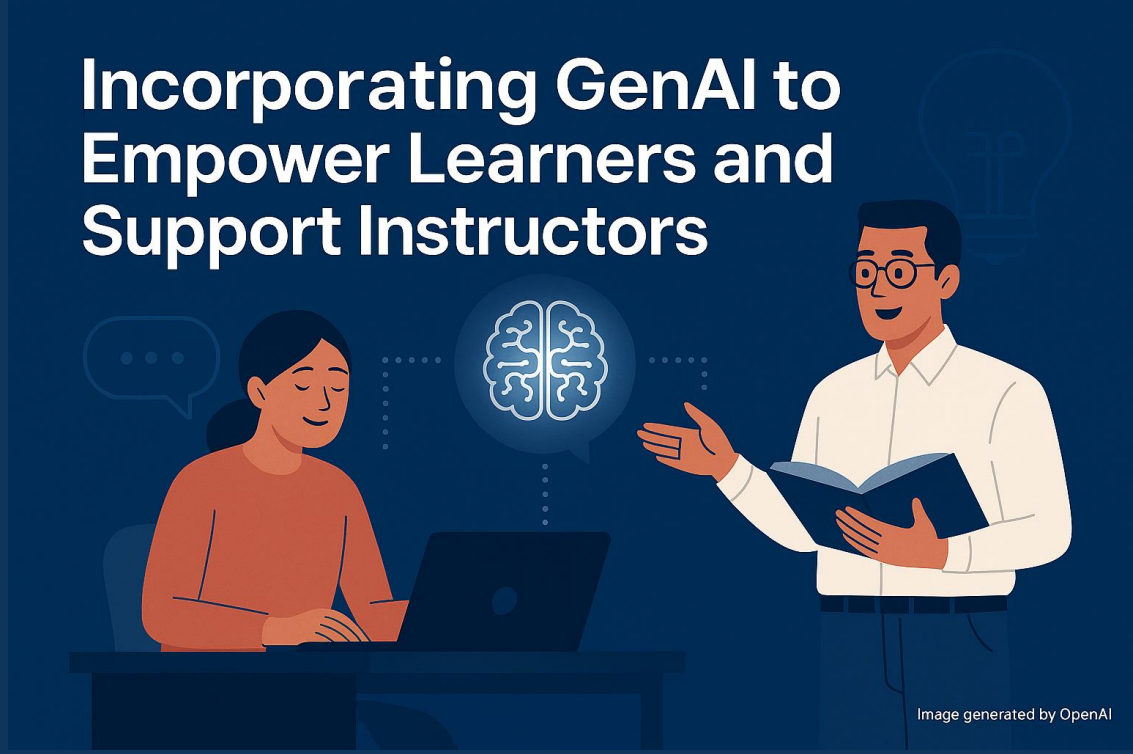
French
UNIVERSITY OF TORONTO

Incorporating GenAI to Empower Learners and Support Instructors



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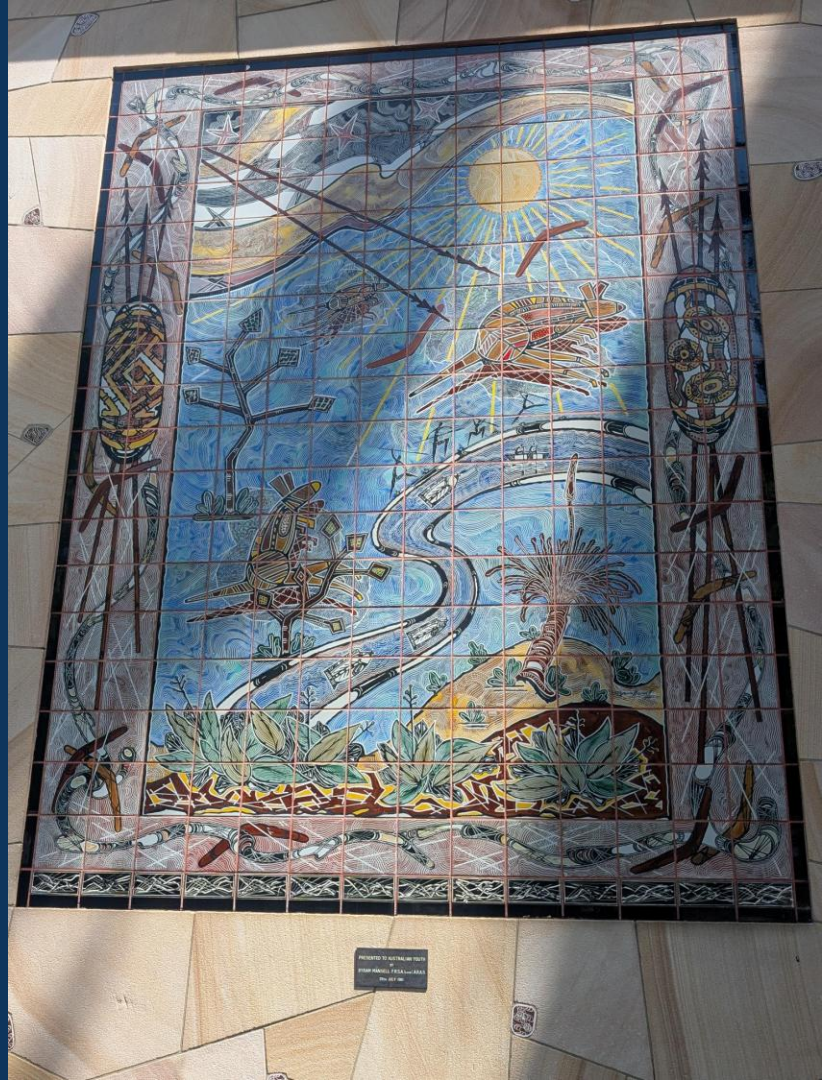
Friday, October 24th, 2025

“I would like to acknowledge the Gadigal of the Eora Nation, the traditional custodians of this land and pay my respects to the Elders both past and present.”

https://www.cityofsydney.nsw.gov.au/guides/organising-welcome-to-country



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Goals

By the end of this seminar, you will be able to:

- Understand the ethical and practical uses of GenAI in linguistics and language teaching.
- Explore strategies for integrating GenAI using the STRIVE model and ACTIF method.
- Identify ways to scaffold assessments to increase student responsibility and personal efforts.

Outline

1. Introduction
2. GenAI in Academia: Opportunities & Challenges
3. Proposed Approaches: STRIVE and ACTIF
4. Demo / Prompt Examples
5. What's my role as an educator?
6. Looking Ahead: How will you use GenAI?

*References and Resources

Introduction

• (Under)graduate students face uncertainty about ethical use of tools, whether free, paid or institutionally approved.

• Many digital tools exist, but how do you determine which one is best suited for language teaching? linguistics courses?

- Furze - Free eBook: Teaching AI Writing

• Focus on two approaches

(1) The STRIVE model → offers a framework for responsible integration of GenAI tools.

(2) The ACTIF method → offers steps for effective prompting.

GenAI in Academia: Opportunities

Literature Review Support

Corpus Analysis and Discourse Comparison

Source Discovery and Annotation

Support Multilinguals

(Camargo, 2024; Perkins & Roe, 2024; Tengler & Brandhofer, 2025; CRIS Resources; Carnegie Mellon University, 2024)

