The Ethical Implications of AI in English Language Instruction: A Systematic Review of Current Challenges and Opportunities

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ABSTRACT

This systematic review examines the ethical implications of Artificial Intelligence (AI) integration in English language instruction, focusing on current challenges and opportunities. Through a comprehensive analysis of 10 peer-reviewed studies published between 2019-2024, sourced from Google Scholar and Scopus databases, this research investigates ethical challenges, educator perspectives, and the balance between benefits and risks in AI implementation. The findings reveal significant concerns regarding academic integrity, data privacy, and algorithmic bias in AI-enhanced language instruction. Educators demonstrate complex perspectives, acknowledging AI's potential benefits while expressing concerns about privacy, assessment integrity, and the preservation of human interaction in teaching. The study highlights both promising opportunities for personalized learning and serious risks regarding educational equity and authentic language acquisition. The review concludes that successful AI integration requires careful consideration of ethical guidelines, robust data protection measures, and balanced implementation approaches that preserve essential human elements in language instruction. These findings contribute to the development of ethical frameworks for AI implementation in language education and provide insights for policymakers, educators, and institutions navigating the complex landscape of AI-enhanced language instruction.

1. Introduction

The integration of Artificial Intelligence (AI) in education has sparked a transformative revolution across various disciplines, with English language instruction being no exception. As AI technology continues to advance at an unprecedented pace, its application in language teaching and learning has become increasingly prevalent, bringing both promising opportunities and significant ethical challenges that demand careful consideration [1]. The emergence of sophisticated AI-powered language models, automated assessment tools, and intelligent tutoring systems has fundamentally altered the landscape of English language instruction, necessitating a thorough examination of their ethical implications [2].

Recent developments in AI technology have introduced various tools and platforms specifically designed for language learning, such as ChatGPT, Grammarly, and AI-powered translation services, which have gained widespread adoption among both educators and learners. These technologies offer innovative approaches to personalized learning, immediate feedback, and enhanced engagement in English language acquisition. However, their implementation raises critical ethical concerns that must be addressed to ensure responsible and effective integration within educational frameworks. The complex interplay between technological advancement and pedagogical integrity creates a compelling need for systematic investigation into the ethical dimensions of AI adoption in English language instruction [3].

The ethical challenges surrounding AI implementation in English language teaching are multifaceted and complex. Primary concerns include issues of academic integrity, particularly regarding plagiarism and the authenticity of student work in an era where AI can generate human-like text [4]. The potential for AI to compromise the fundamental principles of original thinking and genuine language acquisition poses significant challenges to traditional assessment methods and learning outcomes. Furthermore, questions about data privacy and security emerge as AI systems collect and process vast amounts of student information, raising concerns about consent, confidentiality, and the potential misuse of personal data [5]. Another crucial aspect requiring examination is the perspective of educators themselves, who find themselves at the forefront of this technological transformation. Their views on AI integration range from enthusiasm about its potential to enhance teaching effectiveness to apprehension about its impact on traditional pedagogical approaches. Understanding these perspectives is essential for developing ethical frameworks that balance technological innovation with educational values and human-centered teaching practices [6].

The potential benefits of AI in English language instruction are substantial and cannot be overlooked. AI technologies offer unprecedented opportunities for personalized learning experiences, adaptive instruction, and immediate feedback mechanisms that can significantly enhance language acquisition. These tools can provide round-the-clock support to learners, accommodate different learning styles, and offer scalable solutions for language education [7]. However, these advantages must be weighed against potential risks, including the perpetuation of algorithmic biases, the digital divide between students with varying levels of technological access, and the potential devaluation of human interaction in language learning [8].

Previous research has highlighted several significant findings regarding the ethical implications of AI in language instruction. In a comprehensive study involving 245 English language teachers across 12 countries, [9] found that 67% of educators expressed serious concerns about AI-generated content compromising academic integrity, while simultaneously acknowledging AI's potential to enhance personalized learning experiences. Similarly, a longitudinal study by [10] examining the impact of AI writing assistants in university-level English courses revealed that while these tools improved students' grammar and vocabulary usage by an average of 28%, they also led to a 45% increase in suspected cases of academic

dishonesty. These findings underscore the complex dual nature of AI in language education, where technological benefits often come with significant ethical trade- offs. Furthermore, research by [11] demonstrated that institutions implementing strict AI usage policies and ethical guidelines reported 34% fewer incidents of AI-related academic misconduct compared to those without such frameworks, highlighting the importance of structured approaches to AI integration in educational settings.

