



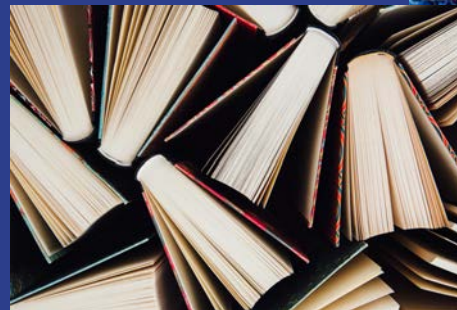
CERCLL

The promises and perils of generative AI for second language literacy development:

The case of reading



Dr. Kristen Michelson



January 23, 2026



What is your approach to AI?





Positionality




Research

L2 literacies development
reading as a multiliteracies practice
reading web texts
digital social annotated reading
AI use for L2 materials design and research

Teaching

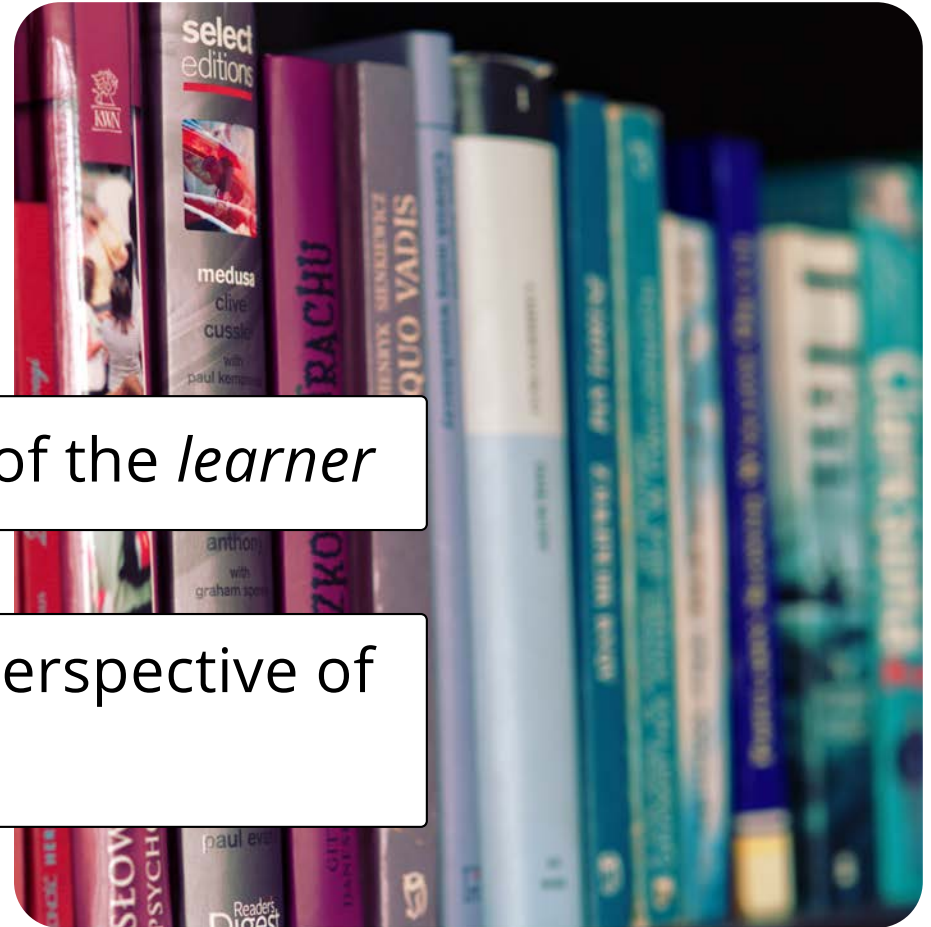
Foreign language teaching methods
Introduction to second language acquisition
Technology and language teaching
Reading and Interpreting L2 Texts
The Ethics and Affordances of AI in Applied
Linguistics



What this webinar will address

reading from the perspective of the *learner*

reading *pedagogies* from the perspective of
the *teacher*



Part I: Foundations



Experiencing reading

Examining generative AI

Why do we read?

Why do we read?

- to learn about a topic
- to learn about history
- to learn about current events
- for pleasure
- to connect to others in community
- to get information
- to hear what others have to tell us
- ...



Photo by [Matias North](#) on [Unsplash](#)

...and in a second language?

- all of the above
- to learn language
- to learn about other cultures



What skills do we need for
reading?

What skills do we need for reading?

From the ACTFL Can-Do Statements

“What elements of literacy lead to higher levels of understanding in the Interpretive Mode?”

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode.

Factors that impact how well learners understand texts include:

- a) text complexity or length
- b) familiarity with topic and background knowledge
- c) ability to use literacy strategies such as **recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author’s perspective and cultural perspectives/norms.**”

https://www.actfl.org/sites/default/files/can-dos/Can-Do_Benchmarks_Indicators.pdf

Photo by Road Trip with Raj on Unsplash



ACTFL's literacy strategies mapped onto Kern's (2000) Dimensions of literacy

linguistic

- recognizing key words
- noting organizational features

cognitive

- detecting the main idea
- identifying supporting details
- guessing meaning from context
- identifying logical inferences
- identifying cultural perspectives/norms

sociocultural

- identifying the author's perspective

ACTFL's literacy strategies mapped onto Kern's (2000) Dimensions of literacy

linguistic

- recognizing key words
- noting organizational features

multimodal

- recognizing salient modes and designs

cognitive

- detecting the main idea
- identifying supporting details
- guessing meaning from context
- identifying logical inferences
- identifying cultural perspectives/norms

