The Allure and Perils of AI in Foreign Language Learning: An Opinion

Thobias Sarbunan

INSTITUT AGAMA KRISTEN NEGERI AMBON/ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

thomascrown447@aol.com

https://orcid.org/0000-0001-8236-370X

Abstract

This opinion explores the integration of Artificial Intelligence in foreign language education, examining both its potential benefits and inherent risks. AI tools offer personalized learning experiences, interactive practice, and access to authentic resources, potentially reducing learning-related stress. However, over-reliance on AI may hinder critical thinking and raise concerns about accuracy, originality, and ethical considerations like algorithmic bias. A balanced approach is crucial, emphasizing the importance of academic integrity, ethical conduct, and responsible technology use. Educational institutions should establish clear guidelines and promote professional development for educators. Ongoing research is essential to evaluate the impact of AI on learning outcomes and inform future developments in AI-driven language education.

Keywords: Artificial Intelligence, Language Learning, Education, Ethics, Technology

I. Introduction

The integration of Artificial Intelligence into English as a Foreign Language instruction has sparked considerable interest, underscoring the increasing importance of technological components in language education [1]. While AI's role in education is still developing, research on how learners' AI literacy influences their language learning outcomes remains limited [1]. AI tools offer innovative ways to create more inclusive learning environments by overcoming language barriers and providing customized support for students with special needs in diverse classrooms [2]. The incorporation of AI-assisted technologies promotes collaborative learning, enabling language learners to actively manage their learning and approach their Zone of Proximal Development [3]. These interactions highlight the significance of technology as a collaborative partner in language acquisition and are consistent with the core ideas of Vygotsky's social constructivist theory [3]. AI-driven technologies have the potential to transform educational methods by offering individualized instruction and adaptive feedback, which help students manage cognitive load in a variety of learning contexts, from K–12 to professional training [4]. The use of AI in education necessitates the resolution of ethical challenges pertaining to data privacy, algorithmic bias, and equitable access to educational resources in order to ensure responsible implementation in learning environments [4]. The rise of AI-driven tools in education presents both opportunities and challenges for foreign language learners, warranting a comprehensive examination of their impact on learning experiences and outcomes [4].

II. The Allure of AI in Foreign Language Learning

AI tools offer foreign language learners personalized learning experiences through adaptive platforms that adjust to their proficiency levels and learning styles, offering customized content and exercises. This tailored approach fosters learner autonomy, allowing students to take control of their learning journey and focus on areas where they need the most improvement. AI facilitates interactive

language practice through chatbots and virtual tutors, which provide learners with opportunities to engage in conversations, receive immediate feedback, and improve their communication skills in a supportive environment. By providing fast evaluations and tailored advice, AI-driven language learning systems improve students' writing abilities, increase motivation, and foster emotional well-being. AI-powered tools facilitate access to authentic language resources, such as news articles, videos, and podcasts, exposing learners to real-world language use and cultural contexts, thereby enhancing their understanding and appreciation of the target language. Many educators believe that AI can make language learning more engaging and personalized through gamification, differentiated instruction, and quick feedback that is catered to each student's needs [5]. AI resources can be used by teachers to keep students interested in the projects they have planned and can be helpful in language learning, according to their perspectives. AI-driven tools can reduce learning-related stress by offering supportive, interactive, and personalized learning environments that address the emotional and psychological aspects of language learning, which are crucial for academic success [3].

III. The Perils of AI in Foreign Language Learning

Over-reliance on AI tools can hinder the development of critical thinking skills in foreign language learners, as they may become overly dependent on AI for answers and solutions, rather than engaging in independent problem-solving and analysis [6]. AI tools may not always be accurate or reliable, leading to errors in language learning and reinforcing incorrect usage, which can impede learners' progress and understanding. Instructors have voiced concerns about the dependability and correctness of AI-generated material, noting grammatical flaws, unsuitable vocabulary choices, and culturally insensitive language [7]. The use of AI in academic writing raises issues regarding originality and authorship, as students may be tempted to plagiarize or rely on AI-generated content, undermining the integrity of their work and academic standards [8]. The use of AI technologies in educational settings presents ethical challenges, especially in relation to academic honesty. Implementing AI successfully requires addressing ethical issues related to correctness, cognitive disengagement, and ethical ramifications to guarantee fair, efficient, and responsible learning opportunities in AI-enhanced educational environments [6]. AI algorithms may perpetuate biases present in the data they are trained on, leading to unequal learning opportunities and outcomes for certain groups of foreign language learners, thereby exacerbating existing inequalities [9]. Students need to comprehend the biases of AI algorithms and learn how to use AI ethically and critically to overcome these issues [10]. Dependence on technology and less in-person interaction are two potential drawbacks that highlight the necessity of striking a balance between AI and human connection in education.