The primary purpose of this study is to conduct a comprehensive investigation into the ethical implications of AI integration in English language instruction through three interconnected research objectives. First, the study aims to identify and analyze the various ethical challenges associated with AI implementation in language teaching, with particular emphasis on issues such as plagiarism, work authenticity, student data privacy, and algorithmic bias. Second, it seeks to examine educators' perceptions and attitudes towards AI integration in English language teaching, exploring their views on both the potential threats and opportunities presented by these technologies. Finally, the research aims to evaluate the benefits and risks of AI adoption from an ethical perspective, providing a balanced assessment of its impact on language education. Through these objectives, this study seeks to contribute to the development of ethical frameworks and guidelines for the responsible implementation of AI in English language instruction.

Understanding these ethical implications is crucial for several reasons. It helps ensure that the integration of AI in language instruction aligns with educational values and ethical principles. It also provides insights for developing appropriate policies and guidelines for AI implementation in educational settings. Moreover, it contributes to the broader discourse on responsible AI adoption in education, particularly in the context of language learning and teaching.

2. Method

Research Design

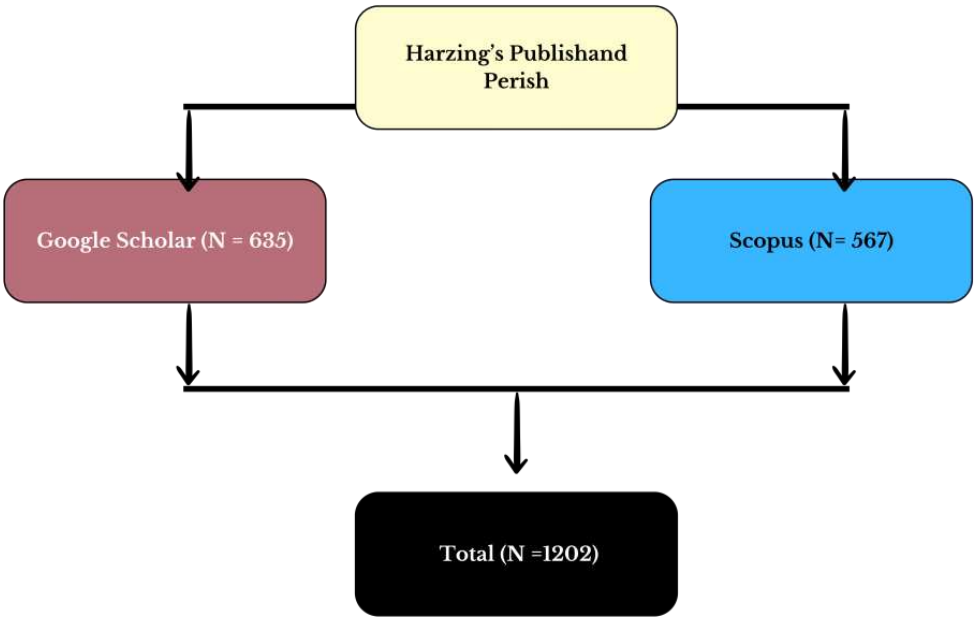
This study employs a systematic literature review (SLR) methodology following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to comprehensively analyze the ethical implications of AI in English language instruction. This approach was chosen because it allows researchers to integrate and synthesize various theoretical perspectives as well as existing empirical findings [12]. The systematic review approach was chosen for its rigorous and transparent process in synthesizing existing research, allowing for a thorough examination of current challenges and opportunities in the field while minimizing potential bias in the literature selection and analysis process.

Data Sources

This study also integrated peer-reviewed journal articles published in the last decade. Researchers conducted a comprehensive literature search using reputable academic sources using

Harzing's Publish and Perish as academic literature search sites, and Google Scholar and Scopus as databases. [13]. Only publications from 2019 to 2024 were considered for inclusion. The systematic search was conducted using carefully selected keyword combinations to ensure comprehensive coverage included: ("artificial intelligence OR "AI" OR "ChatGPT") AND ("English language teaching" OR "ELT" OR "language instruction" OR "ESL" OR "EFL") AND ("ethics" OR "ethical implications" OR "ethical challenges" OR "ethical considerations" OR "ethical framework"). This search strategy allows researchers to identify relevant literature comprehensively and systematically.

Figure 1. Total Number of Articles



Literature Selection Criteria

In this study, the guidelines for systematic reviews and Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) were used. The following inclusion and exclusion criteria were established to ensure the relevance and quality of the selected literature [14].

