# Adapting the Artificial Intelligence Assessment Scale (AIAS) for University English Language Teaching

## UNE ÉTUDE DE CAS DU CONTEXTE CHINOIS

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CALA / ACÉL
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We are in Mi'kma'ki, the current, traditional, and unceded territory of the Mi'kmaw people and language.

**gegina'masit** *(v.)*

He/she/it studies or learns

Il/Elle étudie ou apprend

*Ntus etlgina'masit Mi'gmewei tli'suti.*

My daughter is learning the Mi'gmaw language.

Ma fille apprend la langue Mi'gmaw.
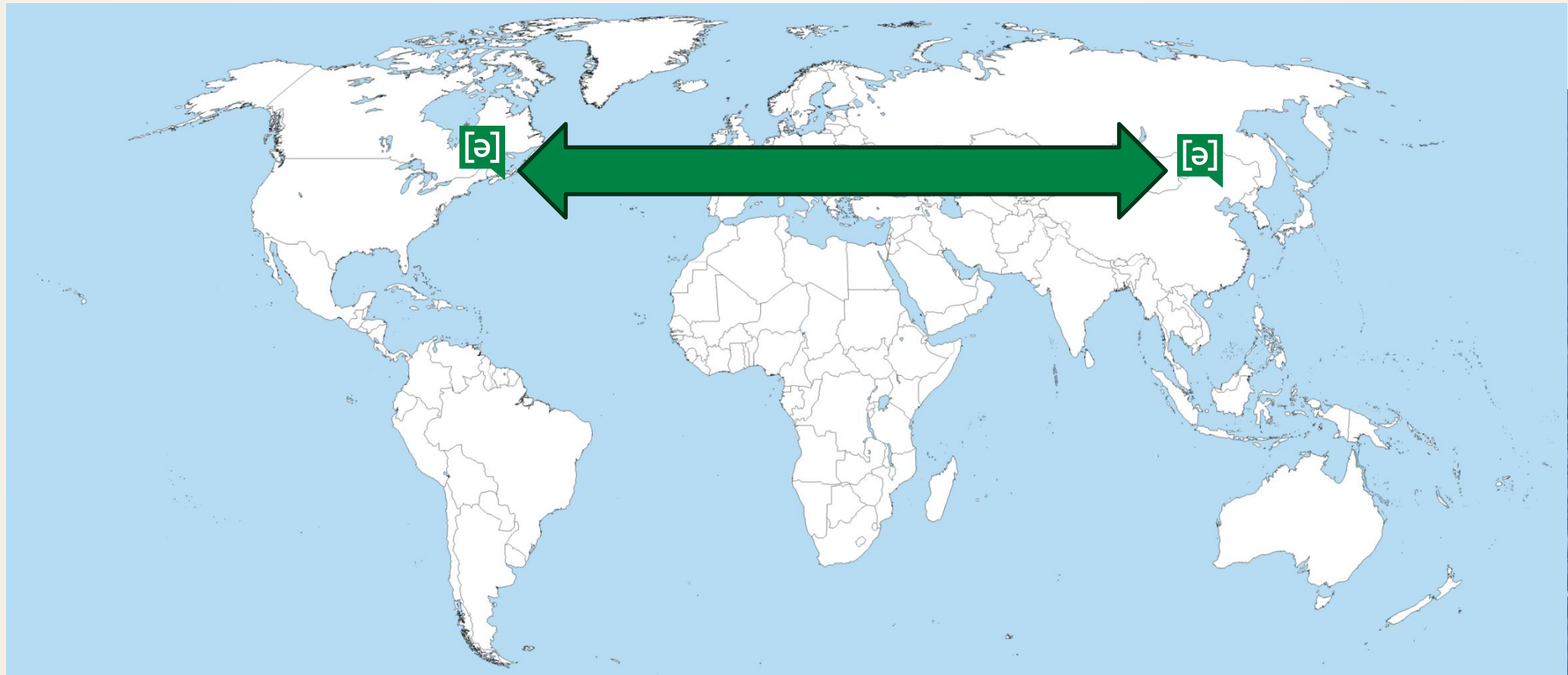
Pronunciation: ge·gi·<u>naa</u>·ma·sit



https://mikmaqonline.org/entries/g/gina'masuti/gina'masuti.html
Photo source Dal.ca