- drawing on background knowledge
- assimilating new propositions into existing interpretations

sociocultural

- identifying the author's perspective

- recognizing contexts of production of texts
- recognizing bias and ideologies in texts

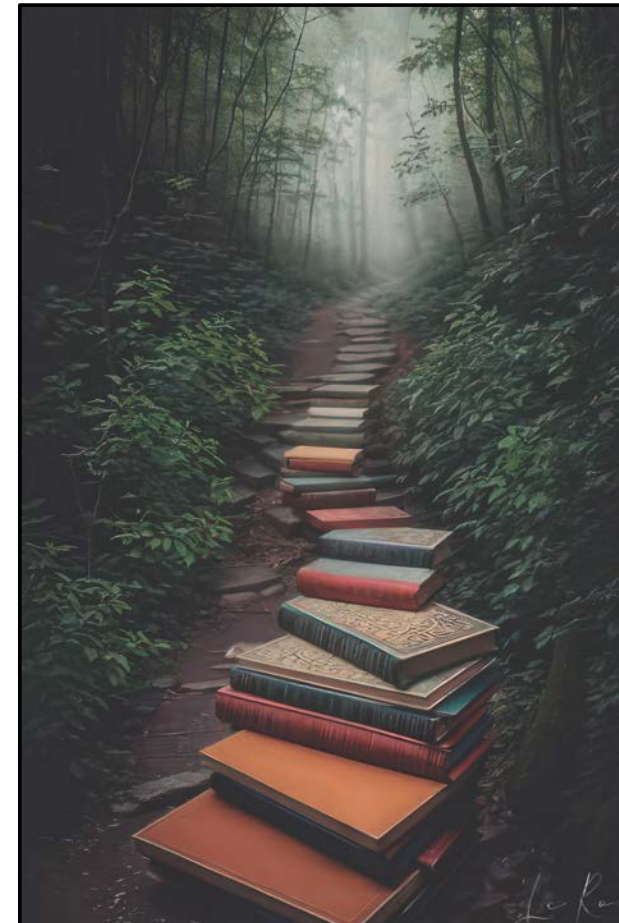
Reading as a multiliteracies practice

Texts

- are multimodal
- are carefully designed
- are tied to situated identities
- operate in specific sociocultural contexts
- reflect and constitute culture

Readers

- do more than decode written language
- choose varied and flexible reading paths
- consider not only *what* is being said, but *how* it is being expressed



There I was. For real. Visiting a house transformed into a beautiful museum. I had just discovered there was a magnificent terrace perched on the Grand Canal. I completely fell in love with the place. The colors, the sparkling water, the calm of this hidden gem, a real happy place.

I wanted to immortalize this singular moment.

So I took it out, for the first time, this mystery object that everyone was talking about, this thing that is supposed to be an essential because it takes your pictures to the next level. I had finally given in and purchased one.

I was shy to use it, a bit of a rookie.

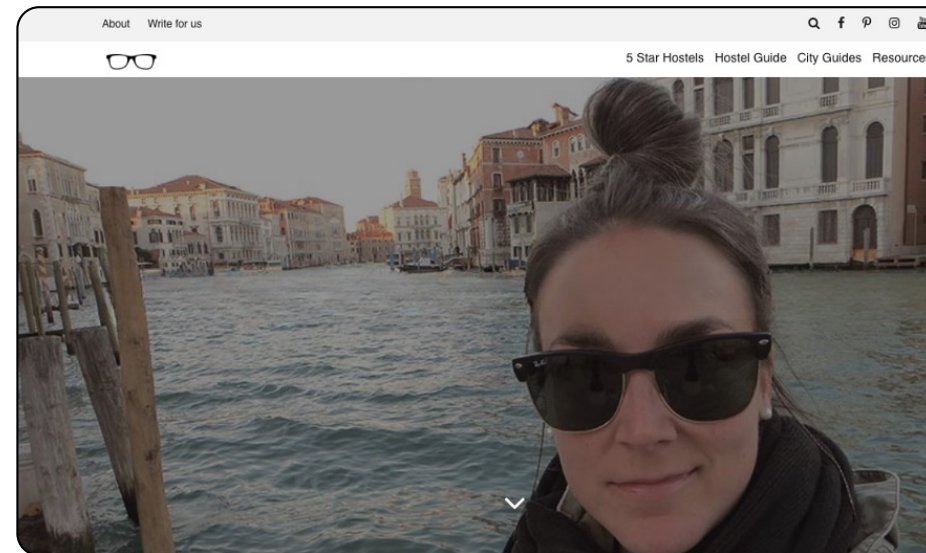
So I waited to be alone. I deployed it and put my phone on it like it should have been. But it was not. Unfortunately.

It fell apart and it was not supposed to.

My phone dropped on the floor and it was not supposed to.

It slid and went directly underneath the small opening of the fence. And it was not supposed to.

So there I was. Admiring and cursing the Grand Canal. For real.



There I was. For real. Visiting a house transformed into a beautiful museum. I had just discovered there was a magnificent terrace perched on the Grand Canal. I completely fell in love with the place. The colors, the sparkling water, the calm of this hidden gem, a real happy place.

