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ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE EDUCATION: PEDAGOGICAL OPPORTUNITIES, ETHICAL CHALLENGES AND FUTURE PERSPECTIVES

Abstract

The rapid development of artificial intelligence (AI) is transforming higher education and creating new opportunities for teaching and learning English. AI-powered applications, including generative AI systems, conversational agents, automated writing assistants, and adaptive learning platforms, can support the development of language skills, facilitate personalised learning, and provide timely feedback. At the same time, their integration into educational practice raises important questions concerning academic integrity, information reliability, data privacy, algorithmic bias, and the changing role of the language teacher.

The purpose of this article is to analyse the pedagogical opportunities and ethical challenges associated with the integration of artificial intelligence into English language education in higher education and to identify key principles for its responsible and human-centred implementation. The study is based on the theoretical analysis, comparison, and synthesis of scholarly publications on artificial intelligence in language education and higher education, supplemented by an examination of relevant international policy recommendations. Particular attention is paid to the potential of AI to support the development of reading, writing, speaking, listening, vocabulary, and grammar skills, as well as to its role in promoting learner autonomy and differentiated instruction.

The analysis highlights that AI can expand access to language practice, support the adaptation of learning materials to students' needs, and provide additional opportunities for feedback and self-assessment. However, these benefits depend on the quality of AI-generated content, the learner's ability to evaluate information critically, and the pedagogical conditions under which digital tools are used. Uncritical reliance on AI may undermine independent thinking, encourage inappropriate forms of academic assistance, and expose users to inaccurate or biased information. Privacy and transparency also remain essential considerations.

The article argues that artificial intelligence should be regarded as a complementary educational resource rather than a substitute for professional teaching. Its effective integration requires clear institutional guidelines, AI literacy among teachers and students, transparent assessment practices, and a commitment to academic integrity and data protection. A human-centred approach can help balance technological innovation with pedagogical responsibility and meaningful language learning. The findings provide a theoretical basis for further research into sustainable and ethically informed models of AI-supported English language education in higher education.

Keywords: artificial intelligence, English language education, higher education, generative AI, language learning, personalised learning, academic integrity, AI ethics.

Problem statement

The rapid development of artificial intelligence (AI), particularly generative artificial intelligence (GenAI), has become an important factor in the transformation of higher education. The emergence of conversational AI systems, automated writing assistants, intelligent tutoring applications, and adaptive learning platforms has expanded the range of technological resources available to university teachers and students. In English language education, these developments create opportunities to personalise learning activities, facilitate language practice, provide additional feedback,

and support the development of communicative competence. At the same time, the integration of AI into educational practice raises questions about the quality of learning, the reliability of generated content, academic integrity, and the preservation of meaningful teacher–student interaction.

The growing academic interest in these issues is reflected in recent research. Li et al. (2025), in their systematic review of 144 peer-reviewed studies published during the first two years of widespread generative AI adoption, identified several major research areas, including language learning strategies, language skills development, writing and feedback, learner perceptions, and the implementation of AI in educational settings. Their findings indicate that higher education and English as a foreign language contexts account for a substantial proportion of the existing empirical research. However, the predominance of writing-related studies and the comparatively limited attention given to some other language skills point to the need for a broader understanding of AI-supported language learning.

From a pedagogical perspective, AI-based applications may offer learners additional opportunities to practise English, receive explanations of grammatical structures, expand their vocabulary, revise written assignments, and engage in simulated conversations. Such opportunities are particularly relevant in higher education, where students are expected to develop independent learning strategies and apply language skills to academic and professional communication. Nevertheless, the availability of technological assistance does not necessarily guarantee meaningful learning outcomes. The educational value of AI depends on how its capabilities are aligned with learning objectives, how students engage with generated responses, and whether teachers provide appropriate guidance and feedback.

A further challenge concerns the ethical implications of AI use. Generative systems may produce inaccurate information, misleading explanations, or linguistically convincing but contextually inappropriate responses. Students may also become excessively dependent on automated assistance, potentially reducing opportunities to

develop independent writing, critical thinking, and self-correction skills. The use of AI in the preparation of academic assignments raises additional questions concerning authorship, transparency, and the boundaries between legitimate learning support and the substitution of a student's own intellectual work.