How can we manage GenAI use in the classroom and also build essential skills that will serve students' language learning?
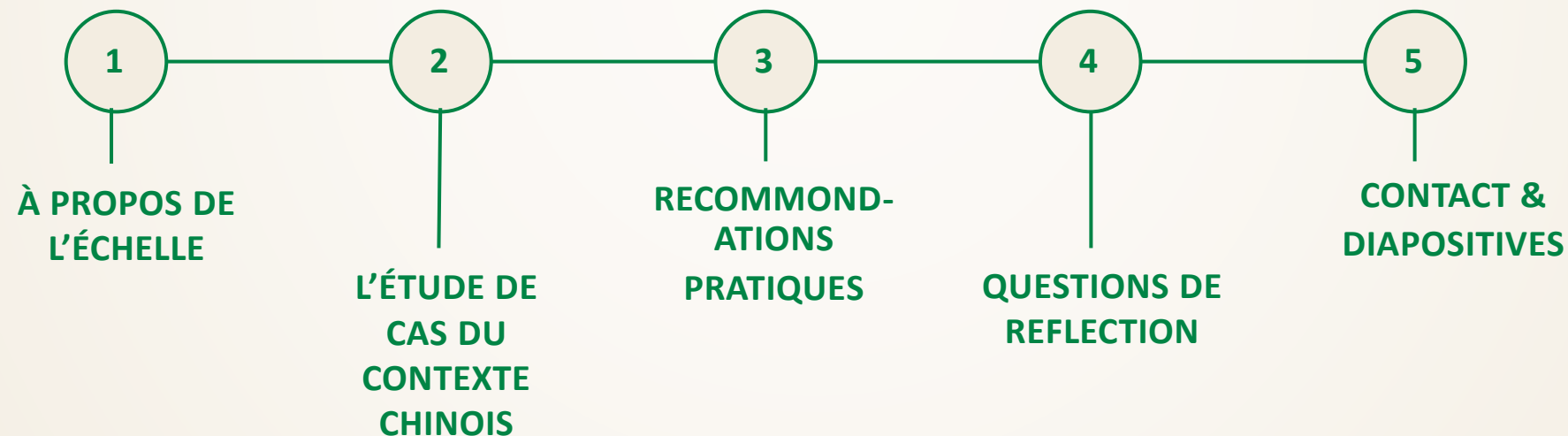
# Adaptation de « L'échelle de l'évaluation avec l'intelligence artificielle» pour l'enseignement de l'anglais à l'université

Possibilités, défis, recommandations

1 — 2 — 3 — 4 — 5

**À PROPOS DE L'ÉCHELLE**

**L'ÉTUDE DE CAS DU CONTEXTE CHINOIS**

**RECOMMOND-ATIONS PRATIQUES**

**QUESTIONS DE REFLECTION**

**CONTACT & DIAPOSITIVES**

# The Artificial Intelligence Assessment Scale (AIAS)

https://AIassessmentScale.com

**L'ÉCHELLE DE L'ÉVALUATION AVEC L'INTELLIGENCE ARTIFICIELLE (AIAS)**

# Artificial Intelligence Assessment Scale (AIAS) Version 1 (2024)

Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024).

