

AI

in

ENGLISH LANGUAGE TEACHING



Research,
Practice &
Perspectives

AI

INNOVATION • INTEGRATION • IMPACT

Empowering Teachers. Enhancing Learning.
Shaping the Future.



Smart Tools
for Teaching



Personalized
Learning



Data-Informed
Instruction



Empowering
Educators



Global
Perspectives



EDITED BY

1. Dr. Diana Agnes
2. Dr. Anu Baisel

3. Dr. A.A. Jayashree Prabhakar
4. Dr. D. Ramya

ISBN: 978-81-962994-1-5



9 788196 299415



Skill Track
PUBLICATIONS

AI in English Language Teaching

Edited by

Dr. Diana Agnes

Dr. Anu Baisel

Dr. A. A. Jayashree Prabhakar

Dr. D. Ramya



SkillTrack Publications

Chapter 8

Ethical, Legal, and Responsible Use of AI in English Language Teaching

Dr. E. Padma

Associate Professor, Department of Computer Science and Engineering,
Vels Institute of Science, Technology & Advanced Studies (VISTAS),
Pallavaram, Chennai – 600117, Tamil Nadu, India
Email: padma.e.79@gmail.com

Abstract

The rapid integration of Artificial Intelligence (AI) into education has created unprecedented opportunities for innovation in teaching, learning, assessment, and research. Within English Language Teaching (ELT), AI technologies support personalized learning, automated feedback, content creation, language assessment, and professional development. However, alongside these benefits, significant ethical, legal, and social concerns have emerged. Questions regarding academic integrity, data privacy, intellectual property, transparency, accountability, bias, and fairness increasingly influence discussions about AI adoption in educational contexts. As AI systems become more sophisticated and accessible, educators, researchers, institutions, and policymakers must develop frameworks that ensure responsible and ethical use. This chapter examines the ethical, legal, and professional dimensions of AI integration in ELT. It explores conceptual foundations, major ethical concerns, legal implications, institutional responsibilities, practical guidelines, and future directions. The chapter argues that the successful integration of AI depends not only on technological innovation but also on a commitment to human values, educational integrity, and social responsibility.

Keywords: Artificial Intelligence Ethics, Responsible AI, Academic Integrity, Data Privacy, Copyright, English Language Teaching, Educational Technology

1. Introduction

Artificial Intelligence has rapidly evolved from a specialized technological field into a pervasive force influencing numerous aspects of modern life. Education is among the sectors most significantly affected by this transformation. AI-powered technologies now support instructional design, language learning, assessment, research, and academic administration. In English Language Teaching, educators increasingly employ AI tools to create materials, provide feedback, facilitate communication, and personalize learning experiences.

ISBN: 978-81-962994-1-5



The adoption of AI technologies has generated considerable enthusiasm because of their potential to improve educational effectiveness and accessibility. Learners benefit from individualized support, teachers gain access to innovative instructional resources, and institutions enhance efficiency through automation and data-driven decision-making. These developments suggest that AI can contribute positively to educational quality and learner success.

However, technological innovation is rarely free from ethical and social implications. The widespread availability of AI systems has raised concerns regarding academic dishonesty, misinformation, algorithmic bias, privacy violations, and the erosion of human agency. Educators must therefore consider not only what AI can do but also what it should do within educational environments.

The ethical use of AI is particularly important in language education because language learning involves communication, identity, culture, and human interaction. Decisions regarding AI implementation influence not only educational outcomes but also learner experiences and social relationships. Consequently, responsible AI integration requires careful consideration of educational values and professional responsibilities.

The purpose of this chapter is to examine the ethical, legal, and responsible use of AI in ELT. It explores major concerns associated with AI adoption and proposes principles that support meaningful and ethical integration. The chapter emphasizes that technological advancement should be guided by educational objectives, human well-being, and social responsibility.

