



# From AI-Proof Assessments to AI-Enhanced Learning

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## Abstract

*In this article, I address the usefulness of AI, machine-translation, and language-learning apps for language learning and theory-oriented courses in humanities. I focus on two university courses: Accelerated Beginner French allows me to demonstrate that the integration of AI and ICT (Information and Communications Technology) into the classroom can help students acquire language proficiency much faster than before; History of the French Language provides examples applicable to a wide range of theory courses for it combines history, linguistics, culture, and literature. This article pursues a twofold goal: to share some successful assessment practices useful to teaching colleagues, and to invite reflection on the shifting importance of specific language and research skills in our digital age.*

**Keywords:** *AI-proof, AI-enhanced, language learning, historical linguistics*

## 1. Introduction: New World – New Skills – New Assessments

Contemporary research in didactics showcases the discrepancy between students' readiness to use newly available AI tools and teachers' resistance to them. For example, the quantitative study by Dakakni and Safa [3] found that while 89.4 percent of participating students were "willing to use AI to complete their coursework should university punitive measures be removed," instructors mainly wanted to train in AI to learn how to prevent students from misusing it. Holbah [5] noted that while students were keen to use SMDs (Smart Mobile Devices) for language acquisition, teachers did not pursue this practice. I argue that AI and other digital tools can improve our university language courses if we as language teachers keep an open mind and, instead of prohibiting them, learn to include them effectively in our teaching. Such effectiveness may, however, come with a price—not only do we have to abandon some didactic convictions inherited from the past century but we must also re-evaluate the skills we want to teach in this digital age. For example, digital literacy and solid linguistic training seem more than ever beneficial to improved language proficiency.

I already presented my arguments on the necessity of intellectualizing the action-based approach in university language courses and described some successful practices mixing linguistic theory and language practice (used in my e-textbook *French for the Smart*) in an article published in 2023 [8]. Here, I will further develop the idea of the Theory-and-Practice (TAP) approach to language courses, arguing that this approach can also benefit theory-oriented courses through the opposite action: the introduction of practical tasks to support theoretical understanding. Further, this mixture of theory and practice helps create AI-proof assessments and AI- and ICT-enhanced learning experiences in both types of courses.

### 1.1. Shifts in the Importance of Skills

When ICT-enhanced, perceptive skills—reading and listening—support each other; as for expressive skills, such tools as Dictate, machine translation, and ChatGPT, if used competently, can improve both speaking and writing. In the AI-engaged era, research skills must focus more on the ability to make discerning judgments and critical thinking than on gathering and summarizing information using multiple sources. We have been talking about a "new" skill, digital literacy, since the appearance of search engines in the early 1990s. For decades we have praised their contributions to information searches, creativity, and critical thinking, all while emphasizing the need for their safe and ethical use. Yet most language courses still do not teach digital literacy because most textbooks still follow the action-based approach (ABA) inherited from the previous century, while most theory courses remain based on unidimensional printed textbooks.

### 1.2. AI-Enhanced Assignments

Our Centre for Teaching Support & Innovation posted the following examples of students' generative AI uses on our university website <https://teaching.utoronto.ca/teaching-uoft-genai/>: generate practice



test questions; aid in understanding course concepts; summarize their own lecture notes; initial quick search for a deeper dive; develop study plans and study guides; translate text into preferred language. This list of helpful supports demonstrates that while teachers tend to see AI tools as hindrances to our ability to fairly evaluate students' work, students, as learners, view them as opportunities that can facilitate and accelerate study tasks. So it is our, teachers', duty to explore these opportunities, indicate the best ways to use them in the context of each discipline, and encourage students to learn better and learn more. Our students will ultimately be using their knowledge as professionals in the GenAI era. So it is equally our duty to warn students about possible pitfalls and common dangers: for example, to recommend using Microsoft Copilot instead of Open ChatGPT for the security of personal data or double-checking the data obtained through generative AI, which is known for its inconsistent citations.