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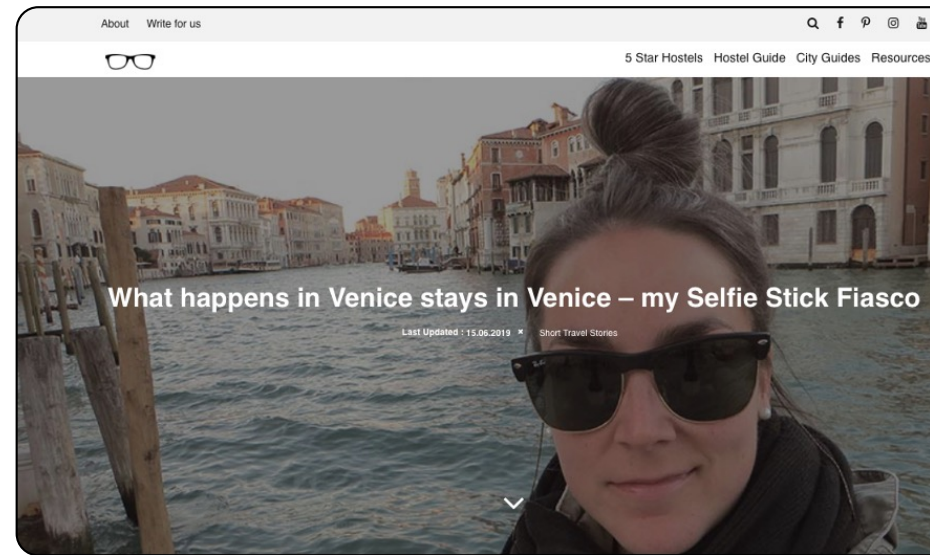
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Misadventures in Paradise

Misadventures in Paradise

Lives

By TOM RUPRECHT MARCH 11, 2009

Several months ago I booked a nonrefundable trip to [Bora Bora](#) for my honeymoon. The island looked amazing — South Pacific, tiki huts over clear water. Virtually from the moment I bought the tickets, however, the U.S. economy began to plummet. So in January, when we should have been hoarding the rest of our savings, my wife, Lorraine, and I found ourselves embarking on the most extravagant trip we'd ever taken. But that didn't matter, because after the stress of work and the stress of the wedding, we were looking forward to our reward — two weeks in paradise.

Everyone assured us these would be the happiest two weeks of our lives, which only added another layer of stress: how do you go about having the Greatest Time of Your Life?

The trip started with a form of hell called the international terminal of LAX. It could be my imagination, but I believe that one of the thousands of families in front of us in the security line had a set of octuplets — and that during the course of checking in each one of the octuplets had its own set of octuplets.

It was a voyage so long and arduous that I felt as if I should stick an American flag in the soil upon arrival. When we got to the otherwise lovely hotel, the first thing I noticed was that no one was there. I'm not talking romantic seclusion; I'm talking "Twilight Zone." I was like Will Smith

Message system

what should have been
paradise, hoarding
savings

what actually was
misadventure,
extravagant trip

lexical
inferencing using
discourse context

lexical
inferencing using
morphological
cues

...students need to
"practice decoding
message systems rather
than individual words"
(Swaffar, 1985, p. 17).

World Nomads

True stories from the claims department

The best of the worst. Real stories from our nomads around the world.

[Get a price >](#)

Dimensions of literacy

Linguistic

Cognitive

Multimodal

Sociocultural

Discourse system → travel fiascos





Generative AI: How does it work?



Through machine learning and neural networks

Large language models (LLMs) are built on natural language processing (NLP) and function as statistical prediction machines



Complete the sentence:

The coffee spilled.

Go get a _____.



Complete the sentence:

The coffee spilled.

Go get a _____.



Where do the data come from?

- Publicly available text (e.g., from the internet)
- Licensed data (e.g., from publishers)
- Human feedback data (e.g., through human-rated outputs)



Why is it controversial?

Ethical issues related to:

- training data (plagiarized or stolen data)
- bias in the data, bias in the outputs
- environmental issues related to computing power, water needed in cooling data centers
- inequitable access across social groups
- exploitation of workers hired to do human rating and filtering



...and in educational settings?

- shortcuts or replaces thinking
- encourages cheating
- compromises learning





Latest Magazine Topics Podcasts Store Reading Lists Data & Visuals

Business And Society

AI Won't Replace Humans – But Humans With AI Will Replace Humans Without AI

August 4, 2023

Karim Lakhani

Part II:

The promises
and perils of
generative AI
in supporting
learners with
L2 reading

Examining the research

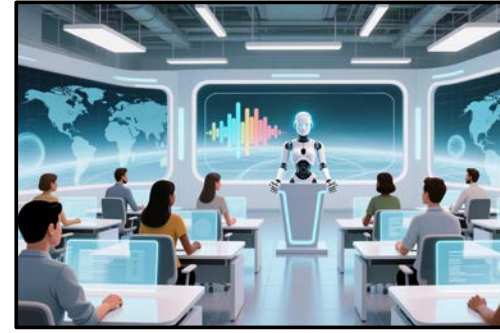
Supporting learners with AI

Exercising caution

What has research found?

Impact of AI-generated materials on learners

- students' **motivation** (Yilmaz & Aydın, 2025)
- **reading enjoyment** (Lee, Shin, & Noh, 2023)
- **AI-simplified** texts vs. **human simplified** texts vs. **unmodified** texts and **comprehension** (Murphy Odo, 2025)



“Current AI-generated simplifications are purely based on linguistic complexity, overlooking the value of including relevant information and cultural references that can also facilitate comprehension” (Murphy Odo, 2025, p. 14)

What has research found?



Reading environments and practices

- **AI-supported pre-reading scaffolding** (Lin, Lin, & Tang, 2025)
- **Students dialoguing with ChatGPT during reading** (Thongsan & Anderson, 2025)
- **Effects** of AI-based reading platforms on **anxiety, cognitive load, critical thinking** and **academic reading achievement** (Zhang et al., 2025)
- AI-mediated reading and **impact** on reading **proficiency** (Ali et al., 2025)
- AI-supported reading and **impact** on **self-regulated reading** (Pan, Guo, & Lai, 2025)
- AI-supported reading **mentorship** (Liao, 2025)
- “ChatPRCS” **personalized support system** for reading comprehension (Wang et al. 2024)

AI as mediator in scaffolding pre-reading



ChatGPT

I'm reading an article from the New York Times Magazine. What should I expect?

