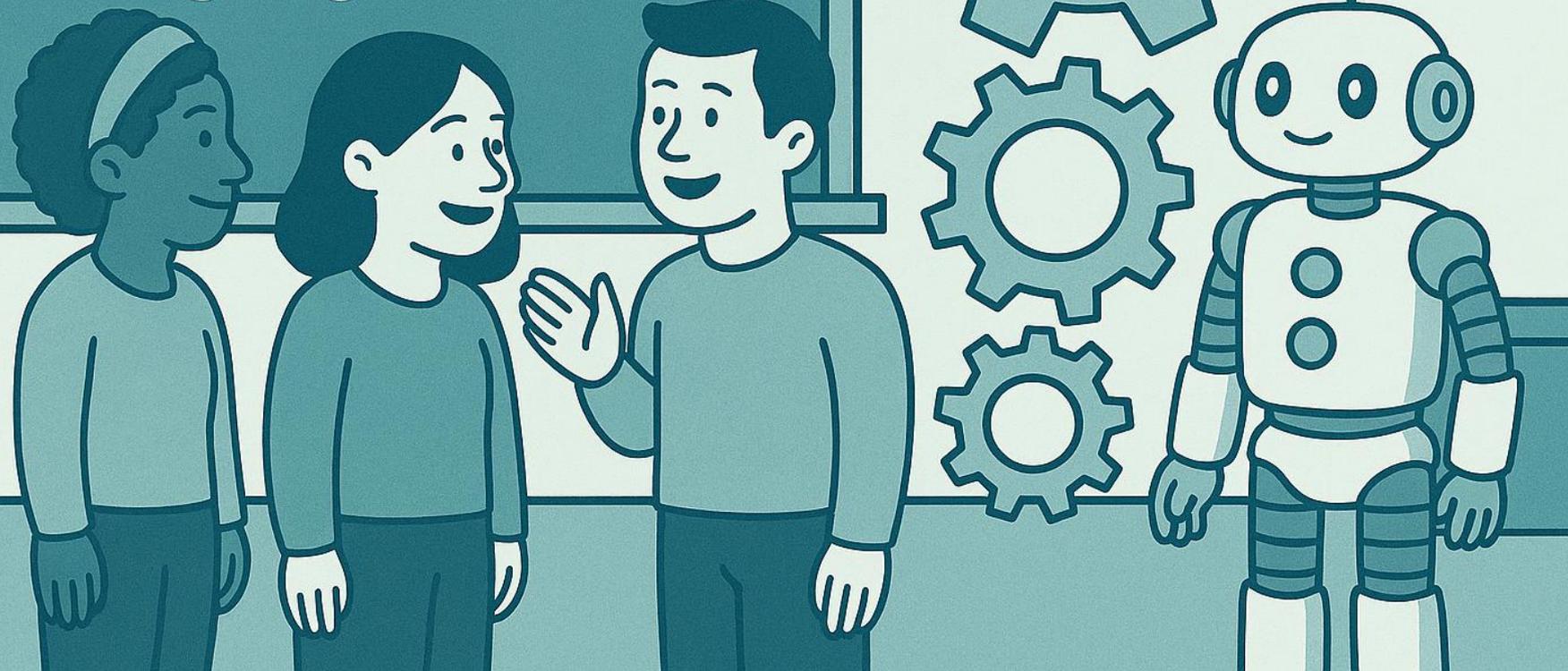


SHIFTING GEARS with GenAI in Language Teaching



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March 6th, 2026 – 2-3pm

Global Languages Initiative (GLI)

University of Toronto

Land Acknowledgment

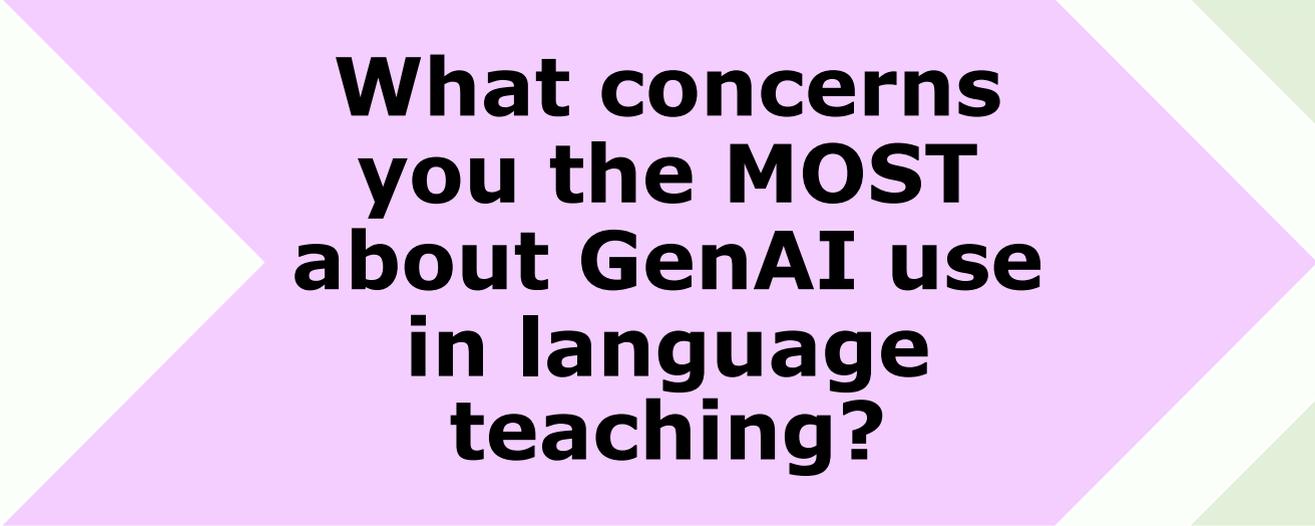
I would like to acknowledge this sacred land on which the University of Toronto is located. It has been the site of human activity for over 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca and Mississaugas of the Credit River.