These concerns are consistent with UNESCO's (2023) human-centred approach to generative AI in education, which emphasises the importance of protecting personal data, ensuring equitable access, maintaining human agency, and establishing appropriate institutional safeguards. Accordingly, the integration of AI into English language education should not be regarded solely as a matter of technological innovation. It also requires pedagogical judgement, ethical awareness, and the development of AI literacy among both teachers and students.

The central problem addressed in this article is the need to balance the pedagogical opportunities offered by artificial intelligence with the ethical, cognitive, and instructional challenges associated with its use in higher education. Although existing studies have examined particular applications of AI in language learning, there remains a need for a coherent conceptual perspective that considers language development, learner autonomy, academic integrity, and the changing role of the teacher within a shared analytical framework.

Addressing this problem is important for developing educational practices in which AI supports rather than replaces human teaching, encourages active engagement rather than passive dependence, and contributes to responsible and sustainable innovation in English language education.

Analysis of recent research and publications

The integration of artificial intelligence into language education has attracted increasing scholarly attention, particularly following the widespread availability of generative AI applications. Recent publications examine both the pedagogical potential of these technologies and the challenges they present for teaching, assessment, and academic integrity. The existing literature can be considered through three

interconnected perspectives: AI-supported language learning, the broader transformation of higher education, and the ethical principles governing the use of AI in educational environments.

An important contribution to the field is the systematic review by Li et al. (2024), which examined the first year of publications on ChatGPT and language education. Their analysis provides an overview of emerging research on the use of conversational generative AI in language learning and teaching. This research direction highlights the potential of AI systems to support writing development, provide language-related explanations, facilitate interactive practice, and assist teachers in preparing educational materials. At the same time, the early stage of the research field makes it necessary to distinguish between the perceived usefulness of AI tools and their demonstrated educational effectiveness.

A broader perspective is provided by Li et al. (2025), who reviewed 144 peer-reviewed empirical studies published in 2023 and 2024. The authors identified six principal research areas: perceptions and attitudes, psychological and cognitive aspects, teaching and learning strategies, language skills development, writing and feedback, and implementation and integration. Their findings demonstrate the growing diversity of research on generative AI in language education. However, writing received substantially more attention than speaking, listening, and reading. The authors also identified a need for more longitudinal research and broader representation of languages and educational contexts. These findings suggest that further conceptual work should consider language learning as a multidimensional process rather than focus predominantly on written production.

The potential and limitations of generative AI must also be understood within the wider context of higher education. Bittle and El-Gayar (2025) examined the relationship between generative AI and academic integrity through a systematic literature review. Their analysis addresses the tension between the educational benefits of AI and the risks associated with academic dishonesty. The authors emphasise the

importance of digital literacy, institutional guidance, and appropriate approaches to the ethical use of generative technologies. This perspective is particularly relevant to English language education, where automated text generation and language correction may make it difficult to distinguish between legitimate linguistic assistance and the replacement of a student's independent work.

International policy documents provide an additional framework for interpreting these challenges. UNESCO's (2023) guidance on generative AI in education and research advocates a human-centred approach that takes account of data privacy, human agency, equity, and the pedagogical appropriateness of technological applications. Rather than treating AI adoption as an exclusively technical process, this framework places responsibility on educational institutions and practitioners to establish conditions for safe, meaningful, and ethically informed use.

Taken together, these publications indicate that AI in English language education should be examined as a pedagogical and ethical phenomenon. The literature identifies opportunities for personalised practice, language support, and feedback, while also drawing attention to concerns about reliability, learner dependence, authorship, and responsible implementation. Nevertheless, the rapid development of AI technologies and the diversity of educational applications make it necessary to connect these issues within a coherent analytical framework.

The present article addresses this need by bringing together three dimensions of AI integration in higher education: its contribution to language development, its implications for learner autonomy and the teacher's professional role, and the ethical conditions required for responsible use. This approach provides a basis for examining not only what AI can offer English language education but also the pedagogical principles that should guide its implementation.

Purpose of the article

The purpose of this article is to analyse the pedagogical opportunities and ethical challenges associated with the integration of artificial intelligence into English

language education in higher education and to identify key principles for its responsible, effective, and human-centred implementation.

To achieve this purpose, the article pursues the following objectives:

- To examine contemporary scholarly approaches to the use of artificial intelligence in English language teaching and learning.
- To identify the principal pedagogical opportunities offered by AI-supported language education.
- To analyse the ethical and instructional challenges associated with the use of generative AI.
- To consider the implications of AI integration for learner autonomy and the professional role of the English language teacher.
- To formulate conceptual principles for the responsible integration of AI into higher education language programmes.