### **1.3. AI-Proof Evaluation**

I have always felt that simply prohibiting the use of AI and similar tools not only creates a disadvantage for most honest students but also puts students at risk of being charged with academic dishonesty: the temptation may be too great, and the boundaries unclear. I have instead tried to include these tools in my instruction and, rather, to find AI-proof or AI-enhanced means of evaluation. In post-AI evaluation schemes, the general tendency seems to favour formative assessments at the expense of summative ones—less weight on the final exam and the final essay, but more weight on interim and formative assessments that provide practice and evaluation at the same time. Let me demonstrate that this marks another positive outcome of generative AI and the like.

➔ In an AI-equipped world, the saying, “Instead of giving a beggar a fish, teach him to fish,” often used as a metaphor for teaching, requires adjustments. Now anyone can catch a lot of fish with ChatGPT, so it is not only smart fishing techniques we need to teach, but the ability to distinguish, sort, match, cook, and serve the catch properly and according to the occasion. I will return to this extended metaphor in the conclusion to illustrate the didactic changes necessary after the arrival of AI.

## **2. Accelerated Language Courses**

The existence of ICT, AI, SMDs, and translation tools favours a much faster pace in language courses. We can give more complicated and meaningful tasks from the start, but we need to teach students how to use the tools wisely.

### **2.1. Changes in Language Skills**

We need to acknowledge that what we call “reading knowledge” in a language now does not represent as valuable a skill as before the AI era, since machines now perform well at summarizing and translating in any reasonably common language. Similarly, favoring fluency at the expense of accuracy in writing and speaking is also obsolete, because computer programs can produce an imperfect written or spoken text much faster than any human. In our teaching we thus need to aim for accuracy and a solid linguistic foundation that provides an understanding of language form and structure. We also need to teach digital linguistic literacy, that is, how to use machine translation discerningly. What problems should students watch? How can they check for accuracy?

Moreover, since reading and writing are well supported by digital means, we can now devote more time and attention to listening and speaking. Digital support in fact allows us to teach both perceptive skills (reading and listening) in combination, giving preference to listening. Higher levels of listening comprehension can be achieved faster if we prioritize materials with soundtracks and teach a language's sound patterns using linguistic theory, for example, the rules for stress and rhythmic groups in French. In this case, the written text—video subtitles in a video or a soundtrack transcription—make for an excellent listening aid. Just as in perceptive skills reading helps listening, in expressive skills, AI-enhanced writing can help speaking, and these skills can be combined with an emphasis on speaking. Let me provide below a few examples from my beginner French courses.

### **2.2. AI-Enhanced Activities and Assignments for Language Courses**

In class activities, digital tools help use practice time more efficiently. For example, besides the popular *Kahoot!* games, beginner students can engage in a simulation of real conversation and



express their travel wishes—in the first tutorial, if we give them a minute to find the French name of the country they want to visit. Here is an example using SMDs and translation tools in class:

**Activité 2 : dialogue - chaîne** 

- Prepare your answer to the question “Where would you like to go?”
- Take a minute to find the French name of the country that interests you, as well as the **preposition** (e.g. Google-translate « **to Japan, to Tokyo** » and click on  to hear the pronunciation). You will take turns answering.
- TA : – Où est-ce que tu voudrais aller ?
- Student 1: Je voudrais aller **en France, à Paris**. Et toi, où est-ce que tu voudrais aller ?
- Student 2: Je voudrais aller **au Portugal, à ---**. Et toi, où est-ce que tu voudrais aller ?
- Student 3: Je voudrais aller **en/au/aux ---, à ---**. Et toi, ...

- When the laser pointer comes to you, point to the country on the map & answer the question : Je voudrais aller **en/au/aux ---, à ---**.
- Repeat the question giving the pointer to the next student: Et toi, où est-ce que tu voudrais aller ? 



**Fig.1.** Task description and patterns to learn

**Fig. 2.** Prompt and reminders for the task

The students here learn not only the useful syntactic pattern “Je voudrais (= I would like) + infinitive + complement” and the French names of some countries and cities but also the skill of element substitution to personalize a statement. They also learn the importance of paying attention to prepositions and that of feeding some context to translation devices, instead of simply looking up a single word.