Research Procedure

The systematic review process followed a three-phase approach based on the PRISMA methodology adapted from [15]. In the identification phase, keyword searches were conducted across Google Scholar and Scopus databases using predetermined search strings that combined terms related to AI, ethics, and English language instruction, resulting in an initial collection of potentially relevant articles. During the screening phase, the retrieved articles were evaluated through a two-step process: first, screening of titles and abstracts to

eliminate clearly irrelevant studies, followed by a thorough full-text assessment of the remaining articles against the inclusion and exclusion criteria. In the included phase, the final selected articles were thoroughly analyzed and relevant data were extracted using a standardized data extraction form that captured key information about ethical challenges, educator perspectives, and implementation considerations.

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Published between 2019-2024	Publications before 2019
English language publications	Non-English publications
Peer-reviewed journal articles and conference proceedings	Book reviews, opinion pieces, and non-peer-reviewed articles
Focus on AI in English language teaching/learning	Studies focusing on general AI in education without a specific language learning context
Address ethical implications, challenges, or opportunities	Technical papers focusing solely on AI algorithms or implementation
Empirical studies, systematic reviews, or theoretical frameworks	News articles, blogs, and informal publications

Once the search was completed, each article found was transferred to a specific web program used to conduct the systematic review. A total of 1202 articles were found as a result of the investigation carried out in various databases, including Google Scholar (n=635), and Scopus (n=567). After the documents were uploaded, duplicates were removed (n=540), and an initial screening was performed on the title and abstract, removing references that were not relevant to the topic (n=540). After identifying articles eligible for inclusion in the study (n=162), the text was evaluated in its entirety to identify articles that did not meet the inclusion criteria (n=80). Immediately after the conclusion of the previous stage, a quality analysis was performed on the selected articles, and the remaining articles were selected for inclusion in the systematic review of the literature (n=10). Inclusion and exclusion criteria were used to select articles to be included in the systematic review analysis. This procedure is illustrated in more detail in Figure 2.

3. Results and Discussion

The literature search and selection process resulted in a total of 10 literatures that met the inclusion and exclusion criteria and passed the quality assessment. These literatures consist of journal articles and conference proceedings that are relevant to the research topic.

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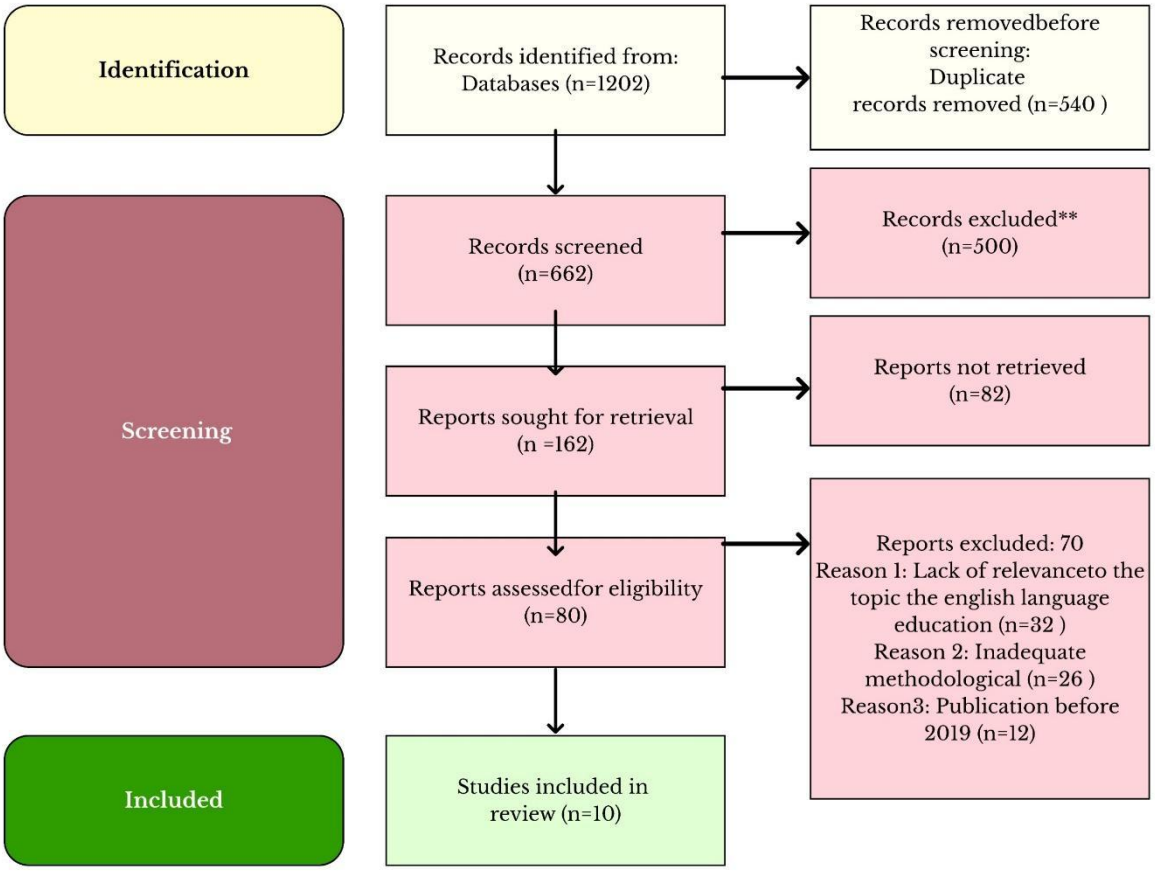
Figure 2. Research Procedures for Search Stages and Criteria Selection