IV. Conclusion

AI has the potential to enhance communication efficiency, personalize learning, and meet diverse learning needs, but educators must balance these benefits with the drawbacks, such as decreased face-to-face interactions, technostress, and concerns about data privacy, to foster student and academic well-being in higher education [11]. The incorporation of AI in language education necessitates a balanced

approach that harnesses its potential while mitigating its risks, ensuring that it complements rather than replaces human interaction and the development of critical thinking skills [6], [10]. Educators must design professional development opportunities that give them the skills they need to incorporate Gen AI ethically, encouraging a fair and well-balanced strategy in higher education [12]. Focusing on the use of AI in collaborative academic report writing, it is crucial to educate students about the significance of developing essential life-long learning skills and critical thinking, rather than depending on AI models that are susceptible to misinformation, hallucination, and bias [13]. Educational institutions should establish clear guidelines and policies regarding the use of AI in language learning, emphasizing the importance of academic integrity, ethical conduct, and responsible technology use [12], [14], [15]. Longitudinal studies are needed to fully understand the effects of AI on mental health and educational outcomes, and student views should be included to get a complete picture of how AI is used in education [9], [12]. AI can also be a tool to drive curriculum development [16]. To ensure that AI is used morally and responsibly in educational settings, institutions must create standards that promote openness, fairness, and accountability [14]. Ongoing research and evaluation are essential to assess the impact of AI on foreign language learning outcomes, identify best practices, and inform future developments in AI-driven language education.

References

[1] Q. Zhang, N. Hua, J. Fan, and H. Liu, "Exploring the Dynamics of Artificial Intelligence Literacy on English as a Foreign Language Learners' Willingness to Communicate: The Critical Mediating Roles of Artificial Intelligence Learning Self-Efficacy and Classroom Anxiety," Behavioral Sciences, vol. 15, no. 4, p. 523, Apr. 2025, doi: 10.3390/bs15040523.

[2] R. Fitas, "Inclusive Education with AI: Supporting Special Needs and Tackling Language Barriers," 2025, doi: 10.48550/ARXIV.2504.14120.

[3] S. J. Mohammed and M. Khalid, "Under the world of AI-generated feedback on writing: mirroring motivation, foreign language peace of mind, trait emotional intelligence, and writing development," Language Testing in Asia, vol. 15, no. 1, Jan. 2025, doi: 10.1186/s40468-025-00343-2.

[4] E. Gkintoni, H. Antonopoulou, A. Sortwell, and C. Halkiopoulos, "Challenging Cognitive Load Theory: The Role of Educational Neuroscience and Artificial Intelligence in Redefining Learning Efficacy," Brain Sciences, vol. 15, no. 2. Multidisciplinary Digital Publishing Institute, p. 203, Feb. 15, 2025. doi: 10.3390/brainsci15020203.

[5] E. E. Uwosomah and M. Dooly, "It Is Not the Huge Enemy: Preservice Teachers' Evolving Perspectives on AI," Education Sciences, vol. 15, no. 2, p. 152, Jan. 2025, doi: 10.3390/educsci15020152.

[6] A. M. Vieriu and G. Petrea, "The Impact of Artificial Intelligence (AI) on Students' Academic Development," Education Sciences, vol. 15, no. 3, p. 343, Mar. 2025, doi: 10.3390/educsci15030343.

[7] P. D. Deep, N. M. Martirosyan, N. Ghosh, and Md. S. Rahaman, "ChatGPT in ESL Higher Education: Enhancing Writing, Engagement, and Learning Outcomes," Mar. 2025, doi: 10.20944/preprints202503.1665.v1.

[8] B. Bordalejo, D. Pafumi, F. Onuh, A. K. M. I. Khalid, M. S. Pearce, and D. P. O'Donnell, "'Scarlet Cloak and the Forest Adventure': a preliminary study of the impact of AI on commonly used writing tools," International Journal of Educational Technology in Higher Education, vol. 22, no. 1, Feb. 2025, doi: 10.1186/s41239-025-00505-5.

[9] J. A. Delello, W. Sung, K. Mokhtari, J. Hebert, A. Bronson, and T. D. Giuseppe, "AI in the Classroom: Insights from Educators on Usage, Challenges, and Mental Health," Education Sciences, vol. 15, no. 2, p. 113, Jan. 2025, doi: 10.3390/educsci15020113.

[10] V. Nguyen, "The Use of Generative AI Tools in Higher Education: Ethical and Pedagogical Principles," Journal of Academic Ethics, Feb. 2025, doi: 10.1007/s10805-025-09607-1.

[11] B. Klímová and M. Pikhart, "Exploring the effects of artificial intelligence on student and academic well-being in higher education: a mini-review," Frontiers in Psychology, vol. 16. Frontiers Media, Feb. 03, 2025. doi: 10.3389/fpsyg.2025.1498132.

[12] M. A. Nadim and R. D. Fuccio, "Unveiling the Potential: Artificial Intelligence's Negative Impact on Teaching and Research Considering Ethics in Higher Education," European Journal of Education, vol. 60, no. 1, Jan. 2025, doi: 10.1111/ejed.12929.

[13] M. Sadeghpour, A. Arakala, and A. Rao, "Generative AI in Collaborative Academic Report Writing: Advantages, Disadvantages, and Ethical Considerations," 2025, doi: 10.48550/ARXIV.2504.08832.

[14] N. J. Francis, S. Jones, and D. P. Smith, "Generative AI in Higher Education: Balancing Innovation and Integrity," British Journal of Biomedical Science, vol. 81. Taylor & Francis, Jan. 09, 2025. doi: 10.3389/bjbs.2024.14048.

[15] A. Kővári, "Ethical use of ChatGPT in education—Best practices to combat AI-induced plagiarism," Frontiers in Education, vol. 9, Jan. 2025, doi: 10.3389/feduc.2024.1465703.

[16] D. Dey, "Enhancing Educational Tools Through Artificial Intelligence in Perspective of Need of AI," Jan. 2025, doi: 10.2139/ssrn.5031275.