Stereotypes Put to the Test Through Reading and Writing

Msallak Hamza[1], Ouahbi Kenza[2], Tazi Chakib[3]

[1]Faculty of Letters and Human Sciences (FLDM)

[2]Sidi Mohamed Ben Abdellah, CREDIF, University of Fez, Morocco

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ABSTRACT:
Against the backdrop of the rise of generative artificial intelligence, this study examines literary stereotypes as a pedagogical tool in French language teaching. Long considered an obstacle to interpretation, stereotypes are now viewed as a means of constructing meaning and developing critical thinking. This research aims to analyze the contribution of artificial intelligence to the rewriting of gender stereotypes and to assess its influence on students' creativity. A qualitative experiment was conducted with two middle school classes, one using a generative artificial intelligence tool and the other performing the same activities without digital assistance. A comparative analysis of the students' work shows that artificial intelligence facilitates the identification and transformation of stereotypes, as well as the initial writing stages. However, the texts produced with AI assistance exhibit greater homogeneity, whereas the works of the control group are characterized by greater stylistic diversity and a more personal appropriation of the text. These results underscore that artificial intelligence is a relevant supportive tool when used within a reflective pedagogical approach, though it cannot replace the processes of creation, interpretation, and subjectivation that underpin literary writing.

Keywords: Literary stereotyping, literature pedagogy, French language teaching, rewriting, generative artificial intelligence.

Introduction

Literary stereotyping now occupies a central place in research on the pedagogy of literature. Long perceived as a mere repetition of clichés or as an obstacle to interpretation, it is now recognized as an essential mechanism of reading. The work of Ruth Amossy, Jean-Louis Dufays, and Gilles Philippe shows that it contributes to the construction of meaning by drawing on shared cultural representations, while offering readers the opportunity to critically examine them. Stereotypes are therefore no longer an obstacle to interpretation, but rather a starting point from which a reflective reading is constructed. This theoretical shift takes on a new dimension with the rise of generative artificial intelligence in reading and writing practices. By facilitating rephrasing, linguistic enrichment, or text generation, these tools open up new pedagogical possibilities. However, their operation, based on the recurrence of discursive models, raises questions about their potential effects on creativity, subjectivity, and the personal appropriation of works.

This research is set within this context and aims to reexamine literary stereotypes in light of the use of artificial intelligence in French language teaching. This approach raises a fundamental question for the field of didactics: How can we preserve the uniqueness of interpretation and the expression of subjectivity when the tools used are based precisely on the generalization of discursive models?

The guiding question of this study is as follows: To what extent can artificial intelligence contribute to the critical deconstruction of gender stereotypes in French language teaching without undermining learners' creativity or their personal engagement with texts?

This study has two complementary objectives. The first is to highlight the pedagogical significance of literary stereotypes in the development of interpretive skills and critical thinking. The second aims, based on an experiment conducted in a French classroom, to analyze the contributions and limitations of generative artificial intelligence in reading and rewriting activities, in order to identify the conditions for pedagogical use that can support students' reflection without replacing their interpretive process or their creativity

I. Theoretical Foundations of Literary Stereotyping and Its Pedagogical Application

1. Literary Stereotyping: Between Reception Theory and the Pedagogy of Literature

The study of stereotypes, particularly those related to gender, requires integrating multiple theoretical perspectives in order to understand how social representations are embedded in the practices of reading and writing. In this regard, the work of Abdelhamid Jemli offers essential insight: for him, gender is never a natural given or a mere descriptive attribute, but a culturally constructed, historically situated concept organized around collective representations. The categories of masculine and feminine thus function as symbolic systems based on preexisting models, transmitted through language, texts, and social institutions. This conception aligns with analyses conducted in French language pedagogy: gender stereotypes emerge as frameworks of meaning that guide the reception of texts, shape students' identification with characters, and mold narrative expectations. Working on gender in the classroom, therefore, involves examining these systems of representation and understanding how they contribute to the construction of meaning.

This theoretical reflection also fits into a broader perspective: that of an educational approach open to the diversity of cultural experiences. Martine Abdallah-Pretceille, a leading figure in intercultural education, points out that schools must teach students to step outside their own categories of thought in order to understand those of others. According to her, intercultural education is not the study of static cultures, but a dynamic relational process that allows us to question categorization processes and assigned identities. Applied to literary reading, this perspective invites us to view stereotypes not merely as clichés to be deconstructed, but as points of reference to be analyzed, interpreted, and transformed. Schoolwork thus becomes a space where different worldviews clash, where gender-related representations can be discussed, shifted, and reinvented.