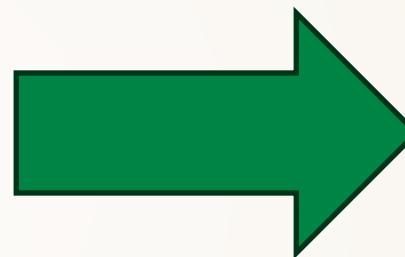| | | |
|---|---|---|
| **1** | **NO AI** | The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI must not be used at any point during the assessment.** |
| **2** | **AI-ASSISTED IDEA GENERATION AND STRUCTURING** | AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.** |
| **3** | **AI-ASSISTED EDITING** | AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.** |
| **4** | **AI TASK COMPLETION, HUMAN EVALUATION** | AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. **You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.** |
| **5** | **FULL AI** | AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.** |

L'ÉCHELLE DE L'ÉVALUATION AVEC L'INTELLIGENCE ARTIFICIELLE (AIAS)

# Artificial Intelligence Assessment Scale (AIAS) Version 2 (2024)

Traduite en 29 langues

Perkins, M., Roe, J., & Furze, L. (2024). *The AI Assessment Scale Revisited: A Framework for Educational Assessment* (No. arXiv:2412.09029). arXiv. https://doi.org/10.48550/arXiv.2412.09029

| | |
|---|---|
| 1 | NO AI |
| 2 | AI-ASSISTED IDEA GENERATION AND STRUCTURING |
| 3 | AI-ASSISTED EDITING |
| 4 | AI TASK COMPLETION, HUMAN EVALUATION |
| 5 | FULL AI |

| | |
|---|---|
| 1 | SANS IA |
| 2 | PRÉPARATION AVEC L'IA |
| 3 | COLLABORATION AVEC L'IA |
| 4 | INTÉGRATION TOTALE DE L'IA |
| 5 | EXPLORATION AVEC L'IA |

# AIAS Adaptations for EFL Teaching (2025)

*Table 1 Summary of the Application of AISA Levels in EFL*

| AIAS Level | Adaptation to EFL Activities |
|---|---|
| Level 2: AI Planning | AI planning can be applied to a variety of EFL activities, not limited to assessments, including preparation for class discussions, quizzes, or knowledge acquisition on a topic in content and language integrated learning (CLIL). |
| Level 3: AI Collaboration | AI collaboration activities can include co-creation of texts, learning resources, and using GenAI tools as a critical friend or teacher. |
| Level 4: Full AI | AI tools can be used critically to support the learning activity, as a form of experimentation or a way of fostering AI literacy. Examples may include asking learners to develop their writing for different genres by asking an AI chatbot for help and advice, or finding answers to language-related questions. A Full AI classroom experience can help learners to understand the benefits and limitations of using new technology to support language learning. |

Roe, J., Perkins, M., & Furze, L. (2025). *From Assessment to Practice: Implementing the AIAS Framework in EFL Teaching and Learning* (No. arXiv:2501.00964). arXiv. https://doi.org/10.48550/arXiv.2501.00964

# Case Study

- Provincial university in second-tier city in northern China

- "Traditional" approach to ELT in China:
  - teacher-centered, knowledge-based transmission mode of teaching, focus on form and grammar, accuracy, exam preparation, large class sizes, use of L1, product-oriented (vs. process-oriented)

- Communicative, task-based approach (MacDonald, 2025)

- Levels A2-B2

- GenAI widely used by Chinese uni students, but integration into HE and ELT don't reflect it

MacDonald, J. J. (2025, April 9-12). It's difficult for me, but interesting": Chinese Undergraduates' Perceptions of Task-Based Language Teaching (TBLT). IATEFL International Conference, Edinburgh, Scotland.