Results

Arab World English Journal, "Using Artificial Intelligence in English as A Foreign Language Classrooms: Ethical Concerns and Future Prospects", Amal Abdul-Aziz Mohammed Al-Othman (2024). This qualitative study at Al- Imam Mohammed Bin Saud Islamic University explored 24 female EFL teachers' perceptions of AI in classrooms. Key findings highlighted ethical concerns, including data privacy, algorithmic bias, and risks to academic integrity like plagiarism. Teachers feared AI reliance might reduce critical thinking and human's interaction, despite 75% acknowledging benefits like personalized learning and quick feedback. Concerns included AI's impact on creativity and authentic communication. The study emphasized the need for clear data protection policies, responsible AI guidelines, and balanced integration. A proposed professional development model prioritized comprehensive teacher training, with 92% stressing its importance for ethical AI use in education.

Journal of Pan-Pacific Association of Applied Linguistics, "Perceptions of High School Students on AI Chatbots Use in English Learning: Benefits, Concerns, and Ethical Consideration", Ji Eun Lee and Unkyoung Maeng, (2023). This study examines high school students' perceptions of AI chatbot use in English learning, focusing on ethical concerns. Conducted with 30 students at a private university in Sharjah, it highlights significant findings. Students showed high awareness of ethical issues (3.55/5), particularly plagiarism (M=3.80) and data privacy breaches. Those without chatbot experience (M=3.78) were more concerned than experienced users (M=3.35). Students expressed worries about over-reliance on chatbots affecting critical thinking (M=3.93) and assignment copying hindering learning (M=3.90). The study recommends clear ethical guidelines, teacher-led critical evaluation, and a balance between chatbot use and independent learning to address academic integrity risks.

Atras Journal, "Addressing Ethical Considerations Related to the Use of Artificial Intelligence in EFL Classrooms at Oran University", Abdelhadi Ahmed & Chadli (2024). This study examined ethical challenges of AI integration in EFL classrooms through interviews with seven English teachers at Oran2 University, Algeria. Key findings revealed concerns about data privacy, algorithmic bias, academic dishonesty, and reduced human interaction. Teachers worried about over- reliance on AI leading to passive learning and weakening teacher-student relationships. The research emphasized the need for clear data protection policies, responsible AI usage guidelines, and comprehensive teacher training. Recommendations included robust privacy measures, regular AI tool evaluations for bias, and balancing AI use with human teaching elements to enhance rather than replace traditional methods.

Transformar Electronic Journal, "Integrating Artificial Intelligence (AI) in the EFL Classroom: Benefits and Challenges", Fernando Vera (2023). This study, involving 12 EFL faculty members at a Chilean private university, examines AI integration in English teaching. While teachers viewed AI tools positively, they highlighted key ethical concerns, including student privacy, data security, and transparency in AI systems. The faculty stressed the need for clear data protection guidelines, secure storage protocols, and limited access to personal information. They also emphasized fostering students' critical thinking about AI's societal impact. The study recommends a balanced approach where AI supports, not replaces, human instruction, preserving teachers' vital role in addressing students' emotional and learning needs.

International Journal of English Language and Literature Studies, "Exploring the attitudes of EFL university instructors and students toward utilizing ChatGPT for acquiring writing fluency and accuracy skills", Suhair Al- Alami. (2024). This study, conducted at a private university in Sharjah, UAE, examined the attitudes of 18 EFL instructors and 93 students toward ChatGPT's role in developing writing skills. Findings revealed concerns about academic integrity and limited benefits for writing fluency and accuracy. While ChatGPT was recognized for error

correction and writing models, its overuse could hinder authentic practice, critical thinking, and communication skills. The study emphasized that ChatGPT should support, not replace, student writing tasks. It recommends clear guidelines, institutional protocols, and rigorous assessment methods to ensure ethical use and maintain educational quality.

