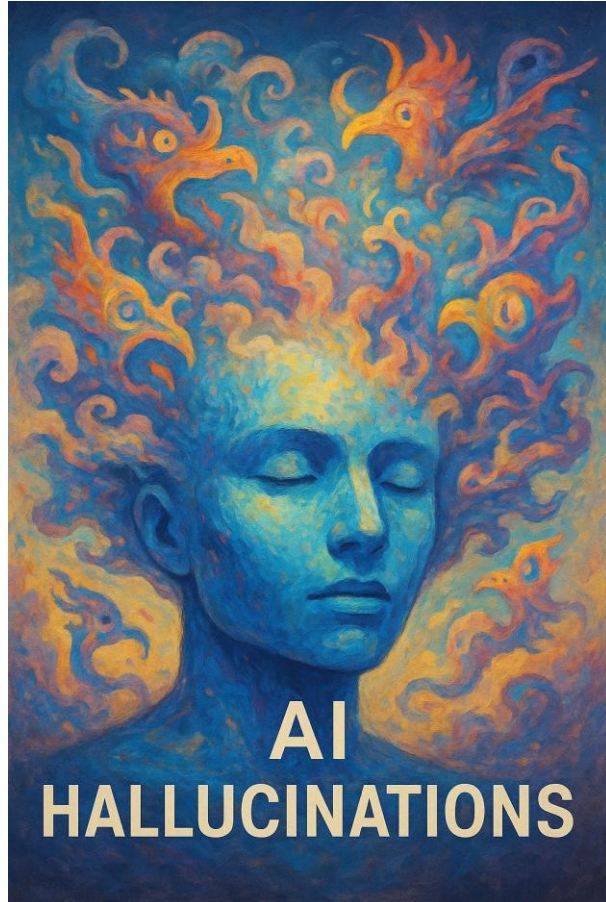
**Role play bot**  
Define a character people can chat with

**Canvas app**  
Create a rich web experience that goes beyond chat

**Server bot**  
Create a bot based on a server you manage

MONASH  
University

# Critical and ethical AI Use



**Strengths:** fast, adaptive, creative.

**Risks:** bias, hallucinations, reliability gaps.

**Agency focus:** teacher as **critical filter**; learners as **informed evaluators**.

Important **critical engagement** might include:

- Fact-checking AI-generated answers.
- Comparing AI with authentic sources.
- Evaluating the appropriateness of the content and adjusting

# Multimodal learning materials

DALL-E  
SORA  
MIDJORNEY  
REVE  
RECRAFT



## AI for Multimodality

- Visual, textual, interactive materials.
- Communicate ideas through more than one mode
- Inclusive of diverse learning styles.

## Practical Examples

- AI-generated images for vocabulary cards.
- Infographics summarising grammar points.
- Simple dialogues as audio.
- Images to convey ideas



# Activity 4: Infographic

Create/Adapt/show

## Going into breakout rooms

Using an AI platform (ChatGPT, Claude, Co-Pilot, Gemini etc.) create an infographic for your students on a topic or skill you are currently doing with students.

Groups discuss how to adapt for their learners: beginner, intermediate, advanced.

*Agency lens: human curation of AI outputs for learner fit.*

**We will show these infographics as a whole group.**



# Activity 5: Roleplay simulation

**Scenario:** *You are a café manager interviewing me for a job. Ask 6 questions typical in this setting. Your applicant is a new arrival in Australia.*

Use AI to develop a **script** of what happens in the interview—questions and responses

**Reflection:** What worked, what felt artificial, how to adjust?

**Agency point:** *learners use AI as script generation, teachers guide interpretation.*



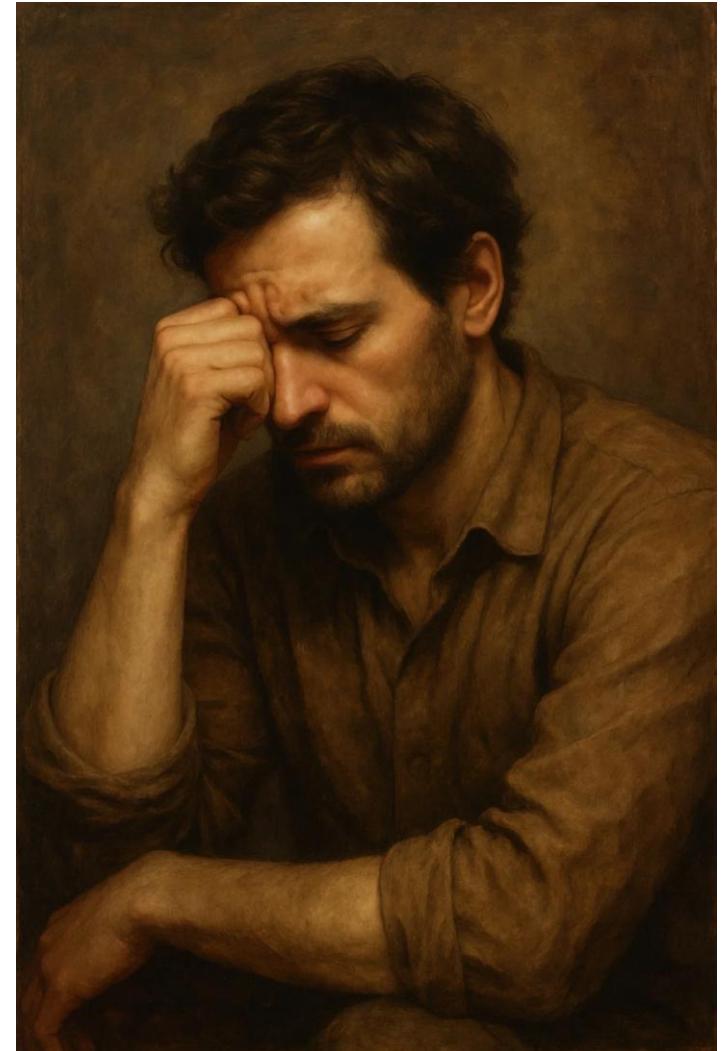
# Closing and reflection

## Key Takeaways

- AI as relational, but not a replacement.
- Teacher + learner + AI = co-agency.
- Immediate strategies for TESOL classrooms.

## Reflection & Next Steps

In the chat, write one action you will try with your learners next week.



Q&A