Thus, the connection between Jemli's conception of gender and the intercultural dynamics advocated by Abdallah-Pretceille allows for the treatment of stereotypes within an approach that is at once critical, cultural, and ethical. The theoretical framework is not limited to describing discursive mechanisms: it provides the foundation for a genuine education in diversity, where students, through reading and writing, learn to recognize the symbolic models that influence them

and to develop a reflective stance toward the representations found in texts and throughout society.

1.1. The Theoretical Foundations of Literary Stereotyping: From Text Reception to Its Didactic Transposition

Research in the pedagogy of literature and reception theory has profoundly transformed the role assigned to stereotypes. Long considered a static representation or an obstacle to interpretation, stereotypes are now viewed as an essential aid to the construction of meaning and the development of critical reading. Stereotypes are no longer merely clichés to be deconstructed; they constitute cultural reference points that readers draw upon, question, and transform in the course of their interpretive activity.

From this perspective, Amossy (1991) highlights their social and discursive dimensions, while Dufays (1997) emphasizes their didactic function in literary reading. The work of Iser (1978), Jouve (1993), Tauveron (2002), and Langlade shows that understanding a text results from an interaction between the work and the reader, for whom rewriting constitutes a privileged form of appropriation. More recently, Holmes, Bialik, and Fadel (2019) suggest considering artificial intelligence as a tool capable of supporting this learning process, provided it is integrated into a pedagogical approach that fosters critical thinking. These references constitute the theoretical framework of this research and form the basis for the criteria selected to analyze the students' work.

1.2 Stereotypes: A Central Focus in French Language Education

According to Dufays (1997), stereotypes play a central role in literary learning due to their cognitive, discursive, and social functions. They structure representations, organize discourse, and reflect a society's values. In literary texts, gender stereotypes shape character development, narrative relationships, and lexical choices. Analyzing them in the classroom thus allows students to examine the cultural representations conveyed by the works and to develop critical reading skills.

1.3 Two Pedagogical Approaches to Stereotypes

Two complementary approaches can be distinguished. The first, theoretical in nature, aims to identify stereotypes, understand how they function in discourse, and place them in their historical and cultural context in order to make them subjects of critical reflection.

The second approach emphasizes classroom experimentation. From an action-research perspective, Kervyn (2008a) shows that activities such as reading, debate, rewriting, or rephrasing enable students to gradually reconstruct their representations. Workshops on rewriting assisted by artificial intelligence follow this approach by inviting students to compare different formulations and to question the biases they convey. As Picard (1986) points out, this approach requires a balance between engagement with the text and maintaining a critical distance.

Working on gender stereotypes in a novel can thus take the following forms:

- transformative writing activities: rewriting a scene from the perspective of a marginalized female character, or reversing gender roles;
- discussions in which students explain their interpretations based on their prior assumptions;
- AI-assisted rewriting workshops, where digital tools suggest rephrasings, allowing students to question implicit biases in language.

2. The Role of Artificial Intelligence in Reconstructing Gender

The rise of generative artificial intelligence opens up new possibilities for teaching literature, particularly when addressing gender stereotypes. Rather than viewing it as a mere tool for text generation or as a threat to the authenticity of writing, it seems more fruitful to consider it as a mediating tool that facilitates the analysis, examination, and rewriting of cultural representations.

Because their operation is based on vast text corpora, language models tend to reproduce the dominant representations present in social discourse. Texts generated by artificial

intelligence thus reveal, sometimes very clearly, the stereotypes that shape representations of masculinity and femininity. Far from being merely a technical limitation, this characteristic can become a valuable learning tool. By comparing AI-generated texts with literary works, students are led to identify implicit representations, discuss their implications, and question the values they convey.

This first step sets the stage for a rewriting exercise in which stereotypes are no longer merely observed but transformed. Artificial intelligence makes it possible to propose different rephrasings of the same passage, to reverse the roles traditionally assigned to characters, or to magine narrative variations that break with conventional patterns. Students are no longer limited to recognizing stereotypes; they experiment with shifting, subverting, and reconstructing them. Rewriting thus becomes a space for exploration where a more detached reading and a more conscious writing style are gradually developed.

The educational value of this approach lies less in the texts produced by the tool than in the discussions, comparisons, and choices they spark. When used within a thoughtful pedagogical framework, artificial intelligence thus fosters an active stance on the part of the reader-writer, who is called upon to justify their writing decisions, weigh various possibilities for rephrasing, and develop critical thinking about genre representations. From this perspective, AI is not intended to replace the student's interpretive work; rather, it serves as a tool to make the mechanisms of stereotyping visible and to support their reconstruction within a learning process grounded in reflection and creativity.