When you're reading an article from **The New York Times Magazine**, you can usually expect something quite different from a standard news report. In broad terms:

1. Long-form, narrative-driven writing

NYT Magazine pieces are typically **longer and more immersive**. They often read like essays or literary journalism rather than straight reporting. Expect:

- Scene-setting and storytelling
- Character development
- Anecdotes and vivid description

2. Depth over immediacy

Unlike daily news, the Magazine prioritizes **context, analysis, and meaning** over breaking information. Articles often:

- Explore *why* something matters, not just *what* happened
- Situate events within historical, cultural, or social frameworks
- Revisit topics long after they've left the headlines

AI as mediator in scaffolding pre-reading



ChatGPT

I'm reading an article from the New York Times Magazine. What should I expect?

4. Complex social and cultural themes

Common topics include:

- Politics and power
- Identity, race, gender, and class
- Science, technology, and ethics
- Education, culture, and human behavior

Articles often raise **normative questions** (What should we value? Who benefits? Who is harmed?).

5. Rich sourcing and reporting

Expect:

- Extensive interviews
- On-the-ground reporting
- Integration of research, data, and expert perspectives

Sources are often woven into the narrative rather than presented as quick quotes.

6. Fewer "answers," more questions

Many pieces are designed to leave you **thinking rather than informed-and-done**. Endings may be open-ended, provocative, or reflective rather than conclusive.

AI as mediator in scaffolding background knowledge

Misadventures in Paradise

“The trip started with a form of hell called the international terminal of LAX.”

ChatGPT

What is LAX and why might it be considered a form of hell?


LAX is the airport code for **Los Angeles International Airport**, one of the largest and busiest airports in the United States.

It's jokingly (and sometimes sincerely) described as a *form of hell* for several well-known reasons:

Why people dread LAX 🗿

- 1. Traffic nightmare**
 - Getting to LAX can take an absurd amount of time, especially during rush hour.
 - The horseshoe-shaped terminal loop often turns into a parking lot of cars, buses, and ride-shares all fighting for inches.
- 2. Sheer size + sprawl**
 - LAX has many terminals spread out horizontally rather than connected efficiently.
 - Changing terminals can mean long walks, confusing signage, or shuttle buses that feel eternal.
- 3. Overcrowding**
 - It handles tens of millions of passengers every year.
 - Security lines, check-in counters, and boarding areas are frequently packed, loud, and stressful.
- 4. Inconsistent layout**
 - Terminals were built and renovated at different times, so the airport feels architecturally incoherent.
 - Even frequent travelers can feel disoriented.
- 5. Delays and logistics**
 - Weather elsewhere, air traffic congestion, or gate shortages often cascade into delays at LAX.
 - International arrivals can face especially long waits at customs.
- 6. Psychological toll**
 - Combine noise, fluorescent lighting, jet lag ↓ the pressure, and crowds, and you get a uniquely draining experience.





AI as a mediator in supporting vocabulary depth



ChatGPT

Please list three examples of how "plummet" can be used in a sentence.

Here are three examples of "**plummet**" used in sentences:

1. *After the company announced the recall, its stock price **plummeted** within hours.*
2. *As the storm intensified, temperatures **plummeted** well below freezing.*
3. *Student attendance **plummeted** after classes moved online unexpectedly.*

If you'd like, I can also give examples tailored to academic writing, news reporting, or everyday conversation.



AI as a mediator in supporting vocabulary depth



ChatGPT

So, things that can plummet are prices, temperatures, and attendance. Can anything else plummet?

Yes—“**plummet**” can be used quite broadly, as long as the idea is a **sudden, steep decline** (literal or metaphorical). Here are some other common things that can *plummet*, grouped by domain:

Abstract / Social

- **Confidence:** *Her confidence plummeted after the negative feedback.*
- **Morale:** *Team morale plummeted following the layoffs.*
- **Popularity / approval ratings:** *The politician's approval ratings plummeted after the scandal.*
- **Trust:** *Public trust plummeted once the data breach was revealed.*

Economic / Quantitative

- **Profits / revenue:** *Quarterly profits plummeted due to rising costs.*
- **Demand / sales:** *Demand for the product plummeted overnight.*
- **Enrollment:** *University enrollment plummeted during the pandemic.*

Physical / Literal

- **Objects:** *The rock plummeted into the canyon below.*
- **Planes / skydivers** (in dramatic contexts): *The aircraft plummeted before the pilot regained control.*

Health / Performance

- **Energy levels:** *His energy levels plummeted by mid-afternoon.*
- **Test scores / performance:** *Average test scores plummeted after the curriculum change.*

From a linguistic perspective (which may interest you as an applied linguist 😊), *plummet* tends to collocate with **measurable or evaluative quantities** and carries a **strongly negative semantic prosody**, implying abruptness and severity rather than gradual change.



AI as a mediator in supporting vocabulary depth



ChatGPT

How is plummet different from fall?

"Plummet" and "fall" are related, but they carry different nuances:

1. Speed and intensity:

- **Plummet** implies a sudden, steep, or dramatic drop, often fast and alarming.
 - Example: *The airplane **plummeted** 5,000 feet in minutes.*
- **Fall** is more general and neutral; it can be slow or gradual.
 - Example: *The leaves **fell** from the trees in autumn.*

2. Emotional or figurative impact:

- **Plummet** often conveys shock, danger, or seriousness, whether literal (like stock prices) or figurative (like morale).
 - Example: *After the scandal, the politician's approval ratings **plummeted**.*
- **Fall** can be literal or figurative but doesn't necessarily carry urgency or drama.
 - Example: *Her confidence **fell** after the test.*

3. Context usage:

- **Plummet** is usually used in measurable or noticeable drops: prices, temperatures, rankings, stocks.
- **Fall** is broader and can describe anything that moves downward physically or metaphorically.