Presentation of the main material of the study

The integration of artificial intelligence into English language education creates opportunities to diversify teaching methods, expand access to language practice, and respond more flexibly to the needs of university students. Unlike conventional digital resources that primarily provide predefined exercises and learning materials, generative AI applications can produce context-sensitive explanations, adapt examples to particular learning objectives, and facilitate interactive communication. Nevertheless, their pedagogical value should be assessed in relation to specific learning outcomes rather than technological novelty alone.

One of the principal opportunities is the personalisation of language learning. Students in higher education often demonstrate different levels of linguistic competence, learning preferences, and academic needs. AI-supported applications can generate additional grammar exercises, explain vocabulary in context, reformulate texts for different proficiency levels, and provide examples tailored to particular topics. Such

functionality may help teachers differentiate learning activities without having to create every supplementary resource manually. However, generated materials require verification to ensure linguistic accuracy, appropriateness, and alignment with the curriculum.

Another important area is the development of writing skills. Generative AI tools can assist learners in identifying grammatical errors, improving sentence structure, exploring alternative expressions, and organising ideas. When used as a formative learning resource, AI-generated feedback may encourage students to revise their work and reflect on linguistic choices. At the same time, there is a fundamental distinction between feedback that supports revision and automated production that replaces the learner's own writing. To preserve the educational value of writing tasks, students should be encouraged to explain their revisions, evaluate alternative suggestions, and retain responsibility for the final text.

Artificial intelligence can also support the development of speaking and communicative competence. Conversational applications offer opportunities to practise dialogues, rehearse presentations, simulate everyday interactions, and explore communication scenarios relevant to academic or professional contexts. For students who have limited opportunities to communicate in English outside the classroom, these tools may provide an additional environment for low-pressure practice [7]. Nevertheless, interaction with an AI system cannot fully reproduce human communication, which involves complex social cues, spontaneous negotiation of meaning, interpersonal relationships, and culturally situated interpretations. Consequently, AI-based conversation should complement rather than replace communication with teachers and other learners.

In reading and vocabulary development, AI can assist students by explaining unfamiliar expressions, providing contextual examples, summarising complex passages, and generating comprehension questions. These functions may help learners engage with texts that would otherwise be difficult to understand independently.

However, automatically generated summaries should not replace direct engagement with original materials. Students need to develop the ability to identify key arguments, distinguish relevant evidence from supporting detail, and assess whether an AI-generated explanation accurately represents the source text [8].

Artificial intelligence may further contribute to the development of learner autonomy. Students can use AI tools to identify areas requiring additional practice, formulate questions, obtain explanations, and reflect on their progress. These activities can support self-directed learning when students remain actively involved in setting goals, evaluating feedback, and monitoring their understanding. As Li et al. (2025) demonstrate in their systematic review, research on generative AI in language education encompasses not only language skills but also learning strategies, psychological factors, and the implementation of AI-supported practices. This broader perspective suggests that the educational significance of AI extends beyond the production of language to the processes through which students engage with and regulate their learning [5].

From the teacher's perspective, AI may assist in preparing differentiated exercises, developing discussion prompts, creating preliminary assessment materials, and generating alternative explanations of difficult concepts. Such applications can reduce some routine preparation demands and provide a starting point for instructional design. Nevertheless, the teacher remains responsible for evaluating content, selecting appropriate methods, interpreting students' needs, and ensuring that learning activities fulfil their intended purposes. The efficiency gained through automation should therefore be understood as an opportunity to strengthen pedagogical decision-making rather than as a justification for reducing professional oversight.

Overall, the pedagogical opportunities of artificial intelligence in English language education can be grouped into five interconnected areas: personalised learning, formative feedback, communicative practice, learner autonomy, and support for instructional design. Their effectiveness depends on the quality of the tools, the

clarity of learning objectives, the digital and linguistic competence of users, and the extent to which AI-supported activities require active intellectual engagement. These conditions provide the basis for considering AI not as an independent source of educational improvement, but as a resource whose value emerges through purposeful pedagogical integration.

Despite its pedagogical potential, the integration of artificial intelligence into English language education presents a range of ethical, cognitive, and instructional challenges. The availability of AI-generated explanations, texts, and feedback does not automatically ensure the accuracy, reliability, or educational appropriateness of the information provided [9]. Therefore, the implementation of AI-supported learning requires a critical assessment of both the capabilities and the limitations of these technologies.