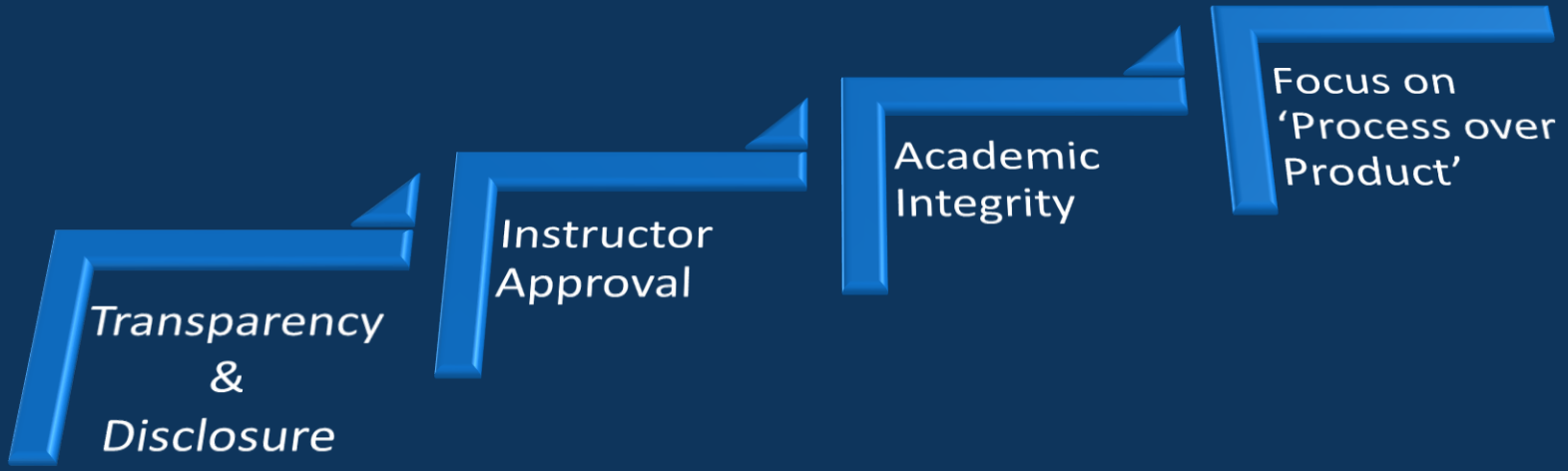
GenAI in Academia: Challenges

"As more individual users use GenAI to support their writing or other creative activities, they might unintentionally come to rely upon it. This can compromise the development of intellectual skills."

- UNESCO (2023: 28)

Ethical & Practical Use of GenAI

Using GenAI in Teaching and Research: Principles & Practices



(CRIS Resources)

GenAI as a Tutor

From Tool to Helper: Enhancing Learning Through Virtual Assistance

(CRIS Webinar “Navigating GenAI”; CTSI; School of Graduate Studies U of T)

I asked GenAI to analyze a sociolinguistic article, but it missed the cultural context.

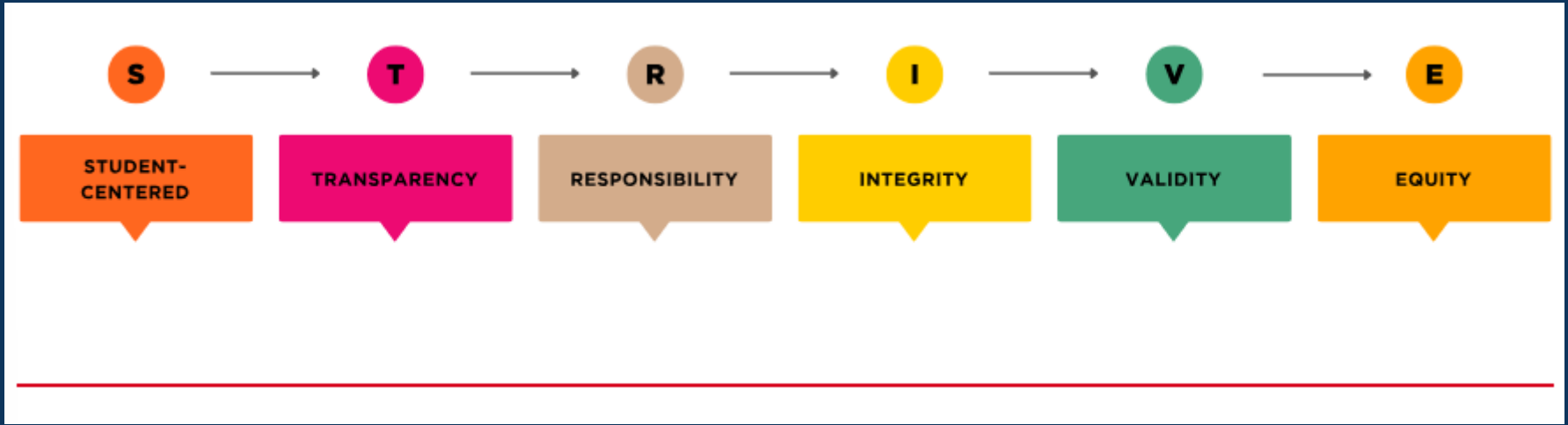
It helped me brainstorm ideas for my syntax paper, but I had to verify everything.

Using GenAI for phonetic transcription was helpful, but I'm unsure if it's accurate.

It really helps with drafting, but I'm always nervous it might be considered cheating.

I feel more confident writing in English with GenAI, but I worry about originality.