3. Toward a Reconstructive Approach to Gender Education

At the intersection of these two approaches, in this case, theoretical and experimental, the contribution of AI lies in the ability to move from critical observation to creative reconstruction. Work on gender stereotypes is no longer aimed solely at exposing inequalities, but at reinventing discursive possibilities.

This implies conceiving of French language teaching as:

- a space for raising awareness (where cultural representations are identified),
- a space for experimentation (where we rewrite, reformulate, and transform),
- and a space for ethical dialogue (where shared values are questioned).

The issue is therefore not merely linguistic or literary: it is a matter of citizenship. The reconstruction of gender through AI contributes to an education in the diversity of perspectives and freedom of interpretation, which are considered core values of literary education.

II. Implementation and Analysis of an Experimental Setup

1. Methodology

- **Study Design**

This research adopts a qualitative approach based on a pedagogical experiment conducted in a standard classroom setting. The objective is not to measure the effectiveness of an intervention using quantitative indicators, but to understand the changes in reading, writing, and rewriting practices when generative artificial intelligence is introduced into a lesson sequence devoted to the study of gender stereotypes in literature. A qualitative approach was necessary because it allows us to understand the processes of meaning-making, students' interpretive choices, and the ways in which they engage with texts during the experiment.

- **Participants**

The study was conducted with sixty students aged fourteen to sixteen, enrolled in a public middle school. The sample was selected based on pedagogical homogeneity: the two classes chosen followed the same French curriculum, had comparable academic levels, and were subject to similar teaching conditions. One of the classes served as the experimental group, while the other served as the control group. This design aimed to minimize the influence of external variables so

that any observed differences could be attributed to the integration of artificial intelligence into the proposed activities.

- **Corpus and Data Collection Tools**

The corpus consists of all the written work produced by the students during the instructional sequence. The activities were developed using excerpts from Tahar Ben Jelloun's **L'Enfant de sable**, a work whose narrative richness allows for an examination of representations of femininity and masculinity, as well as the mechanisms by which gender stereotypes are constructed. Student work was collected at various points during the experiment to track the evolution of interpretive approaches and rewriting strategies.

In the experimental group, ChatGPT was used as a tool to support critical thinking. Students were able to use it to explore different interpretations, deepen their thinking, or consider various approaches to rewriting. However, writing decisions remained their responsibility, as the tool was not intended to produce texts on their behalf.

- **Experiment Procedure**

The experiment took place over a period of one and a half months, consisting of eight sessions that combined reading, linguistic analysis, oral discussions, and written assignments. Both groups followed an identical curriculum, based on the same learning objectives, the same textual materials, and the same instructions. The only variable introduced was the use of ChatGPT in the experimental group.

The unit guided students to identify stereotypes present in the studied excerpts, discuss the issues they raised, and then produce rewrites intended to transform or deconstruct these representations. This approach aimed to foster a critical engagement with the texts while observing the potential influence of artificial intelligence on the processes of creation and interpretation.

- **Data Analysis**

The written works underwent a qualitative content analysis. This analysis focused on several dimensions: the ways in which characters were portrayed, the methods used to deconstruct gender stereotypes, indicators of creativity in the rewrites, and forms of personal engagement with the text. A comparative analysis between the experimental group and the control group identified similarities and differences in writing and interpretation approaches in order to assess the contribution of artificial intelligence to the development of critical reading and creative writing.

Results

a. Artificial Intelligence as a Mediator in Identifying Gender Stereotypes

The experiment was based on an excerpt from Tahar Ben Jelloun's **L'Enfant de sable**, chosen for the richness of the social and cultural representations it portrays. The selected passage depicts a society in which the birth of a girl is perceived as a symbolic devaluation of the family. The main character is thus stripped of her feminine identity in order to meet the expectations of a patriarchal system based on the transmission of family name and inheritance. In our view, this text serves as a particularly fruitful tool for helping students identify the mechanisms by which gender stereotypes are constructed and reflect on the values they convey.

In the experimental class, students first used ChatGPT based on the following prompt: *"Rewrite this text by Tahar Ben Jelloun as if the father believed in equality between girls and boys."* The generated text then served as a starting point for a second rewriting activity carried out individually. The objective was not to evaluate the quality of the text produced by artificial intelligence, but to observe the effects of this mediation on the students' interpretive and creative processes.

Analysis of the students' work reveals that artificial intelligence facilitated the identification of stereotypes present in the original text. The students quickly identified the discursive markers reflecting a preference for males, notably the father's desire to pass on his name exclusively to

a son, the erasure of the child's female identity, and the portrayal of the daughter as a burden on the family. This understanding led to a systematic transformation of the relationships between the characters.

