Considering the Implementation of a GAI Tool?
Guiding Questions for Instructors and/or Language Programs

These open-ended questions emerged from an analysis of responses to a voluntary survey completed by 125 students enrolled in a variety of Northwestern language courses in spring quarter 2025. The survey informally explored their current use of and attitudes toward AI technologies. In addition, they aim to to help reflect on current practices, inform policy development, and foster thoughtful, ethical, and pedagogically sound use of AI by both students and instructors.

Keywords: access and fairness, academic integrity, ethics and algorithm bias, instructor and student preparedness, assessment design, policy clarity and consistency

Considerations for Instructor Use:
Language students identified strong feelings against instructors using AI for assessment and feedback.

- What is the purpose of using AI for language teaching?
- What is the task that the instructor is asking AI to do? Does it make any difference when the instructor creates the task versus when AI does it?
- How might instructors and/or programs close the gap between instructors' interests and student perceptions? Would more awareness of AI help achieve this goal? How might the students gain this awareness and understanding?
- Are instructors equipped with the knowledge and resources to guide students in ethical and pedagogically sound AI use?
- Should instructors disclose that they are using AI (or how much are they already using it)? Do they normally disclose other (re)sources they may use on a regular basis when designing their courses such as activities or ideas found on the Internet or in other textbooks, to name a few? How would using AI for these purposes differ?
- Which uses of AI align with the established pedagogical goals of a course, and which might undermine essential language learning processes such as critical thinking, writing, or interpersonal communication?
- How might AI use affect traditional forms of assessment, and what adjustments may be needed to ensure fair evaluation of student learning?

Considerations for Student Use:
AI is a novel technology for student learning. Students are using it in most of their classes, but they generally worry about originality and violating academic integrity policies. Other students are concerned about the quality of their learning if they use AI tools.

- Do instructors know what AI tools students are currently using?
- Do all students have equal access to AI tools and digital literacy to use them effectively?
- What kinds of student-centered or student-developed activities may seem most appropriate in the context of language learning? At what level of proficiency should they be introduced, if any?
- What does SLA research suggest about the effectiveness of AI tools in developing specific language skills such as speaking, writing, or listening, or modes of communication more broadly?
- How can we establish clear, equitable guidelines for AI-tool(s) implementation that support learning while maintaining academic integrity? Are there available models to draw from?