In low-stake interim assessments, the scaffolding and staged progress of each assignment are now facilitated by AI and other digital tools that help hone many language skills. For example, to master each module’s material and add to it useful personalized statements, students submit weekly compositions and recordings (C&R) in the following stages:

- Complete provided pattern sentences with information relevant to you.
- Use spellcheck and translation tools to improve your writing: translate your text into English and back to French; compare the result with your initial text. If there are differences you do not understand, ask AI why your sentence was wrong; if you are a female, always adjust the gender in machine translation.
- After the TAs have marked your composition, make sure you understand and correct your mistakes: You can try asking AI again, but if that fails, sign up for individual consultations with the TAs.
- Listen to your composition using computer programs like SayIt or translation devices that offer text voicing.
- Record your corrected composition after reviewing the module’s phonetics and paying special attention to graded features (bolded in pattern sentences). You may practice with the tool called Dictate in Word or PowerPoint: if Microsoft understands you, your articulation is acceptable.
- Analyse your marked recording. Return to relevant phonetic exercises and repeat the correct version at least three times. Remember that pronouncing correctly once is not enough to learn.
- Sign up for an individual consultation if you cannot figure out your pronunciation mistakes. If you lost more than two points for your recording, you may re-record and re-submit it with your next C&R to gain an extra point for perseverance.

Certainly, AI answers contain imperfections. For example, here is the AI answer to the prompt “What is wrong with Philippin in “Je suis canadienne d’origine Philippin?” (ChatGPT, version OpenAI, Sept 12, 2024): “In the sentence ‘Je suis canadienne d’origine Philippin,’ the word ‘Philippin’ is incorrect because, in French, adjectives that describe nationality or origin must match the gender of the noun they modify.” The answer is correct, but AI did not explain the problem with the capital letter: French adjectives denoting origin or nationality are not capitalized. This is why we still need TAs, but now TAs need to correct fewer mistakes and thus require less time for marking, so we can offer more individual consultations without increasing TA hours, which leads to more tailored and thus better teaching and learning, especially because this helps address the problem of different levels of proficiency within the same class.

Finally, today’s students love to earn bonus points for long Duolingo streaks. Although the app does not teach language structure or personalized vocabulary, it helps them practice a little French every day, and it constitutes a good addition to a beginner course, especially paired with comments in our Duolingo discussion “Explain your Duolingo mistakes based on what you learned in the course.”



### 2.3. AI-Proof Evaluation in Language Courses

Since thanks to interim assessments students have learned to voice their written text by joining reading with listening and writing with speaking, the final project must combine all these skills while focusing on the most advanced skill—speech. After only one semester of French, my students produce a short video completely in French.

This final project likewise occurs in stages and makes use of all language skills together, including digital literacy. Students may use a variety of digital media (images, audio, and movie clips) to express themselves creatively, on two conditions: speaking French without reading and showing their face during the prescribed self-introduction. There are strict guidelines for the introduction (pronounce your first name *à la française*, mention your specialization, etc.), but also full freedom of expression (avoid clichés, say something original or tell a true funny story, but provide a list of difficult words to help your classmates understand) and full freedom to use AI because the evaluation is not based on the script but on the mastery of it, as well as correct pronunciation and French rhythmic patterns learned in the course.

The stages include: flip through your Composition-&-Recording submissions and pick out some useful phrases to start; prepare and submit your video script; proceed with the corrected version as with your C&Rs, but do not skip individual consultations, as the stakes are higher; produce and submit the video; post your video link with the list of difficult words (with pronunciation in API and translation) in the discussion “Vidéos” if you wish to collect some likes that will improve your mark; watch the videos of your peers and give a like to the ones you appreciate and understand well. This last emoji survey tricks students into more learning experience—listening to more French and learning more new words. In our language courses we replace the final exam with a series of shorter tests. These are most often administered in class with the use of Exemplify, an app that blocks access to any other program on the student’s computer during the assessment, but also allows them to complete it in an offline mode. Just like compositions written in class by hand, such tests are quite secure, but, unlike handwritten work, they allow us to assess many students without much marking.

Let me also share a few examples of questions that I needed to come up with when having to administer an Exemplify exam off campus. The two essential tricks are sound recordings and pictures used in the prompts.