Today, I am grateful to be able to stand here and teach on this land.

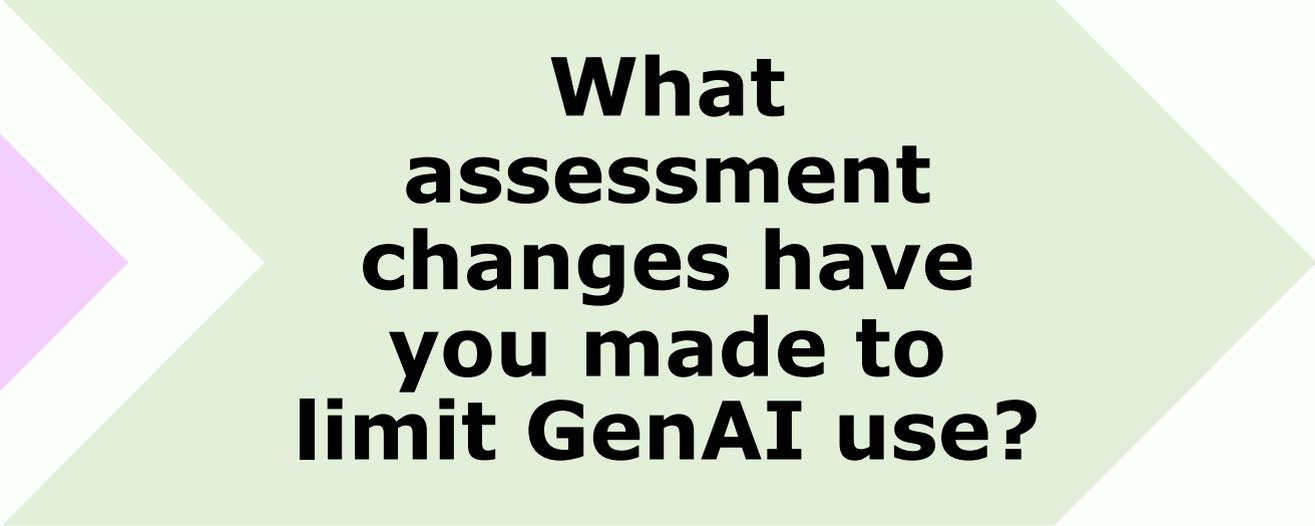


Photo by/par Sophia Bello - Stratford, Ontario

Preliminary Discussion



**What concerns
you the MOST
about GenAI use
in language
teaching?**



**What
assessment
changes have
you made to
limit GenAI use?**

Goals



Explain the current capabilities and limitations of GenAI in language teaching and learning.



Compare examples of AI-assisted and non-AI assisted approaches in language courses.



Explore what happened in 2025 and examine the tools that may be most useful for 2026.

Four Critical Considerations

As we navigate AI in assessment, four realities emerge:

1. When we design primarily to "beat" or "block" AI, or prioritize convenience over pedagogy, we risk undermining authentic learning
2. Nearly all conventional assessment formats can now be completed by AI tools
3. There is no fair, accurate, or dependable method to detect AI-generated content ([Elkhatat et al., 2023](#); [Liang et al., 2023](#); [Saha and Feizi, 2025](#))
4. Our obligation remains ensuring students genuinely develop the knowledge and skills they need to succeed

Resource: [AI Playbook for Teaching and Learning Leaders: A Community Guide](#)

How can we engage our students in a conversation about AI?

Clarify the ethical framework

Establish expectations and ethical guidelines.

Support practice (trial & error)

Guide students in concrete, hands-on use of the tools.

Present strengths and limitations

Show students the advantages and limits of these tools, especially in the language classroom.

Stimulation critical reflection

Encourage reflection on students' experiences using AI tools and their implications.

Why Teach Disclosure?

Disclosure is widely considered as essential to the ethical integration of AI across contexts and is being legally mandated in many jurisdictions.

Teaching disclosure can:

- Develop digital literacy and ethical technology use
- Build academic and professional integrity habits that will serve them in further education, publication, and professional practice
- Learn to think critically about when and how to use AI tools
- Practice transparency in their academic and professional work
- Help students understand both the capabilities and limitations of AI

Slide shared from Dre. Weaver's June 13th, 2025, webinar entitled "With a Little Help from My Friend AI: Teaching AI Disclosure Through Application of the Artificial Intelligence Disclosure (AID) Framework".

