

AI LANG GUIDELINES FOR THE USE OF AI IN LANGUAGE EDUCATION

This document is an initial draft outlining the core principles that underpin the guidelines for the use of AI in language education. Six such principles are proposed:

The use of AI in language education should be:

- **Safe**
- **Ethical**
- **Meaningful**
- **Effective**
- **Reflective**
- **Critical**

The safe use of AI in language education

The use of AI in language education should conform to regulatory frameworks, including local, national, and transnational legislation (in the EU context, this includes especially the GDPR) and any other legislative provisions regarding data privacy and security. To ensure safe use of AI, users should be mindful of (a) the usage of data that students intentionally provide (e.g. while registering to use an application) as well as data that are incidentally collected (e.g., through cookies); (b) the usage of any input that is provided during educational activities; and (c) data retention policies by the application.

The ethical use of AI in language education

Using AI resources ethically means that the AI-supported planning and delivery of lessons and assessment activities should respect the rights of the teachers and students, prevent potential harm (non-maleficence) and benefit the teachers and students (beneficence). The ethical use of AI is especially important in the pre-teaching and teaching phases of language lessons.

The meaningful use of AI in language education

AI resources should be used meaningfully in language learning, in the sense that they add value to a language lesson, by enabling activities that would not have been possible, or would have been prohibitively time-consuming, without the use of AI. The meaningful use of AI is particularly important in lesson planning / syllabus design and the delivery of courses and individual lessons.



The effective use of AI in language education

The use of AI in language education should encourage effective language teaching and learning. This means that AI-supported activities should align with accepted principles of 'good practice' and effective teaching. Ensuring the balanced development of skills and the communicative, meaning-focused orientation of learning activities is especially pertinent to this principle.

The reflective use of AI in language education

This principle ensures that the use of AI in language education remains thoughtful, and it preserves the role of the teacher as the central agent in pedagogical decision-making. Reflective use, in this sense, means that teachers should always consider what difference a particular use of AI has made to the language learning experience of particular learner or group of learners; and also how this particular learner or group of learners have used the AI resources at their disposal to achieve their learning goals.

The critical use of AI in language education

Using AI critically in language education involves ensuring that the activities that are designed and implemented are such that ensure an equitable learning experience and contribute to attaining socially just outcomes. This includes, for instance, preserving and enhancing learner autonomy, contributing to the sustainment and diffusion of weakly resourced languages, and preserving the roles of schools and teachers from de-professionalisation.