**Phonetics:** How many syllables did you hear? a) 2 b) 3 c) 4; Which syllable is stressed? a) /le/ b) /mad/ c) /mwa/ d) /zæl/; Which consonant do you hear in this word? a) /ʒ/ b) /ŋ/ c) /ʃ/.

**Lexicon:** Choose the word that you hear. a) dessert b) desert; Look at the picture and sort the objects that you see from left to right (Type ONLY the letters (abcd) WITHOUT blanks and WITHOUT dots). a) une assiette b) un couteau c) une fourchette d) une serviette; Which sentence describes the picture?

**Morphosyntax:** Did you hear a masculine or a feminine noun? a) M b) F; Listen to the sentence. Is the verb in the future or conditional form? a) Futur b) Conditionnel; Choose the adjective that agrees with the nominal group you hear a) joli b) jolie c) jolis d) jolies; Type in the pronoun and the verb that you hear; Type the polite version of the question you hear.

For now, such questions do not yield a 100 percent success rate like ordinary typed questions. Although there may be a way to digitally analyse images and soundtracks, it still takes more time and seems impossible within the 30-60 seconds allowed per question. Thus, with Exemplify that does not allow copy and paste and an appropriate time limit, we can consider these questions AI-proof.

### 3. Theory Courses

In his book on task-based language teaching, Mike Long affirms that “actually doing a task, or, initially, a simple version thereof, is more relevant, comprehensible, and memorable than reading about someone else doing it” [6, 68]. He applies this idea, initially developed in the approach known as “l’éducation intégrale,” to language teaching and gives an example of tracing the itinerary on a road map following directions from a native speaker, which he rightly deems more effective than simply reading a dialogue featuring a similar situation. In my experience this also holds true for theory-oriented course materials. In linguistics in particular, I find that lengthy explanations and Chomsky-like, artificially constructed examples do not resonate with students as well as real-life media, cultural phenomena, and examples of artful language use. So it is much better to teach theory through tasks based on these real examples that omnipresent ICT and AI help us create and administer. This practical aspect also helps with AI-proof assessments. Let me provide some examples of tasks and assessments from my *History of the French Language* course.



### 3.1. Changes in Research Skills

Let's face it: The skill we held in high regard during our grad school days—finding, skimming, and summarizing lots of relevant information effectively—is now very well performed by AI. Comparative analysis, as well as argumentation and interpretation based on relevant theoretical knowledge, also works quite efficiently with a well-formulated prompt, though it lacks the originality required for graduate-level essays. In our undergraduate theory courses, where we cannot ask for highly original research, AI can certainly compete with our students in writing essays. Thus, just as in language-practice courses, ICT and AI can help us raise the quality bar. Since machines can perform a lot of time-consuming tasks, we can ask for a more detailed or original analysis, more critical and interdisciplinary thinking, more specific cultural and historic contextualization, as well as comparative analyses and ethical awareness. Since ICT provides easy access to a wide range of texts, images, soundtracks, and videos, we can include more practical tasks based on an analysis of various original documents and productions to make our research projects more experiential. We also need to devote special attention to developing the skill of assessing the accuracy and credibility of primary and secondary sources.

### 3.2. AI-Enhanced Activities and Assignments in Theory Courses

In-class activities that use AI, ICT, and SMDs can help strengthen students' research abilities leading up to the final project. In the first class on language variation in *History of the French Language*, I split students into groups that compete in finding colloquial expressions used in France and in Canada instead of common French words and phrases. They can use all resources available.

Another popular in-class activity involving preliminary AI search are short presentations. Students enjoy contributing to the course in a meaningful way, and AI can help them do so without going through masses of information. For each class, we have a group of students responsible for kicking off the day. They are encouraged to ask AI all sorts of questions of interest to them about the historic period we are about to study and to share with the class the most fun or puzzling facts. Often we need to contextualize or refute such facts based on more detailed research, sometimes performed on the spot. Video-discussion sharing apps, like *Flip*, come in handy for this assignment, but I find that live exchange and shared research work better than reiteration and explanation. In general, I also find that a common task truly “brings abstract concepts and theories to life,” as Mike Long says [6, 69].