# Implementation of the AIAS (n=584/411)

| Course Name | Number of Students | Level | Major | AIAS | Date |
|---|---|---|---|---|---|
| Intercultural Oral Communication | 46+45+ 43+47 | 1st year, 1st semester | Economics, Statistics | V1 | Fall 2024 |
| Business English | 46+47 | 2nd year, 1st semester | Economics | V1 | Fall 2024 |
| Professional English | 46+47 | 2nd year, 1st semester | Statistics | V1 | Fall 2024 |
| College English | 43+44 | 1st year, 2nd semester | Statistics | V1 | Spring 2025 |
| Oral Business English | 44+42 | 1st year, 2nd semester | Economics | V1 | Spring 2025 |
| Cross-Cultural Communication | 44 | 3rd year UG, 1st year PG | Teaching Chinese to Speakers of Other Languages | V2 | Spring 2025 |

# Application de l'échelle

# Application de l'échelle

- Développement des compétences de base
- Activités de familiarisation avec l'échelle
- Encadrage
  - Des évaluations majeures
  - Des activités et travaux quotidiens
  - De la réalisation de tâches dans les activités de l'apprentissage axé sur les taches
  - De la production liée aux étapes de l'approche processus
- Niveaux 1, 2, 3 de l'échelle

# Activités familiarisation avec l'échelle



**Match the tasks to the AI Assessment Scale.**

| | |
|---|---|
| 1 | NO AI |
| 2 | AI-ASSISTED IDEA GENERATION AND STRUCTURING |
| 3 | AI-ASSISTED EDITING |
| 4 | AI TASK COMPLETION, HUMAN EVALUATION |
| 5 | FULL AI |

A) You <u>have to</u> write a 150-word essay about your goals for learning English. You open *Wenxin Yiyan* and type "Write an essay in English about my goals for learning English. Make it 150 words."

B) You are doing the IELTS exam and <u>have to</u> write a 200-word essay on paper comparing living in a small town to living in a big city.

C) You <u>have to</u> prepare a presentation about statistics in English and don't know where to start. You ask *Doubao* for some ideas and to help you decide on the major sections of your presentation. Then you prepare the rest.

D) You <u>have to</u> write an email to your teacher. First you write the email from your head. Then you get *Claude.ai* to identify any spelling or grammar mistakes and you correct them before your send your message.

# Rédaction de courriel

## Homework: Submit an Email

- Task: Write an email to your statistics professor explaining why you were absent last class, and asking if there are any due dates or assignments you missed.

- Take into account the principles of audience, purpose, register and genre we discussed in class.

- Please create an email signature for yourself.

- Submit via Superstar/ChaoXing.

- Deadline:
  - Statistics 1, 2: Oct. 14
  - Economics 1, 2: Oct. 25

For this assignment you can use AI to correct spelling, grammar and punctuation AFTER you write your text. The words must be written by you.

Please submit both versions of your text: the version BEFORE AI, and the version AFTER AI.

3 | AI-ASSISTED EDITING
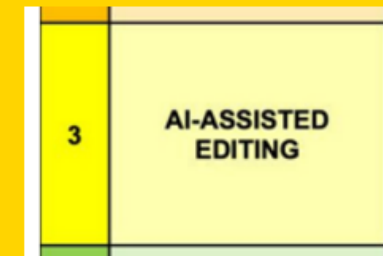
# Rédaction de courriel

**Example of Pre-AI and Post-AI**

Please submit both versions if you decide to use AI for this assignment.

## PRE-AI

SUBJECT: Extention of statistics assignment

Dear Professor Liu,

I'm writing to tellyou that, unfortunately, I am unable to do my statistic assignment on time.I was sick and in the hipsital.

Would it be possible to have a oneweek extention for this assignment?

Thank you for considering my request and I would be happy to discuss the matter further.

Regards

Sarah Price

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**DeepL**  Write ⌄  Products ⌄  Solutions ⌄  Pricing  Apps ⌄

SUBJECT: Extension of Statistics Assignment

Dear Professor Liu,

I am writing to tell you that I am unfortunately unable to complete my statistics assignment on time because I have been ill and in hospital.

Would it be possible to have a one-week extension for this assignment?

Thank you for considering my request and I would be happy to discuss the matter further.

Kind regards.