Share your opinion...



Do you view AI as
a challenge

OR

an opportunity
when teaching languages?

Unauthorized Use (Without AI)

What factors or reasons influence some language instructors' decisions to not use or authorize AI?



Lack of accessible information and training

Limited access (and time!) to reliable guidance and training on available tools and their concrete pedagogical applications.



Fear of misuse

Legitimate concerns about uncontrolled uses of AI and the unforeseen consequences for learning.



Lack of suitable tools

Difficulty finding solutions that are genuinely relevant to the specific pedagogical contexts of language instruction.

AIAS Assessment Scale

(Leon Furze)

A conceptual framework for evaluating and advancing the integration of AI in teaching.

Two-Lane Approach to Assessment

(Danny Liu et al.)

A model with two parallel pathways:

- Lane #1 : Reduce dependence on AI
- Lane#2 : integrate AI in an ethical and pedagogically meaningful way



The AI Assessment Scale

1	NO AI	<p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills</p> <p>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</p>
2	AI PLANNING	<p>AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.</p> <p>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</p>
3	AI COLLABORATION	<p>AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.</p> <p>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</p>
4	FULL AI	<p>AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.</p> <p>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</p>
5	AI EXPLORATION	<p>AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.</p> <p>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</p>



Two-Lane Approach to Assessment

	Lane 1	Lane 2
Role of assessment	Assessment <i>of</i> learning	Assessment <i>for</i> and <i>as</i> learning
Level of operation	Mainly at program level	Mainly at unit level
Assessment security	Secured, in person	'Open' / unsecured
Role of generative AI	May or may not be allowed by examiner	As relevant, use of AI scaffolded & supported
<u>TEQSA alignment</u>	Principle 2 – forming trustworthy judgements of student learning	Principle 1 – equip students to participate ethically and actively in a society pervaded with AI
Examples	In person interactive oral assessments; viva voces; contemporaneous in-class assessments and skill development; tests and exams.	AI to provoke reflection, suggest structure, brainstorm ideas, summarise literature, make content, suggest counterarguments, improve clarity, provide formative feedback, etc

[Table 1 \(Bridgeman et al. 2024\)](#)



Image by/par GAMMA

No AI → Full AI use

No AI Use

Plan an assignment or activity where no AI tools are permitted at any stage.

Language Learner : Develops foundational skills that require independent work.

Engage in a spontaneous paired conversation by improvising a dialogue on an unexpected topic (e.g., *Ask for directions in an unfamiliar city*).

This requires authentic interaction, after which they can be asked to share how the experience went.

Minimal → Moderate → Advanced AI Use

Occasional use of automatic correction tools such as DeepL or Grammarly to check grammar and improve the linguistic quality of teaching materials.

The focus of assessment is on content, creativity, and critical thinking rather than form.

Automatic generation of language activities – adjusted to each learner’s profile, needs, and specific interests.

You can design more personalized exercises to incorporate the [Universal Design for Learning \(UDL\)](#) model into your pedagogical practices.

Creation of simulated conversations

Use a conversation agent (*chatbot*) such as [Contact North](#) or [Cogniti](#), allowing learners to practice authentic communication situations adapted to their level.

Afterward, they can compare this AI experience with a human conversation and reflect on the differences between the two.

Go even further...

- Integrate AI tutors to provide immersive oral practice with instant feedback, available 24/7.

Full AI Use

Complete AI course designed to include content, activities, and adaptive assessments that can dynamically be adjusted to each learner's progress.

Future idea : an AI-piloted course

Several instructors envision virtual linguistic immersion. One could develop a VR environment with AI assistants enabling real-time interaction in authentic cultural contexts.

Example from Bella Ginzursky-Blum and Michael Blum – follow the directions provided by your partner to locate a building in Moscow.

[William & Mary Studio for Teaching & Learning Innovation - VR Collaborative & VR Lab](#)

RESOURCES FROM CTSI

Institutional Guidance & Divisional Resources

- [AI Task Force Report](#)
- [Generative Artificial Intelligence in the Classroom FAQ's](#)
- [U of T AI Roundups](#)
- [GenAI Literacy OER Course Modules Initiative](#)

CTSI & Library Resources

- [Teaching with GenAI](#)
- [Course Design Foundations](#)
- [UTL AI Literacy Framework](#)
- [Citing AI](#)
- [Image research](#)
- [Copyright considerations](#)

Institutionally-approved Tools

- [Microsoft Copilot Chat](#)
- [Microsoft 365 Copilot \(\\$\)](#)
- [ChatGPT Edu \(\\$\)](#)
- [Cogniti AI Virtual Tutors](#)
- [Contact North](#)
- [Claude for Education \(complete EOI first\)](#)

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THANK YOU

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[French Teaching Support & Planning](#) *(exclusively for the Dept. of French)*

[AI-related blog and material - profbello.com](http://profbello.com)