For formative assessments, the students much appreciate staged assignments involving self-correction similar to the ones described in 2.2. However, in theory courses, the first or second stage may effectively involve group- and peer-assessed assignments. Besides the tasks administered through the *peerScholar* tool, which assists students in providing feedback to each other, online discussions and group discovery tasks may involve the use of AI or, on the contrary, show AI limitations. For example, a group task to decipher a few lines from a medieval manuscript (“Determine the approximate century based on the calligraphy style and find as many familiar words as you can. The team providing the fullest transcription will get bonus points.”) requires an AI search and close cooperation with peers to decode the writing. The final discussion “What, in this course, did you find the most surprising or the most useful for your French or for life,” which represents a summary of short answers provided on students weekly sign-up cards and an overall reflection, is open to peers' LIKES and can bring bonus points to the authors of the most appreciated comments.

As for individual formative assessments, almost no task is too difficult with the help of AI, and this proves a good thing, because we can give more complex tasks that provide better training if we can invent assignments that require AI help but cannot be simply copy-and-pasted and submitted.

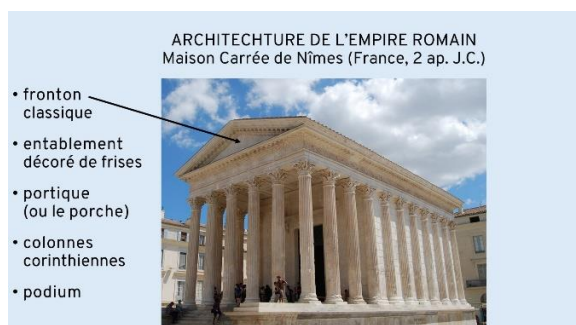


Fig. 3. Images and terms to link

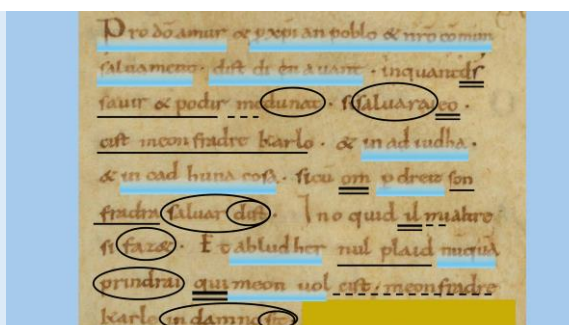


Fig. 4. Syntactic functions in a manuscript



In *History of French*, many tasks require the completion of detailed tables, the linking of images to terms (Fig. 3), and the analysis of texts and words by circling and underlining their constituents in distinctive ways (Fig. 4). In such tasks, AI helps us level initially disparate students' backgrounds: "If you do not know what the direct object is, ask AI!" Another type of task requires not only an initial AI search but also a personal attitude and a creative touch, e.g., the online discussion on the Crusades "Imagine you are a crusader, introduce yourself, state your social status and your role, explain your reasons for crusading, and briefly describe your journey. Mention at least ten words borrowed from Arabic in XI-XIII centuries."

All these assignments prepare students for the final project and exam, as do the carefully designed *Kahoot!* games and weekly quizzes, which ideally should contain all types of AI-proof questions used in the final assessment. Both can contain the pictures and soundtracks later used in the exam, as well as questions based on the assigned videos assembled on the course website <https://francohistoria.com> (e.g. "What was the feature of Middle French discussed in the video assigned as your HW?"—a) pronunciation of /r/ vs /R/, b) loss of the case system, c) borrowed vocabulary). Such weekly activities mean more work for the professor, but they ensure students' continuing attention and learning.

### 3.3. AI-proof Evaluation in Theory Courses

AI's answer to the prompt "What are the best AI-proof questions?" (ChatGPT, Consensus.app, Sept 14, 2024) included five categories, but only one of them "personal experience questions," seems appropriate for university theory courses and can be adjusted as "questions based on the course experience." Other suggestions, such as "requiring deep emotional insight," "creativity-based questions," "context-heavy or ambiguous questions," or "philosophical and ethical dilemmas" can certainly create fascinating essay prompts, but some prove hard to evaluate, while others appear too personal and bordering on an invasion of privacy, at least in the context of North American universities. So I will concentrate on course experience, because it has so far proved useful for objective assessment.