2. Understanding Ethics in Artificial Intelligence

Ethics refers to principles and values that guide human behaviour and decision-making. Ethical considerations help individuals and organizations distinguish between acceptable and unacceptable actions while promoting fairness, responsibility, and respect for others. In educational contexts, ethical practice involves protecting learner interests, promoting equity, and ensuring that educational activities contribute positively to individual and societal development.

Artificial intelligence introduces new ethical challenges because AI systems increasingly participate in decision-making processes that affect human lives. Educational technologies influence how learners access information, receive feedback, demonstrate knowledge, and engage with learning opportunities. Consequently, ethical considerations must be integrated into the design, implementation, and evaluation of AI systems.

Several principles commonly guide discussions of AI ethics. These include fairness, transparency, accountability, privacy, inclusivity, and human oversight. Fairness requires that AI systems treat individuals equitably and avoid discriminatory outcomes.

Transparency involves providing understandable explanations regarding how systems operate and make decisions. Accountability ensures that responsibility for AI-related decisions remains clearly defined. Privacy emphasizes the protection of personal information and learner data. Inclusivity seeks to ensure that technological benefits are accessible to diverse populations. Human oversight recognizes the continuing importance of human judgment and responsibility.

Within ELT, ethical considerations extend beyond technical concerns to include pedagogical issues. Educators must evaluate how AI influences learning processes, learner autonomy, teacher roles, and educational relationships. Ethical AI use requires balancing innovation with educational values and human-centred approaches to teaching and learning.

3. Academic Integrity and AI-Assisted Learning

Academic integrity represents one of the most widely discussed issues associated with AI in education. Educational institutions traditionally emphasize honesty, originality, responsibility, and ethical scholarship. The emergence of generative AI has challenged conventional understandings of authorship and originality because learners can now generate essays, assignments, and other academic products with minimal effort.

In language education, AI tools can assist learners with writing, grammar correction, vocabulary development, and idea generation. These applications offer significant educational benefits when used appropriately. However, concerns arise when learners submit AI-generated work without meaningful engagement or proper acknowledgement. Such practices undermine educational objectives by reducing opportunities for genuine learning and skill development.

The challenge lies in distinguishing between acceptable assistance and academic misconduct. Educational technologies have long supported learning through spell checkers, grammar checkers, dictionaries, and online resources. AI represents an extension of these supports rather than an entirely new phenomenon. The key ethical question concerns how learners use technology and whether they remain actively involved in the learning process.

Educational institutions increasingly recognize the need for clear guidelines regarding AI use. Policies should specify acceptable and unacceptable practices while encouraging responsible engagement with technology. Transparency is particularly important. Learners should disclose AI assistance when appropriate and understand the expectations associated with academic work.

Teachers also play important roles in promoting academic integrity. Assessment practices may need to evolve to emphasize critical thinking, reflection, oral communication, and

authentic performance tasks that require active learner engagement. Such approaches reduce opportunities for misuse while supporting meaningful learning outcomes.

Ultimately, maintaining academic integrity in the age of AI requires educational cultures that value learning, honesty, and ethical responsibility. Technology should support learning rather than replace intellectual effort.

4. Data Privacy and Learner Protection

Data privacy has become one of the most significant ethical concerns associated with educational technology. AI-powered systems depend on data to function effectively. These systems collect information regarding learner performance, behaviour, preferences, communication patterns, and engagement levels. Such data enable personalization and adaptive learning but also create potential risks related to privacy and security.

Learners often share substantial amounts of personal information while interacting with educational platforms. This information may include names, academic records, assessment results, communication histories, and behavioural data. If improperly managed, such information could be exposed, misused, or accessed without authorization.

Educational institutions therefore have a responsibility to protect learner data. Effective privacy protection requires secure storage systems, transparent data policies, and compliance with relevant legal frameworks. Learners should understand what information is collected, how it is used, and who has access to it.

Consent represents another important consideration. Ethical data practices require informed consent whenever personal information is collected and analysed. Learners should have opportunities to make informed decisions regarding participation and data sharing.