✅ **In short:** All plummets are falls, but not all falls are plummets. "Plummet" = a dramatic, fast, often alarming fall.



The importance of lexical inferencing

“Nation (2001: 232) believes that incidental learning of lexis through guessing from context should be the most important method of vocabulary acquisition for learners (as it is for NSs)” (Gilmore, 2007, p. 109).

“The reason why lexical inference has been investigated widely by so many scholars...mainly reflects the assumption that the greater the mental effort in processing a word, the more likely it is to be remembered” (Akpınar, 2013, pp. 1-2).





...jury of inquest
demand. *v.t.*
v.i. To make
search of something
question, *a.*
n. **question** (*kwes*
tion, *-tio*, as *prec. l.*
ing, interrogation,
answer, an interro
quiry, a problem
discussion; a
noted on, esp

Part III:

The promises
and perils of
generative AI
in supporting
teachers with
reading
pedagogies

Evaluating AI outputs

Examining the research




AI in finding texts



ChatGPT

Can you find me a multimodal text that is related to a travel insurance company?

Please search again, this time looking for a text that also plays on the discourses of travel fiascos or that exploits the message that something always goes wrong in travel.



AI in analyzing readability



ChatGPT

The following is a text for second language learners of English. Analyze the readability of this text and suggest the language level (using the CEFR) to which it is best matched.

1. Overall Readability Profile

Text type: Personal anecdote / narrative

Register: Informal–semi-literary

Tone: Humorous, reflective, experiential

Length: Short (approx. 300 words)

The text is engaging and stylistically simple on the surface, but it contains several features that increase cognitive and linguistic demand for L2 learners.

2. Lexical Complexity (Vocabulary)

Mostly accessible vocabulary

Much of the lexis is high-frequency and concrete:

- *place, colors, water, phone, floor, fence*
- common verbs: *fell, wanted, waited, dropped, slid*

This supports **A2–B1** learners.

Some lower-frequency or abstract items

However, there are several words and expressions that are **less frequent** or **idiomatic**, for example:

- *perched*
- *hidden gem*
- *immortalize*
- *singular moment*
- *rookie technology*
- *fiasco*
- *gave in*



These are more typical of **B1–B2** vocabulary. Learners below B1 may understand the gist



3. Grammatical Complexity

Sentence structure

- Many **very short sentences** ("There I was. In Venice. In Italy. For real.")
- Heavy use of **coordination rather than subordination**
- Limited use of embedded clauses

From a purely grammatical standpoint, this favors **A2–B1** learners.

Tense and aspect

- Consistent use of **simple past**
- Occasional past perfect ("I had just discovered...") and modal constructions ("was supposed to")

These structures are typically introduced around **B1**, with increasing mastery at **B1+**.



4. Discourse and Pragmatic Features (Key Difficulty Area)

This is where the level rises.

Stylistic repetition

The repeated phrase “**and it was not supposed to**” is rhetorically effective but pragmatically subtle. Learners must infer irony and frustration rather than rely on literal meaning.

Humor and irony

- The humor depends on **contrast, expectation vs. reality, and self-deprecation**
- These are culturally and pragmatically demanding features

Narrative cohesion

Understanding the emotional arc (wonder → anticipation → embarrassment/frustration) requires inferencing skills typical of **B1+ to B2** readers.



AI in generating reading questions

Remember (Level 1)

Determining word meanings by accessing semantic memory.

Recall information that is explicitly stated in the text.

Understand (Level 2)

Identifying and building causal relations among a series of previous events and anticipate subsequent events

Identifying and summarizing the main ideas by discerning important and unimportant information in the text

Afflerbach, Cho & Kim (2015, p. 206)

The Venetian Mishap: Reading Comprehension Assessment

1. What is the setting of this narrative?
 - A. A museum in Rome, Italy
 - B. A terrace on the Grand Canal in Venice, Italy
 - C. A backpacker's hostel in Venice
 - D. A tourist attraction in Florence, Italy
2. What was the "mystery object" the narrator mentions?
 - A. A professional camera
 - B. A smartphone with a special lens
 - C. A selfie stick
 - D. A tripod
3. Why did the narrator wait to be alone before using the object?
 - A. They were embarrassed about using new technology
 - B. They wanted privacy for a personal moment
 - C. They were not allowed to use it in public areas
 - D. They needed complete silence to operate it properly
4. What happened to the narrator's phone?
 - A. It was stolen by another tourist
 - B. It broke when it hit the floor
 - C. It fell through an opening in the fence into the Grand Canal
 - D. The battery died at the crucial moment

What has research found?

Reading Assessment

- Creation of **multiple choice questions (MCQs)** (Chun & Barley, 2024)
- Creation of **comprehension passages** (Ripoll Y Schmitz & Sonnleitner, 2025)
- Generating MCQs targeting **higher order cognitive processing** (Rossi & Escubairó, 2025)

“GPT does not really ‘know’ anything about language—or the world—rather, it predicts sequences of characters (and then larger chunks of language) based on their statistical likelihood of occurrence within the corpora on which it has been trained” (Kern, 2024, p. 519).



AI in generating texts

organic = human created

synthetic = AI-generated

Bozkurt (2023)

ChatGPT

Please write a story about a traveler in Venice who tries to take a picture with a phone and a selfie stick but the phone falls off and drops into the canal. The story should be poetic and contain 180-190 words.