Thus, several student writings replace the source text's phrasing with expressions that explicitly promote equality between girls and boys:

"Boy or girl, it doesn't matter, she's our joy."

Similarly, the father figure ceases to embody patriarchal authority and becomes a protective character who welcomes the birth of his daughter "with a smile full of pride" and raises her "with love, affection, and respect." These rewording show that the students have internalized the general principle of deconstructing stereotypes and have succeeded in proposing a more egalitarian representation of family relationships.

These observations align with the analyses of Jean-Louis Dufays (1997), according to which a stereotype is not merely a fixed representation but also an indispensable foundation for the construction of meaning. By becoming aware of the representations conveyed by the text, the students gradually develop a critical stance that allows them to question and then transform these representations.

However, a detailed examination of the essays also highlights certain limitations. Despite some lexical differences, the essays remain highly similar. Students employ similar narrative structures, develop similar arguments, and use comparable vocabulary. Expressions celebrating parental love, pride, or equality recur consistently from one essay to another. This homogeneity suggests that the text generated by artificial intelligence served as an implicit model, guiding the essays toward relatively established discursive patterns.

From this perspective, artificial intelligence appears first and foremost as a cognitive scaffold. It facilitates entry into the task, reduces the difficulties associated with interpreting the text, and guides students' initial choices for rephrasing. On the other hand, when it becomes a reference model, it tends to limit the diversity of student work and steer students toward relatively similar narrative solutions.

Table 1: Summary of the analysis of the experimental group's work (using CHATGPT)

Analysis Criteria	**Key Findings**	**Illustration from the student's work**
Identification of gender stereotypes	Rapid and explicit identification of gender representations	"Boy or girl, it doesn't matter, they're our joy."
Reconfiguration of female and male roles	Systematic transformation of the father figure toward an egalitarian model	A father who values his daughters and rejects any hierarchy between the sexes
Rewriting	Additions and rephrasings inspired by the model proposed by the AI	Rewrite faithfully to the structure of the generated text
Vocabulary richness	A varied vocabulary, but one heavily influenced by ChatGPT's suggestions	Recurring use of terms such as *equality*, *respect*, *equal value*
Textual organization	The narrative structure is very similar to a	Maintenance of the progression of the
Analysis criteria	**Key Findings**	**Illustration taken from the students'**
	from one draft	original text
Originality	Limited variations on the same narrative structure	Few changes to the situations or characters

Personal voice	Engagement is present but not very pronounced	Little distancing from the generated model

b. The absence of digital mediation: toward a more personal engagement with the text

The control group's work exhibits significantly different characteristics. Without ChatGPT's support, the students had to develop their own rewriting strategies. This situation resulted in greater diversity in the texts, both narratively and stylistically.

Unlike the writings of the experimental group, the students did not simply reverse the values of the original text. They reconstructed situations, developed new dialogues, altered the characters' psychology, and enriched the narrative world.

In one of the essays, the father states:

"It's not a son. No. It's better than that. It's a light."

This phrasing is not merely a rephrasing of the source text. It reflects a genuine reinterpretation of the original scene. The birth of the daughter is no longer associated with loss or shame but becomes a source of hope and light. This transformation reveals the writer's personal investment, as they draw on their own sensibilities to reconstruct the narrative.

Another adaptation introduces an original reflection on family legacy:

"If I succeed in raising her well, she will inherit my legacy." Even if this phrasing could be improved, it demonstrates a desire to shift the focus of the debate from the issue of gender to that of education and the values passed down. The student is not replicating an existing model; instead, they are gradually developing their own conception of equality.

The conclusions drawn in the texts also illustrate this diversity. Some students emphasize the child's personal fulfillment:

"I grew up in a stable environment, which made me more confident and fulfilled."

Others offer a more symbolic reflection:

"What a girl carries in her heart can sometimes save everyone."

These differences show that students draw on their own frames of reference and develop unique narrative voices.

These results are consistent with the work of Catherine Tauveron (2002), who argues that literary reading involves not only understanding a text but also generating meaning by drawing on one's personal experience. They also confirm the analyses of Wolfgang Iser (1976), according to whom interpretation arises from the spaces left open by the text and the choices made by the reader.