If my course *History of the French Language* could place greater emphasis on history and culture, I would ask students to write a final essay based on our museum visit, which could use some AI help but would ultimately be based on a personal experience and documented with photos taken at the site. Since our program requires a linguistics course, I assign a project based on historic texts. The course includes a variety of practical tasks involving listening, and I always supply these texts with soundtracks or videos, with the project containing questions based on the sound part. Thus, the final project is a research project involving all aspects of the course. Below I synthesize a project based on a medieval song that students choose from my YouTube picks.

After a short introduction in which they explain their choice (10%), students must complete a rigid template with several tables. They may use all available resources, some of which are prescribed (e.g., <http://www.cnrtl.fr/etymologie/>), but the template also asks for references or links to dictionary entries. The section on history and culture (10%) requires answers to a series of questions that place the song in its historic and cultural context (e.g., "Give examples of historic realities referred to in the song lyrics"; "In which way does this music/poetry differ from contemporary art?"). The phonetic part (20%) asks students to evaluate phonetic changes and the singer's attempt to imitate Old French pronunciation. The section on lexicon (20%) asks participants to fill in a table by providing the etymon and the contemporary spelling of several Old French words, as well as their semantic changes. The morphology part (10%) asks them to list forms that exhibit recognizable prefixes, suffixes, and endings; and the morphosyntax section (20%), to mark all syntactic functions (see Fig.5) and analyze the most interesting examples of a peculiar word order or other "irregularities." All parts have a space designated for comments that evaluate the usefulness of the corresponding material learned in the course for the project or for the knowledge of French in general. Compared to pre-AI times, the project now contains more questions and tasks, and the overall mark (10%) now also includes an evaluation of students' choice of most relevant and diversified examples, because it is much easier for them to find the relevant information today.

Even though the final project brings together all areas of study, it remains beneficial for the learning outcome to assign a final exam that requires reviewing all course material. I share below a few tricks that help create AI-proof multiple-choice or sorting questions, again often based on the use of images and sound files. For **History**, "What event is represented on this map/picture? Sort the historic figures you see on these portraits (abcd) chronologically"; for **Culture**, "What is this building?"—a) Roman



temple, b) Romanesque church, c) Gothic cathedral; or, “Sort the architectural/calligraphy styles you see on these photos (abcd) chronologically”; for **Phonetics** “How does the reader pronounce the sound corresponding to the letter <R/r> in the version that you hear?—a) /R/, b) /ʀ/, c) /r/; for **Literature**, “Do you hear rhyme or assonance in this piece of poetry?”; for **Historical Linguistics**, “Which of these versions is closer to *la langue d’oc*?” Any question based on the text must provide it in a form that cannot be copied and pasted—a sound form, a slide posted as a picture, or a photo of a handwritten version (this may buy us some time before our phones learn to read it). However, it must be a relatively long text to ensure students do not have time to retype it. For example, “What is the origin of the word you hear?”—a) Celtic, b) Latin, c) Germanic, would not work, because once the word is identified correctly, it can be easily typed into an AI prompt.

#### **4. Conclusion: Better Tasks – Better Assessments – Better Outcomes**

The recent arrival of AI and the improvement of online translation tools has certainly brought new challenges for teachers in general, and for language teachers in particular. Yet we can view these challenges as opportunities, mostly because the digital innovations require a re-evaluation of our courses and didactic approaches, which is always useful. Although reconsideration makes for a lot of additional work, it also brings to the surface the shortcomings and problems of previous methods and encourages new ways to overcome them. I hope this article proves helpful for this process.