STRIVE Model as a Lens for Language Pedadogy



Anselmo et al. (2024)

STRIVE Model as a Lens for Language Pedadogy

	Enhance	Extend	Empower
S – Student-centeredness	Engage in flexible learning	Collaborate to problem solve	Commit to critical thinking
T – Transparency	Develop clarity in GAI application	Identify reliable sources	Dialogue about authorship
R – Responsibility	Be accountable for content creation	Recognize overreliance on GAI use	Examine and challenge GAI-produced content
I – Integrity	Engage in values-based discussions	Model appropriate use of GAI	Critique GAI-generated output for accuracy and bias
V – Validity	Demonstrate learning in fair and equitable ways	Build agency through ethical decision-making	Develop meta-cognitive skills through self-reflection
E – Equity	Understand how to access GAI tools	Develop knowledge on the risks and benefits of GAI use	Recognize and advocate for equitable and inclusive GAI use

Anselmo et al. (2024)

STRIVE Model: Undergraduate level courses

AI-Assisted Writing & Reflection in Language Learning

- INSTRUCTOR USE

Used our institutionally-approved Microsoft Copilot to transform student feedback in their written and oral assessments. Using my rubric and personal bullet-point form comments, I prompted the AI system to develop them into structured paragraphs, including positive comments, constructive feedback, and resources for students' learning.

STRIVE Model: Undergraduate level courses

AI-Assisted Writing & Reflection in Language Learning

➢ STUDENT USE

Microsoft Copilot as a writing process aid for French as a Second Language (FSL). Drafted paragraph first created by AI and personalized by the learner. The assessment was about reflecting on the writing process and the advantages and challenges faced when using a GenAI tool for the first time (Fall 2024).

STRIVE components: “student-centered” and “validity”

Feedback: *[...] for the first assignment I did in FSL226, the paragraph copilot generated gave me a good starting point to continue working on my assignment and personalizing the responses.*

STRIVE Model: Undergraduate level courses

AI Conversations for Language Learning Digital Portfolios

➢ STUDENT USE

ChatGPT for written or oral dialogue as undergraduate students are learning French as a Second Language (FSL). Optional activity that required them to maintain a conversation with the tool and then reflect on how it compares and contrasts with a human written or oral conversation.

STRIVE components: “transparency” / “responsibility” / “integrity”

Feedback: *[...] I spoke with more ease when speaking (with a friend) compared to when I spoke with ChatGPT. I think there are a number of reasons (for that). After the conversation with the ChatGPT, I practice more often with my francophone friends [...] so I learned a lot of words.*

ACTIF Method

Effective Prompting

Prompt:

"You are an undergraduate course instructor for linguistics in [PROVINCE/STATE/COUNTRY].

Draft a GenAI statement for a first-year introductory linguistics course assignment. Students are only allowed to use Copilot to brainstorm ideas and generate two sources for [TOPIC]. They must cite its use when submitting the final research proposal."

Action – What task should the AI perform?

Context – Provide context and background

Tone – Specify tone or style

Identity – Define the role of the AI

Format – Indicate output format (e.g., outline, paragraph, table)

Generated by Microsoft Copilot

Demo / Prompt Examples

GenAI in Action

Demo #1

Brainstorming, Activity Building, Topic Refinement

Prompt

"Help me brainstorm an interactive activity on [TOPIC] that aligns with the linguistic domain “[DISCIPLINE]”. Suggest 2 ideas to get me and my group started [OR to help me prepare one for my students].“

Advantages

- ❖ Generate a list of research questions or proposal ideas
- ❖ Highlight emerging themes and pinpoints information on the chosen topic

Demo #2
Tree Generator

Prompt

"Generate a syntactic tree for the sentence: '[SENTENCE]'. Use standard phrase structure notation and format as described in Chapter [X] of my undergraduate linguistics course."

*Provide the chapter source and a direct link when available.

Advantages

- ❖ Generate any tree based on the proposed model/approach and compare with other models/approaches
- ❖ Help students learn syntactic word order and observe hierarchical relationships
- ❖ Useful for scaffolded learning (individual categories to complex sentences)

Demo #3

Multilingual Code-Switching Dialogue

Prompt

"Simulate a short dialogue between a B1 level English-speaking student who is fluent in French and a bilingually fluent instructor about submitting a linguistics assignment. Include polite forms and common academic phrases. Use code-switching when appropriate."