One of the principal concerns is the reliability of AI-generated content. Generative AI systems may produce grammatically correct but factually inaccurate explanations, inappropriate vocabulary choices, misleading interpretations, or examples that do not correspond to the intended communicative context. Such limitations are particularly significant in language education because students may have insufficient linguistic competence to identify subtle errors in generated responses. Consequently, uncritical acceptance of AI-generated information may reinforce misunderstandings rather than facilitate learning. Teachers should therefore encourage students to verify information against reliable learning materials, compare alternative explanations, and develop the ability to evaluate the linguistic and contextual appropriateness of AI-generated content [4].

Academic integrity represents another major challenge. Generative AI can produce essays, summaries, translations, and other forms of academic writing, creating uncertainty about the boundaries between legitimate learning assistance and the substitution of independent student work. Although the use of AI for brainstorming, language correction, or feedback may support learning, submitting generated content as

entirely one's own work without appropriate acknowledgement can undermine the validity of assessment. This challenge calls for clear institutional policies defining acceptable and unacceptable uses of AI, alongside assessment practices that emphasise the learning process, individual reasoning, and students' ability to explain and defend their work.

A related concern is the potential impact of AI assistance on learners' cognitive engagement and autonomy. When students rely excessively on automated translation, text generation, or ready-made answers, they may have fewer opportunities to practise independent formulation, problem-solving, self-correction, and critical evaluation. The convenience of instant responses can encourage a passive approach in which the learner accepts a suggested answer without examining its accuracy or considering alternative solutions. To address this risk, AI-supported activities should require students to make decisions, justify revisions, compare outputs, and reflect on what they have learned. The educational objective should be to strengthen independent competence rather than maximise reliance on technological assistance.

Data privacy and information security also require careful consideration [10]. AI applications may process prompts, uploaded documents, personal information, and samples of student writing. Depending on the service and its settings, such information may be stored or processed under conditions that are not fully transparent to users. Students and teachers should therefore avoid submitting sensitive personal information or confidential institutional materials to unauthorised platforms. Higher education institutions need to assess the privacy policies of educational technologies, establish appropriate safeguards, and provide clear guidance concerning the responsible handling of data [6].

Algorithmic bias and unequal access constitute further challenges. AI systems may reflect biases present in their training data and may not consistently represent linguistic varieties, cultural perspectives, or educational contexts. For English language learners, this can result in recommendations that favour particular language norms or

fail to recognise valid forms of expression. In addition, students may have unequal access to reliable internet connections, appropriate devices, paid AI services, or the digital skills needed to use these tools effectively. If these inequalities are ignored, AI integration may reinforce existing educational disparities instead of reducing them.

The assessment of language proficiency presents a further methodological problem. AI-generated feedback can help students identify possible errors, but automated evaluations may not fully capture communicative effectiveness, creativity, pragmatic competence, or the contextual appropriateness of language use. Similarly, AI detection systems cannot establish authorship with complete certainty and should not be treated as the sole basis for allegations of academic misconduct. Fair assessment therefore requires multiple forms of evidence, transparent criteria, and professional judgement on the part of the teacher.

The integration of artificial intelligence into English language education is transforming the professional responsibilities of university teachers. As AI applications become increasingly capable of generating learning materials, explaining grammatical structures, correcting written texts, and simulating communicative interactions, the teacher's role is gradually expanding beyond the direct presentation of linguistic knowledge. The central challenge is no longer simply whether AI should be used in language teaching, but how teachers can integrate it into educational practice while maintaining pedagogical quality, learner engagement, and professional responsibility [2].

One significant change concerns the teacher's role as a designer of learning experiences. AI tools can generate exercises, discussion questions, vocabulary activities, and texts adapted to different proficiency levels. However, automatically generated materials do not necessarily correspond to curricular requirements, students' actual needs, or the communicative objectives of a particular lesson. Teachers must therefore select, evaluate, adapt, and contextualise AI-generated resources before incorporating them into instruction. Their professional expertise remains essential for

establishing meaningful learning objectives and ensuring that activities contribute to the systematic development of language competence.