Writing



At dawn, the traveler wandered Venice like a borrowed dream, pockets full of maps and hope. The canals breathed softly, green water folding light into ripples, while shutters blinked awake. Near a quiet bridge, the traveler unfolded a selfie stick, a small flag of modern vanity against ancient stone. The phone lifted, framing domes, laundry lines, a passing gondola stitched with song.

For a moment, the traveler smiled at the glass reflection, trying to keep the city still. A gull cried. The stick trembled. Gravity, patient as tide, made its claim. The phone slipped, spun once, and fell with a clean, final sound into the canal.

Circles widened where it vanished, carrying faces, passwords, messages, whole days. The traveler leaned over, breath held, seeing nothing but distorted sky and brick. Venice did not apologize. She absorbed the offering, as she always has, keeping secrets in her silted memory.

The traveler laughed softly, then let the stick fold closed. Without a camera, the city stepped closer. Bells rang. Footsteps echoed. What remained could not be lost, only carried through narrow streets, across bridges, and into future mornings.

“Texts are not only sources of linguistic knowledge and cultural facts but are also representations of how culture is created and how it functions; they must be engaged not only for language and elements of content, but also as strategic interventions on the field of culture--as examples of how knowledge is produced, circulated, and managed” (Arens, 2009, p. 162).



AI in modifying texts

This text is for learners of English as a second/foreign language. Please assess the suitability of this text and indicate the optimal CEFR level of readers for this text.

Please modify this text for B1 learners.

My Honeymoon in Bora Bora

Several months ago, I booked a trip to Bora Bora for my honeymoon. The tickets were non-refundable, which means I couldn't get my money back. The island looked beautiful in the photos — it's in the South Pacific, with small houses built over clear blue water. But after I bought the tickets, the economy in the United States got worse. People were losing their jobs and everyone was worried about money.

So in January, when we should have been saving our money, my wife Lorraine and I went on the most expensive trip of our lives. We were tired from work and from planning the wedding, so we really needed this vacation — two weeks in paradise.

“Graded or edited texts have, as their name indicates, been tailored expressly to limit students to vocabulary and morphological structures suitable for a designated learner norm. Their purpose is not in teaching a particular content but to teach language. Since they are designed for non-native learners, they are linguistically, and in this sense, culturally, sanitized” (Swaffar, 1985, p. 17).



iPhone Stolen in Milan

How we helped when this nomad's iPhone was stolen off her in Milan.



Pancreatitis in Spain

How we helped when this nomad's wife got pancreatitis in Spain.



Mia's true travel insurance tale

How we helped Mia with her predicament.



Dengue fever in Bolivia

How we helped when this nomad got dengue fever in Bolivia



A knee injury in the USA

How we helped when this nomad got injured while skiing in the USA



A brain aneurysm in Switzerland

How we helped when this nomad was urgently hospitalised



A biking injury in the USA

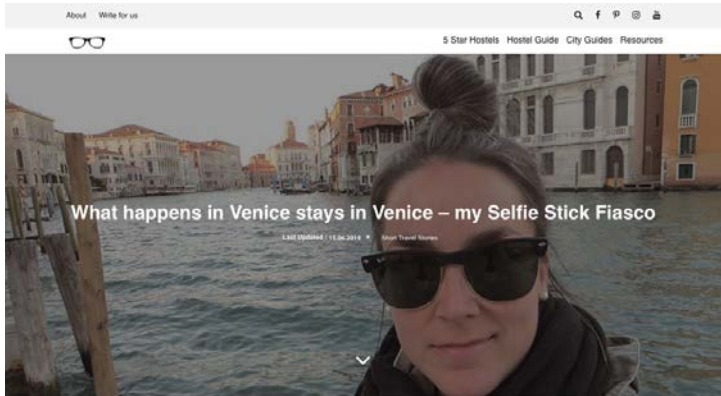
How we helped when this nomad got their ribs fractured in the USA



Family emergency at home, while in Africa

How we helped when this nomad got told their father had a heart attack





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So I took it out, for the first time, this mystery object that everyone was talking about, this thing that is supposed to be an essential because it takes your pictures to the next level. I had finally given in and purchased one.

I was shy to use it, a bit of a rookie.

So I waited to be alone. I deployed it and put my phone on it like it should have been. But it was not. Unfortunately.

It fell apart and it was not supposed to.

My phone dropped on the floor and it was not supposed to.

It slid and went directly underneath the small opening of the fence. And it was not supposed to.

So there I was. Admiring and cursing the Grand Canal. For real.



I should have called it quits for the day and headed into a bar for a warming Schnapps. Instead, I decided to take the last ski run down the mountain. As I was flying down the slopes, my left ski collided with my right, blowing out my left knee and causing me to tumble down the mountain. When eventually I came to a stop, I couldn't move. Thankfully, a passing skier called the ski patrol team and they came to my rescue within minutes.

How World Nomads helped...

Emergency hospital care and treatment. (Medical costs totalled \$2518.32, but policy had a \$100 excess.)

CLAIM PAID AUD \$2418.32

Need to make a claim?

This World Nomad's claim may be different, even if the same thing happened to you. Your travel insurance policy explains what's covered, what's not covered and if any conditions or limits apply. Ask us if you have [questions about coverage](#) or need help to [make a claim](#).

We cover 200+ activities you love + more





AI in generating lesson sequences



ChatGPT

Overarching goal: Create a 50 minute lesson sequence centered on the interpretive mode of communication, or reading, for an English as a second/foreign language class.

Use two texts:

1) <https://www.worldnomads.com/travel-insurance/true-claims/a-knee-injury-in-the-usa>

2) The story called "What happens in Venice stays in Venice – my Selfie Stick Fiasco" from <https://hostelgeeks.com/solo-travel-stories/> Be sure to include the accompanying image of the young woman in front of the Grand Canal.