Sarah Price

# Présentation orale en vidéo

## Homework: Presentation Video (25%)

- *Sales Pitch Presentation Video* on Superstar.
- Add a voice and video recording to your PPT
- Save and submit as a video file (.mp4)
- Your video must show your faces <u>and also</u> your <u>Powerpoint</u>
- Deadline:
  - Economics 1: Tuesday, May 13
  - Economics 2: Thursday, May 15

No AI or translators are permitted for this assignment.
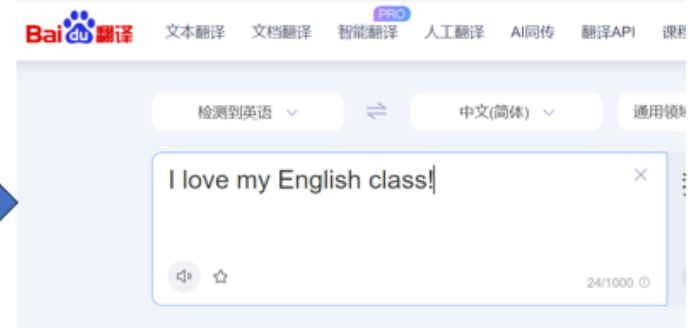
NO AI

# Challenges

# AI-powered translation

Translators vs. Dictionaries

Development of dictionary skills

# L'apprentissage axé sur les tâches ou les projets

Une tâche à deux niveaux: Manque de clarté

☑ Création de contenu non-linguistique avec l'IA (images, diapositives, etc.) facilitait le focus sur la production linguistique sans l'appui de l'IA

⊗ Mais certains utilisait l'IA pour produire des textes, au lieu de la production indépendante

# One assignment, multiple levels

**Homework: Create the PPT for your Pitch Presentation**

- Work in your group of 3.
- Create the PPT for your Sales Pitch Presentation.
- Follow the guidelines on the previous slide.
  - This is a VISUAL PPT. No more than 8 words/slide.
- AI and the internet ARE permitted for the photos, graphics and visuals in this presentation.
- AI and translators are NOT permitted for the words in this presentation.

Submit via Superstar before next week's class.

(5%)

5   FULL AI

1   NO AI
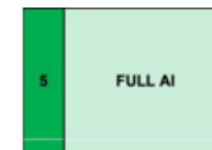
# Challenges

- Most students were new to communicative approaches and TBLT
- Lacked familiarity and confidence;
- Heavy reliance on AI for translation/interpretation of all teacher talk, and peer discussions
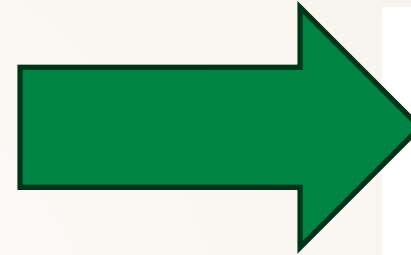- Regardless of the AIAS Level I had indicated

# Adaptations

Kept Version 1 "Stoplight colours"

Red for "No AI" communicates more directly for AI novices

# Recommendations

# Take the Time

- Allow time for foundational skill building. You may be starting from scratch in terms of students' prior knowledge.

- Examples, examples, examples!

- Fully explain the justification and rationale for your inclusion of GenAI and the AIAS

- Is the teaching of GenAI skills happening at the same time as a new (to your students) methodological approach?

# Adapting the AIAS

- Consider your students, their needs, teaching and learning context, prior learning of GenAI as well as target language, and adapt as needed
    - E.g. Keeping v1 "stoplight" colours
- Development of GenAI skills in parallel to development of more autonomy and critical thinking in general

- Perkins et al. (2025) advise against:
    - unenforceable 'No AI' labels,
    - AI for AI's sake,
    - assigning labels to existing assessments without changing the assessments themselves,
    - equity blind spots

Perkins, M., Roe, J., & Furze, L. (2025). How (not) to use the AI Assessment Scale. *Journal of Applied Learning and Teaching, 8*(2). https://doi.org/10.37074/jalt.2025.8.2.15

# Thank you! Merci! Wela'lioq!

**Slides**

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