Advantages

- Learners can engage in realistic scenarios
- Can promote different styles and alternations (e.g., code-switching)
- Proper prompts will enable adaptability for proficiency level and translation of concepts learned in a course

Demo #4

Citation Verification

Prompt (cross-check tools)

"Here are two articles I found on [TOPIC] using ChatGPT. Demonstrate how to cite them in a text. Identify if they are fabricated or unverifiable sources. Suggest correct formatting in APA style."

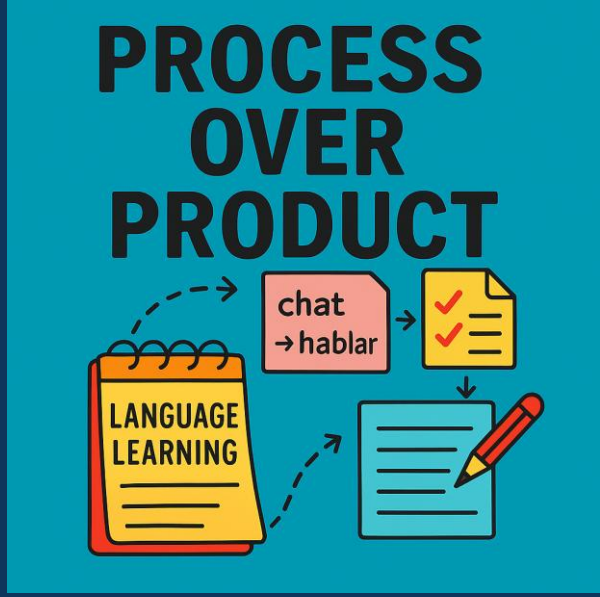
Advantages

- ❖ Cross-check sources against academic database at one's institution
- ❖ Format references correctly

What's my role as an educator?

- Critically evaluate the material presented by the student through each step and offer guidance.
- Help them understand when and why to use a specific AI tool (*Is it necessary? What value does it bring to their work? Would it be better to do it on their own?*)
- Remind them of the importance to maintain academic integrity (recommend that they document their process and cite AI-generated content)
- Guide them to focus on HOW they learn the topic of the course, not WHAT they will eventually produce or hand-in for a given assessment.

Adapted from Zuccaro & Blue (2025)



Generated by Microsoft Copilot

Creativity & Responsible AI Use

Creativity: Collaborate with AI to create and refine original ideas while considering issues of ownership, attribution, and responsible use.

How can I use AI responsibly to bring my creative visions to life?

Exercising creativity when using AI involves interacting with AI systems to brainstorm, generate, and refine original ideas. As learners use AI systems to explore possibilities beyond what they had originally envisioned, they must consider AI's impacts on originality, ownership, attribution, and copyright. By engaging creatively and responsibly with AI systems, learners stay accountable for the ideas they shape and share.

OECD (2025)

Keep in mind…

- Take the information provided by a GenAI tool with a grain of salt. It is useful as a starting point but can hinder students' critical skill development and knowledge retention when assessed.

- The copyright rules on generated material is unclear (unless you've built a chatbot with approved sources and course material).

- Before using a tool for teaching or assessment design, review the rules set out by your institution.

- For collaborative work, students should exercise good practice. Ensure that they communicate their intentions of using GenAI tools to generate and create work submitted throughout the term.

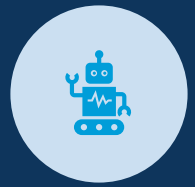
What about AI agents for teaching?

AUTONOMOUS CHATBOT CREATION

Cogniti, Contact North

CONVERSATIONAL SIMULATIONS FOR LEARNER AUTONOMY

ChatGPT Voice, Socratic, Khanmigo



MULTILINGUAL SUPPORT & CONTEXTUAL FEEDBACK

ChatGPT, MS Azure Language Studio

SCENARIO-BASED LEARNING

Cogniti Sandbox Feature, Immerse, Copilot

DATA-DRIVEN INSIGHTS FOR EDUCATORS

Institutional LMS Analytics, Curricumate.AI, D2L Brightspace with AI Analytics

Bridgeman & Liu (2025); Carbajal (2025); Cogniti (2025a-c); DigitalDefynd (2025)

Looking Ahead: How Will You Use GenAI?

How do you see GenAI fitting into linguistics or language teaching?

What support or guidelines would help you use GenAI ethically and effectively?

What concerns or opportunities do you foresee when integrating GenAI into course material or assessments?

How might GenAI change the way you approach your teaching practices?

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Thank you.

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Source: OpenAI