Steps:

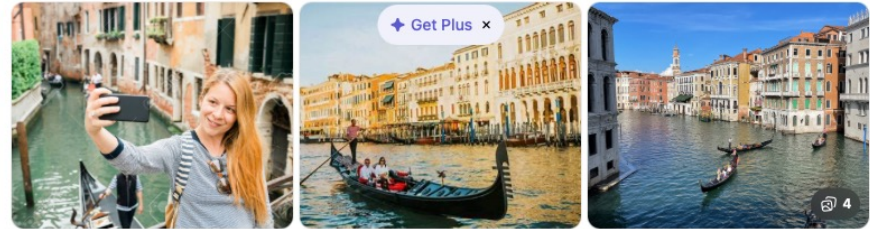
1) assess the readability of each text and suggest the optimal language level in CEFR terms.

2) align the pedagogical sequence with best practices in foreign language education.

Absolutely — here's a 50-minute **interpretive reading lesson sequence** using the two texts you provided. I've also done a **readability estimate + CEFR level** for each text and aligned the sequence with **best practices in SLA/FL education**.



ChatGPT



Text A — “A Knee Injury in the USA” (WorldNomads)

🔍 **Content features:** narrative travel-insurance story; real-world scenario; medical/incident vocabulary; past-tense storytelling; some compound sentences.

Estimated CEFR level: B1–B2

- Vocabulary: concrete, mostly high-frequency with some mid-frequency terms (sprain, emergency, treatment, insurance).
- Syntax: mix of simple and complex sentences.
- Purpose: recounting real events with some informational language (medical/insurance context).

👉 Best for **high-intermediate** readers who can handle unfamiliar vocabulary in context and infer meaning from discourse.

Text B — “What Happens in Venice Stays in Venice – My Selfie Stick Fiasco” (Hostelgeeks)

🔍 **Content features:** personal travel narrative with humor; first-person voice; conversational tone; descriptive elements (place, actions); some cultural/behavior commentary.

Estimated CEFR level: B1

- Tone is conversational, engaging, and story-like.
- Less dense informational language; more narrative and descriptive.
- Good for **intermediate learners** solidifying comprehension strategies.

(Note: I couldn't retrieve the full text via web search; this is based on the typical genre and travel blog norms.)

Part A – Before You Read (Warm-Up)

1. Personal Connection

Work with a partner.

1. Have you ever had a problem or accident while traveling?
2. What did you do to solve the problem?

Write **two key words** you associate with travel problems:

•

•



Part B – Text 1: *A Knee Injury in the USA* (WorldNomads)

2. Vocabulary Preview

Match the words with the best meaning.

Word	Meaning	Letter
1. injury	a. medical care	_____
2. emergency room	b. hurt or damage to the body	_____
3. treatment	c. official request for money or help	_____
4. claim	d. hospital area for urgent problems	_____

3. First Reading – Gist

Read the text quickly. Do not use a dictionary.

Circle the best answer.

1. The text is mainly about:

- a) A sightseeing tour in the USA
- b) A travel accident and medical care
- c) A sports competition

2. The traveler:

- a) Continued the trip with no problems
- b) Needed medical help
- c) Went home immediately



4. Second Reading – Details

Read again and answer the questions.

1. What part of the body was injured?

2. Where did the traveler receive medical help?

3. What role did travel insurance play in the story?

No thanks. Instead, modify the lesson sequence to include the following principles of "reading as a multiliteracies practice".

Texts

are multimodal

are carefully designed

are tied to situated identities

operate in specific sociocultural contexts

reflect and constitute culture

Readers

do more than decode written language

choose varied and flexible reading paths

consider not only what is being said, but how it is being expressed



Overarching Goal (Reframed)

Students will **interpret, analyze, and compare two multimodal travel narratives**, attending not only to *what* is said but *how* meaning is designed through language, image, tone, genre, and sociocultural positioning.

50-Minute Multiliteracies-Oriented Lesson Sequence

1 Situated Practice: Activating Identities & Contexts (7 minutes)

Purpose: Position learners as meaning-makers with lived experiences and cultural knowledge.

Activity

- Display the **Venice image** (young woman in front of the Grand Canal).
- Ask students to respond *without reading any text yet*:

Guiding questions

- Who do you think this person is?
- What kind of traveler does she appear to be?
- What identities are being suggested? (solo traveler, tourist, influencer, young adult)
- What cultural practices do you associate with this image? (selfies, social media, tourism)

➡ Students discuss in pairs, then share.

Multiliteracies principles

- Texts are **multimodal**
- Reading is **situated and identity-based**
- Readers draw on **visual, cultural, and experiential resources**

“This is the lesson for learners and teachers: don’t ask it to do more than it can. Give it facts, but don’t ask for them. Give it disciplinary concepts rigorously defined elsewhere if you are going to ask it to work with them. Supply specific context when needed” (Cope & Kalantzis, 2023, p. 22)



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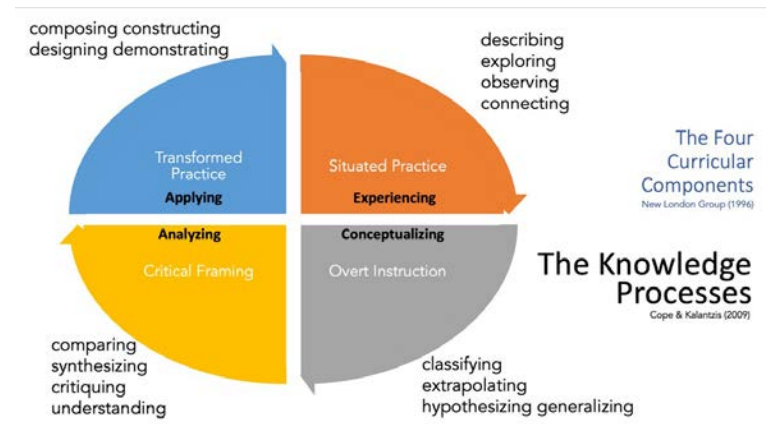
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2 Overt Instruction: Reading Paths & Text Design (5 minutes)

Purpose: Make reading strategies and design features explicit.