Table 2: Summary of the analysis of the control group's work (without CHATGPT)

Analysis Criteria	**Key Findings**	**Illustration from the responses**
Identification of gender stereotypes	Gradual identification of gender representations based on personal interpretation	"She's not just a girl. She's a ray of light for our family."
Redefining Female and Male Roles	Character development shaped by diverse and personal narrative choices	A father who challenges social norms and values each of his daughters
Rewriting processes	Additions, deletions, and reorganization of the narrative reflecting a genuine appropriation of the text	Introduction of new dialogue, development of original scenes, or modification of the ending

Rich vocabulary	A diverse vocabulary, revealing a more personal style	Use of varied phrasing around themes of freedom, respect, dignity, and trust
Organization	Diverse narrative structures,	Free reorganization of events
Analysis criteria	**Key Findings**	**Illustration from the**
textual	tailored to each student's choices	and perspectives
Originality	Rewrites characterized by greater creativity and unique ideas	Creation of new situations, dialogues, or secondary characters
Personal voice	Strong involvement of the writer in the interpretation and rewriting	Explicit stances and writing that reflect each student's unique sensibility

c. Comparative analysis of the two approaches

A comparison of the two groups reveals significant differences.

In the experimental class, artificial intelligence facilitates text comprehension, helps students feel more confident about the writing task, and encourages them to quickly rethink stereotypes. The students' writing is generally more structured, more consistent, and exhibits a high level of linguistic accuracy. However, this consistency also reveals a relative dependence on the model provided by the tool.

Conversely, students in the control group produce more heterogeneous texts, sometimes less linguistically polished, but significantly more varied in their narrative and interpretive choices. The absence of a digital model leads them to develop their own writing strategies, which fosters a more personal engagement in the creative process.

These observations lead us to move beyond the dichotomy between assisted writing and independent writing. Artificial intelligence is neither a threat to creativity nor a substitute for students' intellectual work. Its effectiveness depends primarily on how it is integrated into the educational system. When used as a tool for reflection, it can enrich learning. Conversely, when it becomes a model to be replicated, it risks reducing the diversity of student work and limiting the expression of individuality.

From this perspective, the results of this research build upon recent studies on artificial intelligence in education (Holmes, Bialik & Fadel, 2019; Kasneci et al., 2023), which emphasize that these tools should be viewed as support instruments rather than as producers of knowledge. The pedagogical challenge, therefore, does not lie in whether or not to use artificial intelligence, but in the teacher's ability to transform these outputs into subjects for discussion, comparison, and critical reflection.

Table 3: Analysis Grid for Student Work

Analysis Category	**Indicators Observed**	**Group with AI**	**Group without AI**	**Theoretical References**
Identification of Stereotypes	Identification of gender norms	✓✓✓	✓✓	Dufays (1997)
Deconstructing representations	Changing gender roles	✓✓✓	✓✓✓	Amossy (1991)

Adaptation of the text	Additions, deletions, reorganization	✓	✓✓✓	Tauveron (2002)
Creativity	Originality of situations, dialogue, and characters	✓	✓✓✓	Iser (1978)
Subjectivity	Presence of a personal voice	✓	✓✓✓	Jouve (1993)
Influence of the model	Repetition of the AI's phrasing	✓✓✓	—	Holmes et al. (2019)

2. Discussion

he results provide some answers to the initial research question, which sought to examine the extent to which the integration of generative artificial intelligence could help break down gender stereotypes while preserving creativity and personal ownership of the texts. They show that the contribution of artificial intelligence cannot be understood in a single, unambiguous way. While its use facilitates certain processes related to comprehension and rewriting, it also raises questions about its influence on students' creative processes.

The experiment first highlights that students who used ChatGPT were able to identify stereotypes in Tahar Ben Jelloun's text more quickly. The suggestions generated by the tool provided an initial level of analysis that allowed them to identify representations associated with male and female roles and to begin their rewriting work more easily. This result is consistent with the analyses of Jean-Louis Dufays (1993, 1997), according to in which stereotypes serve as a key foundation for the construction of meaning. By making the mechanisms that structure the text more visible, artificial intelligence encourages an initial critical distance and facilitates entry into the interpretive process.

However, this ease of access did not result in greater diversity in the students' work. The texts written with ChatGPT's assistance exhibit significant similarities, both in their organization and in the phrasing used or the values emphasized. Students generally constructed narratives that converged on the same representations of an egalitarian family, adopting narrative structures and lexical choices similar to those suggested by the tool. This homogeneity suggests that artificial intelligence served as a guide in the construction of the texts, providing a reassuring but relatively prescriptive framework. These findings are consistent with the work of Holmes, Bialik, and Fadel (2019), as well as that of Kasneci and colleagues (2023), who emphasize that generative artificial intelligence systems effectively support learning, while potentially steering output toward relatively standardized discursive models.

In contrast, the control group's work shows greater diversity in writing style. Without an AI-generated model, the students were led to develop their own narrative choices and rewriting strategies. The differences observed in the dialogues, plot resolutions, descriptions, and stylistic devices reflect a more personal engagement with the activity. The essays reveal varied interpretations of the original text and a desire to express their own perspective on the issue of equality between girls and boys.