The international nature of many educational technologies further complicates privacy issues. Data may be stored across different jurisdictions with varying legal requirements. Institutions must therefore evaluate technology providers carefully and ensure compliance with applicable regulations.

Protecting learner privacy is not merely a legal obligation but also an ethical responsibility. Respect for individuals requires safeguarding personal information and maintaining trust within educational communities.

5. Copyright, Intellectual Property, and Ownership

The emergence of generative AI has created new questions regarding copyright, intellectual property, and ownership. Traditional copyright frameworks were developed primarily for

human-created works. AI-generated content challenges these assumptions because it blurs distinctions between human authorship and machine-assisted production.

In educational contexts, teachers frequently use AI tools to create instructional materials, assessments, presentations, and learning resources. Learners similarly utilize AI systems to support writing, projects, and creative activities. Determining ownership of such content can be complex.

Another important issue concerns the use of copyrighted materials within AI training datasets. Many AI systems are trained using large collections of text, images, and other content obtained from diverse sources. Questions arise regarding whether creators have provided consent and how intellectual property rights should be protected.

Educators must also consider plagiarism and attribution. AI-generated content should not be presented as entirely original human work. Appropriate acknowledgement promotes transparency and supports academic integrity.

Institutions increasingly need policies that address intellectual property issues related to AI-assisted content creation. Such policies should balance innovation with respect for authorship and creative rights.

The legal landscape surrounding AI and intellectual property continues to evolve. Consequently, educators and researchers must remain informed regarding emerging regulations and professional guidelines.

6. Bias and Fairness in AI Systems

One of the most significant ethical concerns surrounding artificial intelligence involves bias and fairness. Educational technologies are often perceived as objective because they rely on computational processes rather than human judgment. However, AI systems are not inherently neutral. Their outputs depend on the data used during training, the assumptions embedded within algorithms, and the contexts in which they are deployed. Consequently, biases present in data or system design may influence educational outcomes.

In English Language Teaching, bias can manifest in various ways. AI systems trained predominantly on certain linguistic varieties may privilege specific forms of language while underrepresenting others. Learners who use regional dialects, non-standard varieties, or diverse cultural expressions may receive feedback that reflects linguistic biases rather than genuine communicative deficiencies.

Cultural bias also represents a concern. Educational technologies developed within particular cultural contexts may implicitly favour specific values, perspectives, or

communicative norms. Such biases can influence content recommendations, assessment outcomes, and instructional interactions. Learners from different cultural backgrounds may therefore experience unequal treatment or reduced representation.

Assessment systems require particular attention because biased evaluations can have significant consequences for learner opportunities and self-confidence. If AI-powered assessment tools systematically disadvantage certain groups, educational inequalities may be reinforced rather than reduced. Ensuring fairness therefore requires rigorous evaluation, ongoing monitoring, and continuous improvement.

Addressing bias involves multiple strategies. Developers should employ diverse datasets, conduct fairness testing, and engage with stakeholders from varied backgrounds. Educators should critically evaluate AI outputs and remain attentive to potential inequities. Institutions should establish mechanisms for identifying and addressing discriminatory outcomes.

Fairness is not merely a technical issue but an ethical commitment. Responsible AI implementation requires ensuring that all learners receive equitable opportunities and support regardless of linguistic, cultural, social, or educational backgrounds.

7. Transparency and Explainability

Transparency has become a central principle in discussions of responsible artificial intelligence. Educational stakeholders increasingly expect AI systems to provide understandable explanations regarding how decisions are made and recommendations are generated. Transparency promotes trust, accountability, and informed participation.

Many AI systems operate through complex computational processes that are difficult for users to understand. These systems are often described as "black boxes" because inputs and outputs are visible while internal decision-making processes remain opaque. Such opacity creates challenges within educational contexts where decisions may affect learner assessment, feedback, and instructional opportunities.

