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## ETHICAL AND METHODOLOGICAL CONSIDERATIONS IN USING AI FOR LANGUAGE INSTRUCTION

**Annotation:** *Integrating Artificial Intelligence (AI) into language education is transforming teaching methodology and ethics. This paper analyses the benefits and risks of AI-supported instruction, emphasising data privacy, bias, and pedagogical alignment. Methodological implications such as curriculum adaptation, teacher roles, and learner autonomy are also discussed. Practical strategies for the responsible use of AI in language learning are proposed.*

**Keywords:** *AI in education, language instruction, ethics, digital pedagogy, data privacy*

**Problem Statement.** The rapid development of Artificial Intelligence has led to its increasing adoption in language instruction. Applications such as AI-based speech recognisers and chatbots offer learners personalised practice, instant feedback, and exposure to authentic language input. However, this technological shift brings new ethical questions: How is student data used? Are AI tools inclusive and fair? Can they replace essential elements of human interaction in language learning? These concerns urge educators to examine methodological and ethical frameworks before fully integrating AI into teaching practice.

**Review of Recent Literature.** Recent studies highlight a dual reality: AI can enhance learning outcomes while introducing ethical risks. Aljabr and Al-Ahdal argue that AI integration in language education raises questions about data privacy, academic

integrity, and the potential to widen the educational divide [1, c. 5]. A systematic review by Shu, Li, and Zhang outlines how insufficient transparency in AI systems can lead to unintentional bias in language input and reinforce cultural stereotypes [2, c. 3]. Similarly, the teaching resource provided by Cornell University underscores the need for AI literacy among educators and clear institutional policies for ethical use [3].

**Research Purpose.** This study aims to explore the ethical and methodological implications of using AI tools in language instruction and propose guidelines for educators that ensure responsible and effective integration.

**Research Results.** From a methodological perspective, AI influences not only what is taught but also how it is taught. Adaptive learning systems can assess learners' proficiency and adjust tasks accordingly, providing individual learning trajectories. This supports differentiated instruction and enhances student motivation. However, if overused, it may also limit learner autonomy, turning active participants into passive consumers of algorithm-generated content [2, c. 4].

Teachers must reconsider their roles within AI-enhanced classrooms. Instead of sole knowledge providers, they become facilitators, interpreters of AI feedback, and ethical guides. Without adequate understanding, there is a risk of misuse—such as overreliance on AI-generated writing tools, which may hinder students' critical thinking and language production skills [1, c. 6].

Ethical concerns are equally significant. AI platforms often lack transparency in collecting user data. Students may unknowingly consent to data use for commercial purposes, raising concerns about privacy and ownership [3]. Moreover, AI systems trained on limited or biased datasets may produce culturally insensitive content, disproportionately affecting learners from underrepresented groups [2, c. 5].

Another challenge involves assessment. AI-driven tools can automate testing and provide immediate feedback but often prioritise grammar and vocabulary over pragmatic

or sociolinguistic competence. This may distort learners' understanding of communicative competence [1, c. 7].

Nonetheless, when used responsibly, AI offers valuable support. For example, chatbots can simulate conversation partners for speaking practice, and automated writing feedback tools can support revision. However, these tools should supplement—not replace—interpersonal communication and reflective learning. Teachers must contextualise AI content and ensure students understand its limitations.

To maintain methodological integrity and ethical responsibility, educators and institutions should develop clear policies, promote transparency, and provide professional development in digital pedagogy and data ethics.

**Conclusion.** AI tools can enhance language education if their use is informed by ethical awareness and grounded in sound methodology. Teachers must be empowered to evaluate and integrate AI critically, ensuring it supports learning objectives without compromising autonomy, equity, or data security. The ethical future of AI in language education depends on how consciously it is applied.

## References

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