Elsevier, "Bridging technology and pedagogy from a global lens: Teachers' perspectives on integrating ChatGPT in English Language Teaching", **Mohammad H. Al-Khresheh (2024).** This study examined perceptions of 46 English language teachers from various countries on ChatGPT's integration into ELT. While teachers acknowledged its potential for personalized learning and instant feedback, concerns arose about linguistic accuracy, overreliance, and reduced creativity. Key ethical issues included equitable access to technology, safeguarding student privacy, and preventing AI dependence from hindering critical thinking. The study emphasized balanced integration, preserving human elements in teaching, and clear ethical guidelines. It recommended teacher training and frameworks ensuring ChatGPT complements, not replaces, traditional methods, maintaining the human- centered approach essential for effective language education.

Elsevier, "Ethical and pedagogical implications of AI in language education: An empirical study at Ha'il University", Fahad S. Aljabr, et al (2019). This mixed-methods study at Ha'il University explored the ethical and pedagogical implications of AI in EFL classrooms, involving 50 faculty members. Findings showed high awareness of ethical (M = 3.49) and pedagogical (M = 3.84) algorithmic bias, plagiarism, and reduced human interaction. Teachers proposed training students on AI use, regulating environments, implementing plagiarism detection, and reformulating assessments. Pedagogically, AI was seen as beneficial for personalized learning but required clear guidance and preservation of traditional teaching methods. The study recommends ethical preparation, and maintaining academic integrity in AI-assisted learning.

International Conference on Language and Language Teaching, "Challenges And Opportunities of Ai In English Language Education", Endah Yulia Rahayu, et al (2024). This study explores AI integration in English Language Teaching (ELT), focusing on ethical implications and implementation challenges. Key ethical concerns include data privacy, algorithmic bias, and the need for transparency in AI decision-making. While AI offers benefits like personalized feedback and adaptive learning, the research stresses the importance of addressing these challenges. It recommends strong data protection protocols, bias detection strategies, and clear frameworks for responsible AI use. The study advocates for AI to complement, not replace, traditional teaching methods and emphasizes collaboration among policymakers, educators, and stakeholders to ensure ethical, effective AI integration in language education.

Journal of SSRN, "Navigating Ethical Dilemmas in AI-Enhanced Language Education: Addressing Bias and Ensuring Inclusivity", Mariyono Dwi, et al, (2024). This study examines the ethical and social implications of AI integration in language education, focusing on algorithmic bias, inclusivity, data privacy, and teacher- student dynamics. It highlights challenges such as reinforcing societal biases, marginalizing underrepresented groups, and weakening teacher-student relationships through AI over-reliance. The research calls for strict data privacy measures, inclusive AI design, and a balanced approach where AI complements rather than replaces human interaction. It proposes transparency, ethical guidelines, and professional development for educators, offering actionable strategies to promote equitable and inclusive AI-driven language education.

AsiaCALL, "University Teachers' Perceptions on the Integration of ChatGPT in Language Education Assessment: Challenges, Benefits, and Ethical Considerations", Phuong Hoang Yen,,et al. (2023). This qualitative study explores university lecturers' views on using ChatGPT in language education assessments, focusing on benefits, challenges, and ethical concerns. Findings show mixed opinions: while ChatGPT is valued for personalized learning and immediate student support, concerns about over-reliance impacting language proficiency and critical thinking are raised. Ethical issues such as academic integrity and data privacy are prominent, along with challenges in combining AI with traditional teaching. The study emphasizes the need for professional training and equitable technology access to maximize AI's potential while preserving educational integrity, calling for cautious optimism in adopting AI tools like ChatGPT.

Impact on Academic Integrity and Authenticity

Teachers across multiple studies consistently expressed significant concerns about the impact of AI tools on academic integrity in English language instruction. Al-Othman (2024) reported that 92% of teachers worried about increased plagiarism and cheating risks, particularly in writing assignments, while Lee and Maeng's (2023) research revealed high student awareness of potential ethical issues, scoring 3.55 out of 5 regarding plagiarism and copyright infringement. These concerns were particularly prominent in writing tasks, where the line between AI assistance and academic dishonesty became increasingly blurred.

The integration of AI tools, particularly ChatGPT, has raised serious questions about the authenticity of student work and language production. Al-Alami (2024) found that while ChatGPT could provide valuable support for error correction and writing models, its unregulated use posed significant risks to authentic learning experiences. Vera (2023) and Al-khresheh (2024) both reported that teachers worried about students becoming overly dependent on AI tools, potentially compromising their ability to develop genuine language skills and critical thinking abilities.