The results thus suggest moving beyond the commonly drawn distinction between assisted writing and independent writing. Artificial intelligence is neither an obstacle to creativity nor a sufficient solution to the difficulties students face. Its value lies less in the production of text than in the opportunities for reflection it offers when integrated into a pedagogical framework designed with this in mind. Used as a tool for discussion, comparison, or critical reflection, it can enrich interpretive approaches. On the other hand, when it becomes an implicit reference or a model to be replicated, it risks diminishing the diversity of student work and limiting the

expression of a truly authentic authorial voice. These observations also lead us to reconsider the role of stereotypes in the teaching of literature. The study confirms that stereotypes are not merely a set of fixed representations to be deconstructed, but rather a pedagogical tool through which students can develop their thinking, compare their own perceptions, and gradually build a critical reading perspective. In this sense, the results build upon the analyses of Ruth Amossy (1991), who views stereotypes as social and discursive constructs that can be questioned, repositioned, and reappropriated in new contexts of discourse.

The implications of this research extend beyond the mere use of ChatGPT. They call for a rethinking of how artificial intelligence is integrated into French language teaching. The challenge is not to decide whether or not these tools should be introduced into the classroom, but to define the pedagogical uses that will enable them to become genuine tools for critical thinking. From this perspective, the teacher's role remains crucial. It is the teacher who designs learning situations, facilitates interactions, encourages the exchange of viewpoints, and helps students develop a critical perspective on the content generated by artificial intelligence.

This study does, however, have certain limitations. The experiment was conducted with a small number of students from a single school, which limits the scope of any generalizations. Furthermore, its relatively short duration does not allow for an assessment of the effects of prolonged use of artificial intelligence on the development of interpretive and creative skills. Finally, the analysis relies primarily on the students' written work. Interviews or more detailed observations of their interactions with the tool would shed further light on the cognitive processes engaged during the rewriting process.

Despite these limitations, this research highlights that creativity does not result from the use of artificial intelligence in and of itself, but rather from the way in which students engage with the writing prompts presented to them. Artificial intelligence can be a valuable support when it encourages questioning, the exchange of ideas, and critical thinking. However, it cannot replace the work of interpretation, imagination, and subjectivation that remains at the foundation of all literary practice.

Conclusion

The aim of this research was to examine the role of literary stereotypes in French language teaching at a time when generative artificial intelligence tools are gradually finding their way into teaching practices. The experiment conducted shows that stereotypes cannot be reduced to mere obstacles to interpretation. When integrated into a process of critical reading and rewriting, they become genuine subjects of reflection, allowing students to question the social representations conveyed by texts, to take a step back from them, and to propose new interpretations. The results also highlight that artificial intelligence is a resource capable of facilitating entry into the writing process and supporting the work of rewriting. However, its use as a reference model tends to produce more homogeneous texts, whereas writings produced without digital assistance demonstrate greater diversity in style and a more personal engagement with the literary text.

These observations suggest that the educational value of artificial intelligence lies not in its ability to generate texts on students' behalf, but in the opportunities for reflection it opens up when integrated into a carefully designed instructional framework. When used as a tool for comparison, discussion, or critical analysis, it can contribute to the development of interpretive skills and reflective thinking. On the other hand, when it becomes a model to which students conform, it risks diminishing the diversity of writing styles and limiting the expression of a genuine authorial voice. Therefore, the challenge is not to pit human writing against computer-assisted writing, but to define educational practices capable of preserving what constitutes the very foundation of the literary experience: the reader's personal engagement in the construction of meaning.

This study thus calls for a rethinking of how artificial intelligence is integrated into the

teaching of literature. More than just a tool for production, it can become an object of analysis, enabling students to question the discourses it generates, identify their implicit meanings, assess their limitations, and take a critical look at the representations they themselves employ in their own writing. Such an approach reinforces the teacher's role as a facilitator of reading and writing, ensuring the conditions that allow students to develop their intellectual autonomy and interpretive skills.

Finally, the results obtained open up several avenues for further research. It would be worthwhile to extend this experiment to other grade levels, diverse literary corpora, and different educational contexts in order to assess the consistency of the observed phenomena. Longitudinal studies would also make it possible to analyze the effects of regular use of artificial intelligence on the development of learners' interpretive, writing, and creative skills. Finally, it would be interesting to explore the conditions under which these tools can be used to promote not only the quality of written work but also the development of readers capable of forming independent judgments, questioning the representations presented to them, and gradually asserting their own voices.