Explainability refers to the ability of AI systems to provide understandable reasons for their outputs. For example, if an AI-powered assessment tool assigns a particular score, learners and teachers should be able to understand the factors contributing to that evaluation. Similarly, if a recommendation system suggests specific learning activities, users should know why those recommendations were made.

Transparency is particularly important in language education because feedback and assessment directly influence learner development. Students are more likely to trust and benefit from AI-generated guidance when they understand its basis. Conversely, unexplained recommendations may create confusion or skepticism.

Educational institutions should therefore prioritize technologies that support transparency and explainability. Teachers should also help learners develop critical awareness regarding AI systems and encourage thoughtful engagement with technological outputs.

The goal is not necessarily to make every technical detail accessible but to ensure that educational decisions remain understandable, accountable, and open to scrutiny.

8. Responsible AI Use by Teachers and Students

The ethical integration of AI depends largely on how teachers and students use technological tools in educational practice. Responsible use involves understanding both the capabilities and limitations of AI while ensuring that technology supports rather than undermines learning objectives.

For teachers, responsible AI use begins with professional awareness. Educators should understand how AI systems function, what benefits they offer, and where potential risks may arise. Such understanding enables informed decision-making regarding technology integration and supports effective instructional design.

Teachers should view AI as a pedagogical assistant rather than a replacement for professional expertise. While AI can support lesson planning, assessment, material development, and feedback, educational decisions ultimately require human judgment. Responsible educators critically evaluate AI outputs, adapt recommendations to local contexts, and maintain oversight of instructional processes.

Students likewise require guidance regarding ethical AI use. Learners should understand when AI assistance is appropriate and when independent effort is expected. Educational institutions should promote AI literacy by helping students develop skills related to critical evaluation, ethical decision-making, and responsible technology use.

An important principle involves maintaining active engagement with learning. AI should support learning processes rather than substitute for intellectual effort. Students who rely excessively on AI-generated responses may limit opportunities for skill development and critical thinking. Responsible use therefore emphasizes collaboration with technology rather than dependence upon it.

Open communication is equally important. Teachers and learners should discuss expectations regarding AI use, acknowledge technological assistance where appropriate, and cultivate cultures of transparency and trust.

9. Institutional Policies and Governance

As AI becomes increasingly integrated into education, institutions require clear policies and governance structures that support responsible implementation. Effective governance ensures consistency, accountability, and alignment with educational values.

Institutional AI policies should address several key areas. These include acceptable use, academic integrity, data privacy, transparency, accessibility, and ethical responsibilities. Clear guidelines help educators and learners understand expectations while reducing uncertainty regarding appropriate practices.

Policy development should involve diverse stakeholders, including teachers, administrators, students, researchers, legal experts, and technology specialists. Such collaboration ensures that policies reflect multiple perspectives and address practical concerns.

Professional development represents another important component of governance. Institutions should provide training opportunities that help educators understand AI technologies and integrate them effectively. Ongoing support contributes to more informed and responsible implementation.

Monitoring and evaluation are equally important. AI systems and educational practices should be reviewed regularly to assess effectiveness, identify unintended consequences, and ensure alignment with institutional goals. Continuous improvement processes help institutions respond to evolving technological and regulatory environments.

Ultimately, governance should balance innovation with responsibility. Institutions must encourage exploration of emerging technologies while protecting learner interests and maintaining educational integrity.

10. Classroom Case Studies and Practical Scenarios

Understanding ethical AI use becomes easier when examined through practical classroom scenarios. These examples illustrate how ethical principles can guide decision-making in real educational contexts.

Consider a writing course in which students use AI-powered tools to improve grammar and vocabulary. Ethical concerns arise when learners submit AI-generated essays without substantial personal contribution. A responsible approach involves requiring students to document how AI was used and to explain revisions made independently. Such practices promote transparency while supporting learning.

Another example involves AI-assisted assessment. A teacher uses an automated writing evaluation system to provide preliminary feedback on student essays. Rather than relying

exclusively on machine-generated scores, the teacher reviews assignments personally and discusses feedback with learners. This approach combines efficiency with professional judgment.