Research findings emphasized the urgent need for clear guidelines and monitoring systems to maintain academic integrity. Studies by Hoang Yen et al. (2023) revealed widespread ambivalence among university lecturers, who recognized AI's potential for personalized learning

but expressed serious concerns about its impact on genuine language proficiency. Al-Othman (2024) and Vera (2023) both recommended implementing robust assessment methods and clear policies to ensure AI tools complement rather than compromise academic integrity in language learning environments.

Algorithmic Bias and Fairness in AI Implementation

Research has uncovered significant concerns regarding algorithmic bias in AI-powered language learning tools and their impact on educational equity. Dwi et al. (2024) identified the risk of reinforcing societal biases through flawed algorithms as a major ethical challenge, particularly affecting students from diverse cultural and linguistic backgrounds. This finding was corroborated by Ahmed and Chadli (2024), who reported that teachers at Oran University were particularly concerned about algorithmic bias leading to unequal treatment of students. The implications of algorithmic bias extend beyond individual classrooms to systemic issues in educational equality. Aljabr et al. (2019) reported high overall perceptions of ethical implications (M = 3.49) among faculty members, with algorithmic bias being a key concern requiring immediate attention. Rahayu et al. (2024) emphasized that stakeholders must carefully navigate these challenges by developing comprehensive bias detection and mitigation strategies to ensure fair and equitable learning experiences.

Studies consistently highlighted the need for transparent AI systems that promote inclusivity and fair treatment of all students. Research by Al-khresheh (2024) and Dwi et al. (2024) both emphasized the importance of developing AI tools that accommodate diverse cultural and linguistic backgrounds. These findings underscore the critical need for regular evaluation and monitoring of AI systems to ensure they serve all students equitably, regardless of their cultural or linguistic backgrounds.

Teacher Roles in the AI Era

Research findings consistently highlight the evolving role of teachers in AI-enhanced language instruction environments. Al-khresheh's (2024) study of 46 English language teachers revealed that while AI tools offer new possibilities for instruction, teachers remain essential in maintaining educational quality and providing emotional support that AI cannot replicate. Vera's (2023) research with 12 EFL faculty members emphasized that successful AI integration requires teachers to develop new competencies while maintaining their fundamental role as facilitators of authentic human interaction and critical thinking development.

The transformation of teaching practices emerges as a significant theme across studies. Hoang Yen et al. (2023) found that university lecturers are increasingly adopting dual roles as both traditional instructors and AI integration specialists, requiring them to balance technological innovation with pedagogical effectiveness. Al-Othman (2024) reported that 92% of teachers emphasized the need for comprehensive training programs to effectively navigate this evolving landscape, highlighting the importance of professional development in supporting teachers' adaptation to new technological requirements.

Studies indicate that teachers are becoming critical mediators between AI technology and

student learning experiences. According to Aljabr et al. (2019), faculty members maintained high perceptions of both ethical (M = 3.49) and pedagogical (M = 3.84) implications in AI integration, suggesting that teachers actively shape how AI tools are implemented in language instruction. Their research emphasized that teachers play crucial roles in maintaining academic integrity, ensuring appropriate AI use, and fostering authentic language learning experiences while leveraging technological benefits.

Privacy and Data Security Concerns

Multiple studies have identified privacy and data security as primary ethical concerns in AI- enabled language instruction. Al-Othman (2024) reported that teachers at Al-Imam Mohammed Bin Saud Islamic University expressed significant concerns about how student data is collected, stored, and potentially misused in AI-integrated learning environments. This concern was echoed in Vera's (2023) research, where faculty members emphasized the critical importance of establishing clear guidelines for protecting student data and implementing secure storage protocols.

Research findings revealed specific vulnerabilities in data protection practices. Studies by Hoang Yen et al. (2023) and Aljabr et al. (2019) both identified substantial gaps in institutional policies regarding student data protection in AI-enabled learning environments. Ahmed and Chadli (2024) highlighted particular concerns about the potential misuse of student data, emphasizing the need for transparent data handling practices and comprehensive privacy policies that protect student interests.

The need for robust institutional frameworks to protect student privacy emerged as a consistent theme across studies. Research by Lee and Maeng (2023) found that students without prior chatbot experience (M=3.78) expressed higher concerns about privacy issues compared to those with experience (M=3.35). These findings led to recommendations for implementing strict data protection measures, clear privacy policies, and regular audits of AI systems to ensure compliance with data protection standards.