Author's Statement

The author certifies that this manuscript is an original work, that it has not been previously published, and that it is not currently under consideration by any other scientific journal. All sources used in this study have been duly cited and referenced in accordance with current scientific standards.

The author declares that he has no conflicts of interest, whether financial, institutional, or personal, that could have influenced the design, conduct, analysis, or interpretation of the results presented in this article.

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Appendices

Appendix A. Rewriting Guidelines

Experimental Group

Instruction to the AI: **"Rewrite this text by Tahar Ben Jelloun as if the father believed in equality between girls and boys."**

- Objective: To observe how the message changes when the stereotype is subverted.
- Discussion: What has changed? What new values emerge? How do you feel when reading this version?

Creative Rewrite by Students (25 min)

Instructions: Following the example of the version generated by the AI, rewrite the text yourself. Your text should subvert stereotypes and present a more open and egalitarian perspective.

Control Group: Creative Rewriting

Instructions: **Rewrite the text in your own words. Your text should subvert stereotypes and present a more liberated and egalitarian version.**

Appendix B. Works from the Experimental Group

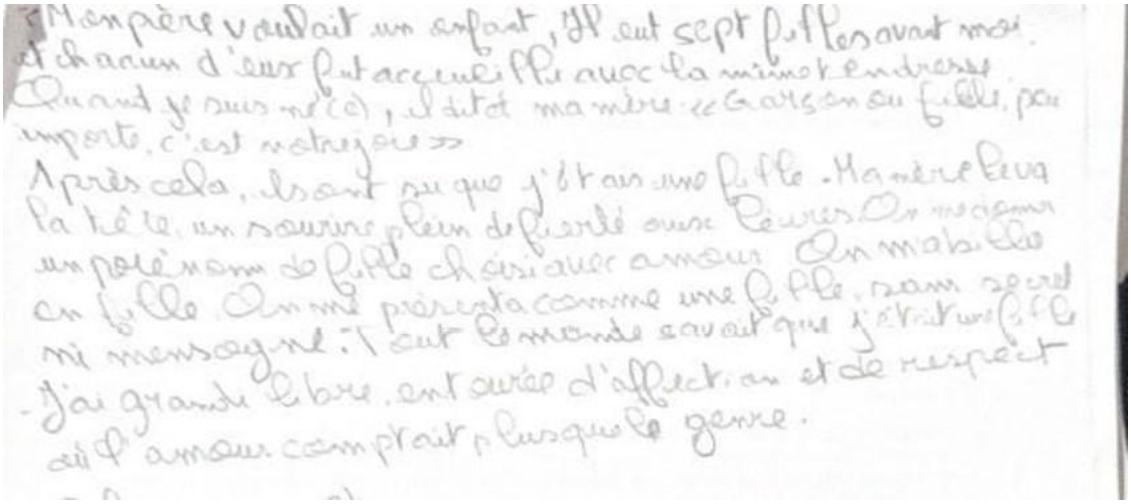

Figure 1: Work by Student E1 (group with AI).

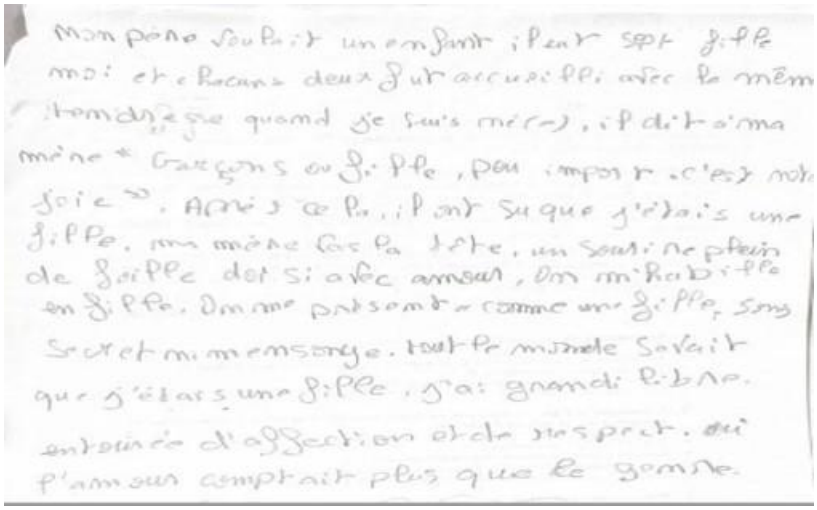

*Figure 2: Work by student E2 (AI group)*Appendix C. Outputs from the control group