The teacher's role as a facilitator of critical thinking also becomes increasingly important. Students need guidance not only in using AI applications but also in evaluating their outputs. In English language education, this involves identifying grammatical inaccuracies, assessing lexical appropriateness, recognising misleading explanations, and comparing AI-generated suggestions with reliable linguistic sources. Teachers can design activities in which students analyse alternative AI responses, explain their revisions, identify errors, and justify their linguistic choices. Such practices transform AI from a source of ready-made answers into an object of critical inquiry and a resource for reflective learning.

Another important responsibility concerns the development of AI literacy. Both teachers and students need to understand the basic capabilities and limitations of generative systems, formulate effective prompts, evaluate generated information, and recognise situations in which human judgement is indispensable. AI literacy should not be reduced to operational proficiency with particular applications. It also includes an understanding of ethical use, data protection, academic integrity, algorithmic limitations, and the consequences of delegating intellectual tasks to automated systems. The development of these competencies can help students use AI more deliberately and independently [1].

The changing professional role of the teacher also entails new ethical responsibilities. Educators need to establish transparent expectations regarding the use of AI, protect students' personal information, evaluate the accessibility of selected technologies, and ensure that automated recommendations do not replace professional judgement. Institutional policies should support teachers in making informed decisions rather than leave them to manage complex ethical questions without adequate guidance. Professional development should therefore address both the pedagogical applications of AI and the principles governing its responsible use.

From this perspective, the integration of artificial intelligence does not eliminate the need for professional language teachers. Instead, it increases the importance of their capacity to design meaningful learning experiences, guide critical engagement with technology, evaluate learning outcomes, and maintain a human-centred educational environment [3].

The effective integration of artificial intelligence into English language education requires a coherent pedagogical framework that balances technological opportunities with educational objectives, ethical responsibilities, and the needs of learners. The preceding analysis demonstrates that the value of AI cannot be determined solely by its technical capabilities or the speed with which it generates content. Rather, its educational contribution depends on the principles governing its use, the degree of teacher involvement, and the extent to which students remain active participants in the learning process.

Based on the analysis of scholarly literature and international recommendations, several interrelated principles can be identified as a conceptual foundation for responsible AI integration in higher education.

The principle of pedagogical purposefulness requires that AI tools be selected according to clearly defined learning outcomes. Their use should address a specific educational need, such as vocabulary development, writing revision, speaking practice, or formative assessment. The introduction of technology should not be regarded as an objective in itself. Teachers should determine whether an AI-supported activity offers meaningful educational benefits compared with conventional instructional methods and whether it is appropriate for students' proficiency levels and learning objectives.

The principle of human agency and professional oversight emphasises that teachers and learners must retain responsibility for educational decisions. AI-generated explanations, exercises, and feedback should be critically evaluated rather than accepted automatically. Teachers remain responsible for instructional design, the quality of learning materials, and the interpretation of assessment results. Students, in

turn, should be encouraged to make independent linguistic choices, evaluate alternative suggestions, and take responsibility for their own academic work. This principle reflects the human-centred approach advocated by UNESCO (2023).

The principle of academic integrity and transparency requires clear expectations regarding the acceptable use of AI in learning and assessment. Students should understand when AI assistance is permitted, what forms of assistance require acknowledgement, and which tasks must demonstrate independent performance. Where appropriate, learners may be asked to document how AI was used, explain their revisions, or reflect on the contribution of automated feedback. Such practices can help distinguish responsible support from the substitution of independent intellectual effort.

The principle of accuracy and critical verification recognises that AI-generated content may contain factual, grammatical, or contextual errors. Students and teachers should therefore evaluate generated information against reliable linguistic references, course materials, and other authoritative sources. In language learning activities, verification may include checking definitions, examining examples of usage, comparing alternative translations, and assessing whether a suggested expression is appropriate for a particular communicative situation. The development of verification skills should be treated as an integral component of AI literacy.

The principle of privacy and data protection requires responsible handling of personal information and educational materials. Teachers and students should avoid entering sensitive personal data, confidential documents, or identifiable student information into AI systems unless the relevant platform and institutional arrangements provide appropriate safeguards. Higher education institutions should communicate applicable requirements clearly and evaluate the data practices of the technologies they recommend. Responsible implementation also requires attention to the transparency of data collection, storage, and processing.

The principle of equity and accessibility highlights the need to ensure that AI-supported learning does not create unjustified barriers for particular groups of students.