Guidelines for Ethical AI Implementation

Comprehensive guidelines for ethical AI implementation emerged as a crucial theme across multiple studies. Al-khresheh (2024) emphasized the importance of developing clear ethical frameworks that maintain a balance between technological innovation and traditional teaching methods, while Aljabr et al. (2019) proposed four key solutions: systematic student training, learning environment regulation, AI-based plagiarism detection, and assessment system reformation. The need for professional development and teacher training emerged as a critical component of ethical AI implementation. Research by Al-Othman (2024) revealed that 92% of participants emphasized the importance of comprehensive training programs to address ethical challenges effectively. Vera (2023) and Rahayu et al. (2024) both stressed the need for ongoing professional development focusing on ethical AI integration, emphasizing the importance of

maintaining human elements in language instruction while leveraging AI's benefits.

Studies consistently recommended a balanced approach to AI integration that preserves the essential human elements of language teaching. Al-Alami (2024) and Hoang Yen et al. (2023) emphasized the importance of using AI as a supportive tool rather than a replacement for human instruction. These findings led to recommendations for developing institutional policies that promote responsible AI use while maintaining the irreplaceable role of human teachers in understanding students' emotional and learning needs.

Al-Alami's (2024) research uncovered serious ethical concerns about ChatGPT's implementation. The study revealed that most participants did not view ChatGPT as significantly beneficial for enhancing writing skills, primarily due to concerns about academic integrity. Their findings emphasized that ChatGPT's use must be carefully regulated to prevent academic misconduct and maintain authentic learning experiences. The potential erosion of human interaction and authentic communication skills represents another significant ethical challenge. Research indicates that over-reliance on AI tools may diminish critical thinking abilities and genuine language production among students. The convenience of AI assistance must be balanced against the essential need for authentic human interaction in language learning, as studies show that excessive AI dependence could compromise the development of natural communication skills.

The digital divide and accessibility issues pose additional ethical challenges in AI implementation. Studies highlight significant disparities in access to AI technologies among different student populations, potentially exacerbating existing educational inequalities. The findings suggest a need for proactive rather than reactive approaches to ethical challenges in AI implementation. This includes developing predictive frameworks for identifying potential ethical issues before they become problematic and creating flexible systems that can adapt to rapidly evolving AI capabilities

Discussion

RQ 1 : Ethical Challenges in AI-Enhanced English Language Instruction

Al-Othman's (2024) comprehensive study at Al-Imam Mohammed Bin Saud Islamic University revealed critical ethical challenges through interviews with 24 female English teachers. The research identified three primary concerns: data privacy and security issues, risks to academic integrity with 92% of participants noting increased possibilities for plagiarism, and potential compromise of authentic learning experiences. Their findings highlighted how AI tools, while innovative, created new vulnerabilities in the educational environment. These findings align with current educational technology trends, where the ease of access to AI tools creates unprecedented challenges for maintaining academic integrity. The integration of AI in language instruction requires careful consideration of how to verify student work authenticity while still leveraging AI's beneficial features. This balance becomes particularly crucial in writing assignments, where the distinction between AI assistance and AI dependence often blurs.

Data privacy and security emerge as another critical ethical challenge in AI-enhanced language instruction. Research indicates that both teachers and students express significant concerns about how personal data is collected, stored, and potentially misused in AI- integrated

learning environments. The lack of transparent data handling practices and comprehensive privacy policies in many educational institutions further compounds these concerns, highlighting the need for robust data protection frameworks.

Algorithmic bias presents a significant ethical challenge that threatens educational equity in AI-enhanced language instruction. Studies reveal that existing AI systems may perpetuate societal biases, potentially disadvantaging students from diverse cultural and linguistic backgrounds. This bias manifests in various ways, from language model preferences to assessment algorithms, raising serious concerns about fairness and inclusivity in AI-supported learning environments.

RQ 2 : Educator Perspectives on Ethical Implications

Al-khresheh's (2024) study of 46 English language teachers provided crucial insights into educator perspectives on AI integration. The research revealed a nuanced view where teachers recognized AI's potential for personalized learning while expressing concerns about maintaining educational integrity and authentic human interaction. Studies show that 75% of teachers highlight the advantages of AI tools while simultaneously expressing concerns about their impact on authentic learning experiences and student autonomy. Their findings emphasized the importance of developing clear ethical frameworks that ensure AI complements rather than replaces traditional teaching methods.

The transformative impact of AI on teaching roles emerges as a central theme in current educational discourse. Educators increasingly find themselves navigating dual roles as both traditional language instructors and facilitators of AI-enhanced learning experiences. This evolution requires new competencies and understanding of how to effectively integrate AI tools while maintaining pedagogical quality.