Mini-lesson (teacher-guided)

Introduce the idea that:

- These are **designed texts**, not neutral information.
- Readers do not read linearly only; they:
 - Notice titles, images, layout, tone
 - Predict purpose and audience
 - Decide *how* to enter the text

Prompt

“As readers, we choose how to read. Today, we’ll decide where to focus our attention and why.”

Multiliteracies principles

- Texts are **carefully designed**
- Readers choose **flexible reading paths**



3 Text 2 First: Multimodal & Narrative Reading (15 minutes)

(Venice Selfie Stick story first, to leverage image + identity)

A. Pre-Reading: Genre, Voice, Purpose (4 minutes)

Students examine:

- Title
- Image
- Website source (Hostelgeeks)

Questions

- What genre do you expect? (personal narrative, humor)
- Who is the intended audience?
- How does the title shape expectations?

➡ Students write 1–2 predictions.

Multiliteracies principles

- Meaning is shaped by **genre and platform**
- Texts reflect **cultural norms of travel storytelling**



2 Modeling a Think-Aloud (Short Excerpt)

The teacher reads **one short paragraph aloud** and pauses.

What the teacher says

"I'm noticing that the writer uses calm, factual language here. For example, instead of dramatic word like 'terrifying' or 'disastrous,' the writer uses more neutral terms like 'injured' or 'required treatment.'

"That choice creates a tone that feels controlled and reliable. It makes me trust the information."

"I'm also noticing that the story moves quickly from the injury to the solution. That tells me the focus isn't on emotional suffering, but on problem-solving."

Pedagogical purpose

- Models **expert reading**
- Makes **discursive design visible**
- Signals that *absence of humor is meaningful*



3 Student Reading with Guided Attention

What the teacher says

"Now, continue reading silently. As you read, underline or highlight:

- *"one phrase that feels neutral or factual"*
- *"one phrase that feels reassuring or comforting"*
- *"one phrase that reminds you this is connected to an institution, not just a person"**

*"You are not looking for the 'right' answer. You're looking for evidence of **design choices**."*

Optional scaffold (for lower B2 / strong B1)

Provide a short checklist:

- medical vocabulary
- passive voice
- absence of strong emotion
- references to procedures, steps, or systems



B. Reading for Meaning & Design (7 minutes)

Students read the text focusing on:

- How risk and responsibility are framed
- How emotion and credibility are constructed
- What information is emphasized or minimized

Prompt

- Highlight one sentence that feels *informational* and one that feels *personal*.

Multiliteracies principles

- Readers analyze **discursive choices**
- Texts reflect cultural values (safety, preparedness, liability)

C. Interpretation & Discussion (4 minutes)

Questions

- How does this text define a “responsible traveler”?
- How does culture shape the way injury and healthcare are discussed?
- How is the reader positioned? (customer, traveler, learner)

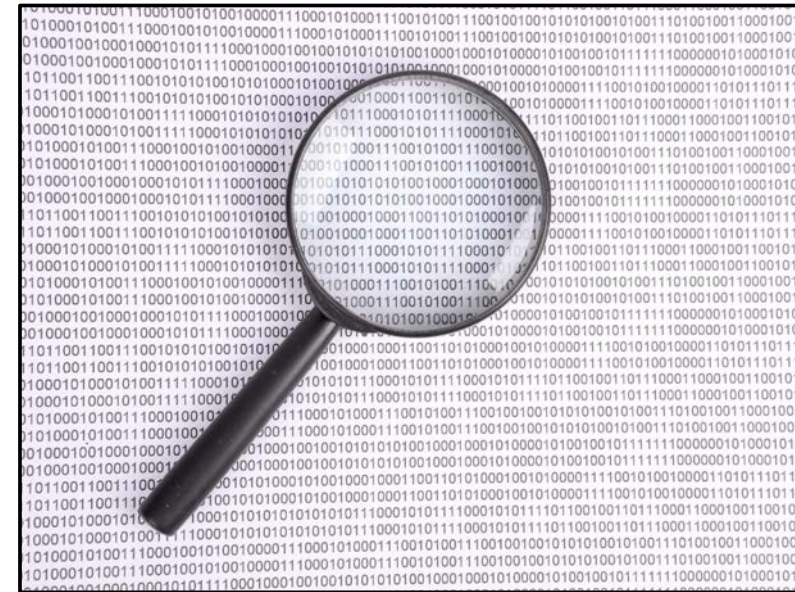


Interpreting the research

AI-generated texts

Reading assessment

Reading environments and practices



Some conclusions...

the promises

AI as mediator for learners

- schema activator
- vocabulary depth
- scaffolding background /culture knowledge

AI as support for teachers

- finding texts
- analyzing readability
- starting point for generating lesson sequences (include principles in prompt)

and perils

- using AI to perform important reading skills
- using AI to generate or modify texts
- AI perpetuating ideologies about language teaching, about language learners



Statement on AI use and images

AI disclosure:

AI was used in testing out uses cases for this webinar and to find the “World Nomads” web text.

Statement on images:

All images used in this presentation were drawn from CanvaPro (paid version) or were available for download from Unsplash.

References & Resources



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