A third scenario concerns personalized learning platforms that collect learner data. Before implementing the system, the institution informs students about data collection practices, obtains consent, and explains privacy protections. Such transparency helps maintain trust and demonstrates respect for learner rights.

These examples highlight the importance of human oversight and ethical awareness. Responsible AI use depends not merely on technology itself but on the decisions educators and institutions make regarding implementation.

11. Challenges and Opportunities

The ethical integration of AI presents both challenges and opportunities. Challenges include protecting privacy, ensuring fairness, preventing misuse, maintaining transparency, and adapting institutional policies. Addressing these concerns requires ongoing effort, collaboration, and vigilance.

At the same time, AI offers opportunities to enhance educational quality, accessibility, and inclusion. Intelligent systems can support personalized learning, provide timely feedback, and expand access to educational resources. When implemented responsibly, these technologies contribute to more equitable and effective learning environments.

The relationship between challenges and opportunities should not be viewed as a conflict. Ethical considerations do not impede innovation; rather, they help ensure that innovation serves meaningful educational purposes. Responsible AI implementation strengthens trust, promotes sustainability, and supports positive educational outcomes.

12. Future Regulatory Frameworks and Global Perspectives

As AI continues to evolve, governments, international organizations, and educational institutions are developing regulatory frameworks to guide its use. These frameworks seek to balance innovation with protection of individual rights and societal interests.

Organizations such as UNESCO, the European Commission, and various national governments have published guidelines addressing ethical AI use in education. Common themes include transparency, accountability, fairness, privacy, and human oversight.

Future regulatory developments are likely to influence educational practices significantly. Institutions may face new requirements regarding data governance, algorithmic

transparency, and disclosure of AI use. Educators will need to remain informed about evolving expectations and adapt practices accordingly.

Global perspectives are particularly important because educational technologies often operate across national boundaries. International collaboration can support the development of shared principles while respecting cultural and contextual differences.

The future of AI governance will depend on dialogue among educators, policymakers, researchers, technology developers, and learners. Such collaboration is essential for ensuring that technological progress remains aligned with human values and educational objectives.

13. Conclusion

Artificial intelligence has created extraordinary opportunities for innovation in English Language Teaching. From personalized learning and intelligent assessment to research support and online education, AI technologies are reshaping educational practice in profound ways. However, these benefits are accompanied by ethical, legal, and social responsibilities that cannot be ignored.

This chapter has examined major issues related to academic integrity, data privacy, intellectual property, bias, fairness, transparency, and institutional governance. The discussion demonstrates that responsible AI integration requires more than technical expertise. It depends on ethical awareness, professional judgment, and a commitment to educational values.

Teachers, learners, institutions, and policymakers all have important roles to play in shaping the future of AI in education. By promoting transparency, accountability, inclusivity, and human-centred design, educational communities can harness the benefits of AI while minimizing risks.

The future of AI in ELT should not be defined solely by technological capability. Rather, it should be guided by the broader goal of supporting meaningful learning, human development, and social well-being. When implemented responsibly, AI can become a powerful partner in creating educational environments that are innovative, equitable, and ethically grounded.

References

Baker, R. S., & Hawn, A. (2022). Algorithmic bias in education. *International Journal of Artificial Intelligence in Education*, 32(3), 589–605.

Floridi, L., & Cowls, J. (2019). A unified framework of five principles for AI in society. *Harvard Data Science Review*, 1(1), 1–15.

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.

Luckin, R. (2018). *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*. UCL Press.

Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge University Press.

Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.

UNESCO. (2023). *Guidance for Generative Artificial Intelligence in Education and Research*. UNESCO Publishing.

Williamson, B., & Eynon, R. (2020). Historical threads, missing links, and future directions in AI in education. *Learning, Media and Technology*, 45(3), 223–235.

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Artificial intelligence applications in higher education: A systematic review. *International Journal of Educational Technology in Higher Education*, 16(39), 1–27.