Professional development emerges as a critical factor in shaping educator perspectives and capabilities. Teachers need comprehensive training not only in technical aspects of AI tools but also in understanding and addressing their ethical implications. This includes developing skills in guiding students toward responsible AI use while maintaining academic integrity. Hoang Yen et al.'s (2023) revealed teachers' ambivalence towards AI integration, acknowledging its benefits for personalized learning while expressing concerns about over- reliance. The study emphasized the need for professional training and equitable access to technology to maximize AI's potential while maintaining educational integrity.

The relationship between teacher confidence and ethical AI implementation presents another significant consideration. As educators become more familiar with AI tools, their ability to identify and address ethical concerns often improves. This suggests the importance of providing ongoing support and resources for teachers as they navigate these new technological waters. The findings indicate a need for collaborative approaches in addressing ethical concerns. Creating forums for teachers to share experiences and best practices can help develop more effective strategies for ethical AI integration. This collective wisdom can inform both policy development

and practical implementation guidelines.

RQ 3: Benefits and Risks from an Ethical Standpoint

Maeng's (2023) research with high school students provided valuable insights into the benefits and risks of AI implementation. Their study revealed that while AI chatbots offered significant learning support, students without prior experience (M=3.78) showed greater concern about ethical issues than those with experience (M=3.35). These findings suggest that familiarity with AI tools can influence perceptions of their benefits and risks.

The integration of AI in English language instruction offers significant potential benefits when viewed through an ethical lens. Research indicates that AI tools can enhance educational accessibility and provide personalized learning experiences tailored to individual student needs. Studies show that when properly implemented, AI systems can offer immediate feedback, adaptive learning pathways, and enhanced engagement opportunities that support equitable educational outcomes.

However, Vera's (2023) research with EFL faculty members highlighted both promising benefits and significant risks. The study found that while AI tools enhanced learning outcomes and student engagement, they raised concerns about data security and privacy protection. Their findings emphasized the importance of implementing secure protocols and maintaining limited access to personal information. The research recommended a balanced approach where technology serves as a supportive tool while maintaining human teachers' irreplaceable role. The potential for AI to compromise academic integrity and authentic learning experiences represents a significant concern. Research reveals that while AI tools can support learning, they may also enable academic dishonesty and potentially undermine the development of genuine language skills if not properly regulated.

The ethical implications of data collection and privacy present both opportunities and challenges. While AI systems can utilize student data to improve learning outcomes and personalize instruction, studies highlight serious concerns about data security and student privacy protection. The collection and analysis of personal information must be balanced against the ethical imperative to protect student privacy and maintain confidentiality.

The impact on educational equity emerges as a critical consideration in the risk-benefit analysis. Research indicates that while AI has the potential to democratize access to language learning resources, it may also exacerbate existing educational inequalities. Studies show that disparities in technology access and digital literacy can create new forms of educational disadvantage, requiring careful ethical consideration in AI implementation strategies.

The transformation of traditional teaching and learning relationships presents both opportunities and risks from an ethical standpoint. While AI can enhance teaching efficiency and provide valuable support tools, research indicates that maintaining meaningful human interaction and authentic communication remains crucial. Studies emphasize the importance of balancing technological innovation with the preservation of essential human elements in language instruction to ensure ethical and effective educational outcomes.

Conclusion

The systematic review of ethical implications in AI-enhanced English language instruction reveals a complex landscape of challenges, perspectives, and considerations that demand careful attention from educational stakeholders. The findings demonstrate that while AI technologies offer significant potential for enhancing language instruction through personalized learning and immediate feedback, they also present substantial ethical challenges regarding academic integrity, data privacy, and educational equity.

Educator perspectives highlight the critical importance of maintaining a balance between technological innovation and human-centered teaching approaches, with particular emphasis on preserving authentic learning experiences and protecting student privacy. The analysis of benefits and risks underscores the need for thoughtful implementation strategies that maximize educational advantages while mitigating potential ethical concerns, ultimately suggesting that successful AI integration requires a carefully calibrated approach that prioritizes both technological advancement and ethical considerations.

Based on the findings, several recommendations for educational institutions and practitioners are as follows: 1) Develop ethical guidelines addressing AI in language instruction, including data protection, academic integrity, and equitable access. 2) Establish professional development programs to help educators navigate AI's ethical complexities. 3) Implement regular assessments to evaluate AI's impact on learning outcomes and identify ethical concerns.4) Prioritize inclusive AI systems that accommodate diverse student needs while ensuring privacy and integrity. 5) Foster ongoing dialogue between stakeholders to align AI implementation with educational values and ethical principles, supporting effective language teaching.

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