##### **4.1. Betterment of Language Courses**

In language courses, the action-based approach, which has never been fully suitable for university courses, must be completely redesigned to be readapted to the new academic landscape, aiming for a better understanding of language structure and more accuracy, especially in speaking. The need for linguistic terminology in the first language, in which students will seek AI help, supports multilingual approaches to language learning relevant to our linguistically diverse and multilingual Canadian students. It adds another argument against the wide-spread monolingual bias [see 2] and in favor of multilingual CALL and MALL approaches promoted in the volume *Multilingual Computer Assisted Language Learning* [7] and *Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning* [1]. Since the action-based approach requires extensive teacher training anyway [4], in the age of ICT and AI, investing in more linguistically oriented training for language teachers seems like a better course of action. Alternatively, students specializing in language studies could be encouraged to take more linguistics courses. I hope that the fishing metaphor can illustrate how beneficial such a change of approach might be.

➔ It appears that with the action-based approach, the students never learned proper fishing techniques, and though they managed to catch some fish somewhat “incidentally,” they were rarely able to combine or cook it well. For example, we can compare a lack of accuracy in pronunciation to serving the fish with the wrong sauce, which is edible but unsavoury. Moreover, students were not provided with any proper equipment or criteria for judging the quality of the catch, or else any terminology or knowledge about the fish itself. Linguistic training and digital literacy would equip students with better-quality fishing gear and good criteria for a scientific assessment of their catch, which will foster more autonomous learning.

##### **4.2. Improvements in Theory-Oriented Courses**

In theory or culture-oriented courses, we can no longer be satisfied with a good summary of the primary or secondary literature, not only because this may prove to be an AI-generated essay but also because AI showed us that the ability to summarize is not as valuable as we thought it was. We must value the choice of sources, the originality of interpretation, and the soundness of the argument in an essay. This has always been the case in graduate school, but now, even undergraduates must demonstrate more than just their familiarity with the subject matter and an ability to put things together. The standards just became higher. These are positive developments resulting from the arrival of AI, even though it means that we need to invest considerable time in reconsidering most of our assessments, especially the final projects, for our university courses to include more practical tasks and their AI-enhanced analysis.

➔ To return to our fishing metaphor, purely theoretical courses and unidimensional textbooks represent deliberation about fishing and fish without ever providing the students any taste of real fish. Courses that mix practice with theory offer more experience of taste. Moreover, such experience



enables students to better discriminate and allows teachers to ask AI-proof questions based on such experience. As for writing papers, we might compare the essays summarizing secondary sources and assessing primary sources with sorting, weighing, and describing the catch, while AI-enhanced projects based on practical tasks align with acquiring and carefully choosing pre-sorted fish, and then cooking it either exactly according to the provided recipe (template) or in an original way (essay), justifying the choices and aspects of novelty.

#### **4.3. Positive Outcomes and Future Improvements in Both Types of Courses**

The re-evaluation and redesign of our courses do not mean that we have to throw away all our previous tests and assignments. They can all remain as formative assessments or practice exams. In my experience, students appreciate extra practice and AI-enhanced practice-based assignments. Let me list the most deeply appreciated positive outcomes of the AI-engaged academic environment:

- More emphasis on low-stake assessments and less on the final exam creates a less stressful learning environment.
- Students show greater enthusiasm for interim tasks when they represent a specific percentage of the final mark and at the same time help with practice-based final exam questions.
- Learners appreciate theoretical knowledge applied to practical tasks and to discernment regarding AI-generated results more than pure theory because its usefulness in the real world becomes apparent.
- AI-enhanced assignments help level the disparate levels of students' earlier training.
- AI-enhanced assignments can set higher levels of difficulty and creativity than AI-proof ones.
- Exam questions based on student experience in the course encourage them to think critically about their learning and help teachers adjust course content.

Two important tendencies seem to be cropping up in our higher education that may change our approach to university teaching and learning. First, courses using the TAP approach that combines theory and practice seem the most viable in the present-day, AI-engaged academic environment because such courses allow not only the most effective AI-proof summative assessments but also more options for AI-enhanced formative assignments, which make the most use of available media and instructional technologies. Second, the AI-enhanced techniques described in this paper reinforce the importance of familiarity with terminology, preferably in students' primary language, which they need for understanding the explanations provided by AI. Thus knowledge of linguistic terminology comes into play not only for language courses but also for other courses that require writing or textual analysis.

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