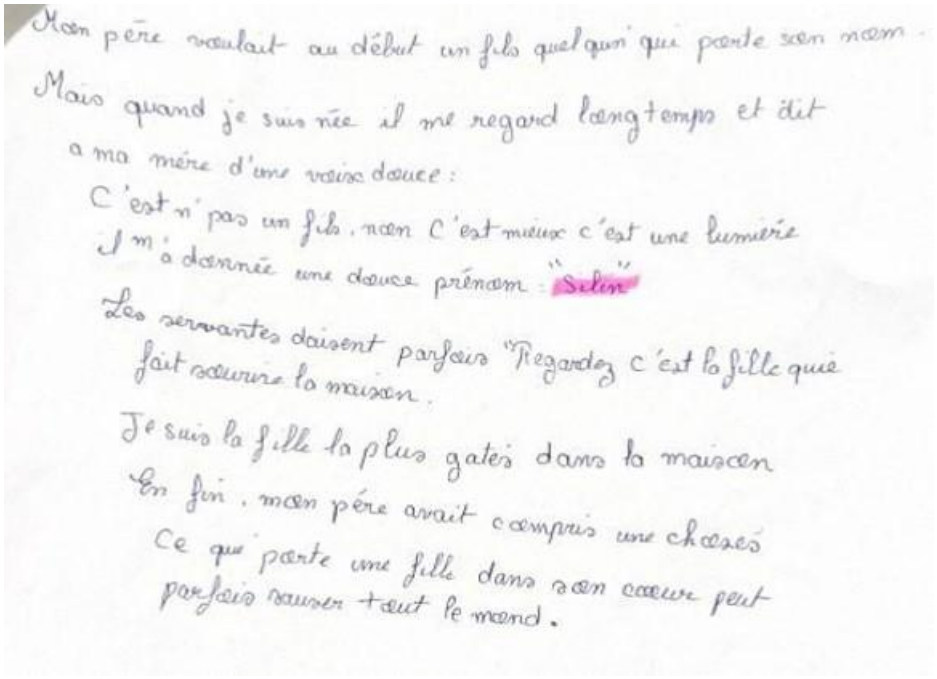
Mon père voulait au début un fils quelqu'un qui porte son nom.
Mais quand je suis née il me regard longtemps et dit
a ma mère d'une voix douce :
C'est n' pas un fils, non c'est mieux c'est une lumière
Il m'a donnée une douce prénom "Selin"
Les servantes disent parfois "Regardez c'est la fille qui
fait sourire la maison.
Je suis la fille la plus gatés dans la maison
En fin, mon père avait compris une choses
Ce que porte une fille dans son coeur peut
parfois sauver tout le monde.

Figure 3: Work by student T1 (without AI)

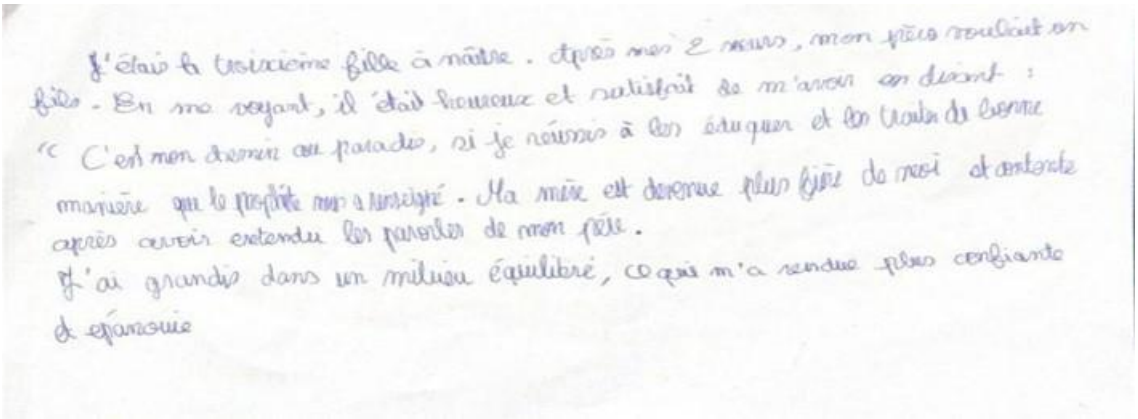
J'étais la troisième fille à naître. Après mes 2 sœurs, mon père voulait un fils. En me voyant, il était heureux et satisfait de m'avoir en disant : " C'est mon dernier ou paradis, si je réussis à les éduquer et les traiter de bonne manière que la prophète nous a enseigné. Ma mère est devenue plus fière de moi et contente après avoir entendu les paroles de mon père.
J'ai grandis dans un milieu équilibré, ce qui m'a rendue plus confiante et épanouie

Figure 4: Work by student T2 (without AI)