Differences in internet access, device availability, disability-related requirements, language proficiency, and access to paid services may influence students' ability to benefit from AI tools. Educational institutions should consider accessible alternatives and ensure that students are not unfairly disadvantaged because they cannot use a particular application. AI-supported activities should remain compatible with inclusive teaching practices and the broader objectives of equitable education.

The principle of learner autonomy and cognitive engagement requires that AI assistance strengthen rather than replace independent learning. Activities should encourage students to formulate questions, evaluate suggestions, revise their own work, and explain the reasoning behind their decisions. For example, instead of asking students simply to submit an AI-generated essay, a teacher may ask them to compare an initial draft with AI-generated feedback, identify appropriate and inappropriate recommendations, and justify the revisions they choose to make. This approach positions AI as a resource for reflection and improvement rather than a substitute for learning.

The principle of continuous evaluation and professional development recognises that AI technologies and their educational applications are changing rapidly. Teachers and institutions should regularly review whether selected tools contribute to intended learning outcomes, whether their use introduces new risks, and whether students have developed the competencies required for responsible engagement. Professional development should combine practical knowledge of AI applications with critical understanding of their limitations, ethical implications, and relevance to language pedagogy.

Taken together, these principles form a conceptual framework for human-centred AI integration in English language education. They connect instructional purpose, human responsibility, academic integrity, information reliability, privacy, equity, learner autonomy, and continuous evaluation. Their implementation requires cooperation among teachers, students, educational institutions, and technology

providers, as well as clear institutional expectations concerning the appropriate use of AI.

The analysis of scholarly publications and international recommendations demonstrates that artificial intelligence offers significant opportunities for the development of English language education in higher education. AI-supported applications can facilitate personalised learning, provide additional opportunities for language practice, assist with writing revision, support vocabulary acquisition, and contribute to the development of learner autonomy. They can also help teachers prepare differentiated learning materials and diversify instructional activities. However, these opportunities should be considered in relation to specific educational objectives and the limitations of the technologies employed.

The findings indicate that the pedagogical value of artificial intelligence depends not only on its technical capabilities but also on the conditions under which it is integrated into teaching and learning. The reliability of generated content, the appropriateness of automated feedback, students' digital literacy, and the quality of pedagogical guidance influence whether AI supports meaningful language development. Uncritical reliance on automated assistance may weaken independent learning, complicate the assessment of individual achievement, and create risks related to academic integrity, data privacy, and equitable access to educational resources.

The study also highlights the changing role of the English language teacher. Rather than replacing professional teaching, AI creates a need for stronger competencies in instructional design, critical evaluation of digital content, assessment, and ethical guidance. Teachers remain responsible for establishing learning objectives, evaluating educational materials, supporting communicative interaction, and ensuring that technological assistance contributes to the development of students' linguistic and critical-thinking abilities. The development of AI literacy among both teachers and students is therefore an important condition for responsible implementation.

The theoretical contribution of the article consists in synthesising pedagogical and ethical dimensions of AI integration within a common conceptual framework. Eight interconnected principles have been identified: pedagogical purposefulness, human agency and professional oversight, academic integrity and transparency, accuracy and critical verification, privacy and data protection, equity and accessibility, learner autonomy and cognitive engagement, and continuous evaluation and professional development. The practical significance of the findings lies in their potential application to curriculum development, teacher training, classroom activity design, and institutional guidelines for the use of generative AI. In particular, language teachers may design activities that require students to evaluate AI-generated explanations, verify linguistic information, compare alternative formulations, justify revisions, and reflect on their learning processes. Such practices can help transform AI from a source of ready-made answers into a resource for critical engagement and independent language development.

Further research should investigate the effectiveness of particular AI-supported teaching strategies, the development of AI literacy among university students and teachers, and the relationship between automated feedback and independent language proficiency. Longitudinal studies and research involving diverse educational contexts would also help clarify the conditions under which AI contributes to sustainable improvements in language learning. Additional attention should be given to accessibility, cultural and linguistic diversity, and the development of fair assessment practices in AI-supported educational environments.

In conclusion, artificial intelligence should be integrated into English language education as a complementary resource guided by pedagogical objectives, ethical principles, and professional judgement. A responsible, human-centred approach can enable higher education institutions to benefit from digital innovation while preserving academic integrity, learner autonomy, and the essential contribution of teachers. The long-term value of AI in language education will depend on its ability to support

meaningful learning and human development rather than merely automate educational tasks.

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