



ALL Briefing No.

Date: October 2025

Theme: AI in Language teaching and learning

Background:

AI is rapidly reshaping how learners access language, practise skills, and receive feedback. International bodies such as the OECD note a critical shift.

For language teachers, the question is not whether AI has a role, but how it can be integrated in a way that strengthens, rather than dilutes, linguistic and cultural learning.

Key messages: This briefing synthesises key perspectives on AI from trusted international organisations (OECD, ECML), UK bodies (Department for Education, Chartered College of Teaching, Teacher Development Trust), and recent UK teacher surveys.

UK teacher attitude to AI reflects hesitation: 69% of schools report not yet implementing AI, and concerns around plagiarism, workload, and integrity remain widespread.

Yet where AI is cautiously adopted, over 30% of teachers report reduced workload, particularly in planning, feedback, and resource preparation (*Source: The Rise of AI in Education, Bett/Lenovo, 2024*).

Sample salient details:

Global Insights: Research and International Developments

OECD – Shifting Educational Priorities: OECD reports (*Digital Education Outlook 2023, AI and Education and Skills*) highlight a structural change in the purpose of schooling. As AI systems excel at generating language and performing cognitive tasks, schools must focus on cultivating skills that technology cannot replicate: dialogic reasoning, ethical literacy, and cultural nuance. In language education, this reaffirms the role of educators as curators of meaning, not just deliverers of content.

Taiwan – Alignment of AI and Curriculum: Taiwan’s national curriculum integrates AI literacy,

student competitions, and teacher training. Crucially, policy emphasises teacher autonomy and professional discretion, reinforcing that sustainable AI adoption must be led by classroom insight, not technological imperative.

The UK Context: Guidance, Policy and Professional Responsibility

Department for Education (DfE) (*Using AI in Education*) asserts that teachers are irreplaceable, positioning AI as a tool to reduce administrative burden (lesson planning, marking, feedback) rather than pedagogical authority. Investment in a national ‘Content Store’ seeks to ensure AI-generated materials draw from quality-assured educational data.

The Chartered College of Teaching (CCT) provides guidance on safe and effective AI use, emphasising teacher judgement, critical evaluation, and safeguarding. Professional modules explore responsible integration and contribute towards Chartered Teacher Status.

Computing at School (CAS) promotes cross-curricular collaboration, supporting language teachers through digital upskilling networks and practical teacher-led experimentation.

Key Messages for Language Teachers

Teachers have an essential role to contextualise, correct, and extend AI-generated language: In *How 15-Year-Olds Learn English*, the OECD shows how learners increasingly acquire language through digital media, games, and informal online interaction. AI-enabled platforms create new opportunities for authentic exposure, but may also encourage superficial fluency without structural understanding.

Council of Europe / ECML – AI for Language education: ECML identifies six principles for AI in language learning: **safe, ethical, meaningful, effective, reflective, and critical**. It stresses that AI should support multilingualism, teacher professionalism, and intercultural dialogue, never narrowing language to transactional utility.

AI will not replace Language teachers: Teachers are trusted for nuance, cultural understanding, and pastoral awareness. AI may support language production, but it cannot replicate hesitation in speech, motivation, or relational judgement.

“AI cannot replace teaching essential life skills” — 79% of UK teachers (Bett/Lenovo Whitepaper, 2024)

AI as a planning and practice assistant: AI can support the *process* of lesson preparation, but should not dictate outcomes.

Practical uses include:

- Drafting dialogues (*Au café, En el mercado*)
- Creating differentiated reading texts
- Generating low-stakes vocabulary quizzes
- Suggesting writing feedback (to be edited by teachers)

Critical literacy must be taught as a whole school issue

Pupils must not accept AI uncritically. AI becomes a tool for metalinguistic reflection when learners are asked to:	• Identify errors or register misuse • Improve AI-generated translations • Debate cultural omissions
---	--

Workload relief through automation

Early adopters report time savings in:	• Initial draft marking • Resource production • Report comment frameworks
--	---

Time saved can be reinvested into oral interaction, formative feedback, and intervention.

Ethics, equity and access

AI must not amplify digital divides. Schools should address:	• Bias in AI-generated language • Data protection and student privacy • Inclusion of heritage speakers and multilingual learners
--	--

Professional safety principles for AI Use

Principle	Classroom Guidance
 Data Safety	Never enter pupil names or identifiable work
 Review	Always check linguistic accuracy and cultural context
 Purpose	Use AI to support process, not final outcomes
 Pedagogy First	Technology must serve curriculum objectives

The future of language education will be shaped not by technology, but by teachers who lead it with professional courage and critical insight.

References:

AILit Framework (EC & OECD, Review Draft PDF): https://ailiteracyframework.org/wp-content/uploads/2025/05/AILitFramework_ReviewDraft.pdf AILit Framework

AILit Framework Home / TeachAI: <https://www.teachai.org/ailiteracy> teachai.org

OECD – AI & Education: <https://www.oecd.org/en/topics/sub-issues/artificial-intelligence-and-education-and-skills.html>

OECD Digital Education Outlook 2023: https://www.oecd.org/en/publications/oecd-digital-education-outlook-2023_c74f03de-en.html

OECD – How 15-Year-Olds Learn English: https://www.oecd.org/en/publications/how-15-year-olds-learn-english_a3fcacd5-en.html

ECML AI for Language Education: <https://www.ecml.at/en/ECML-Programme/Programme-2024-2027/AI-for-language-education>

DfE AI Guidance: <https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials>

Chartered College of Teaching – AI Guidance: <https://chartered.college/safe-and-effective-use-of-ai-in-education/>

Computing at School (CAS): <https://www.computingschool.org.uk/digital-themes/ai-in-schools-colleges/#whatsnew>

Points for reflection / action:

Reflective Question for a Languages Department

How will AI use reinforce communicative, intercultural and ethical aims in our approach to language teaching and learning?

What norms and boundaries should our department adopt? Which tasks are acceptable (planning, retrieval quizzes), and which are not (assessed writing, translation) without oversight?

How will we support staff capacity and morale? Through shared CPD, peer reflection, or gradual adoption?

Reflective Question for a School

How will we systematically build AI literacy, not just tool-use, but critical authorship and judgement?

(The AILit (AI Literacy) Framework (EC & OECD, 2025) describes literacy as composed of knowledge, skills and attitudes, structured around four domains: Engaging with AI, Creating with

AI, Managing AI, and Designing AI).

- a) How will we teach authorship and integrity in an AI-rich environment?
With fluent AI outputs available, how do learners preserve their own voice, cite, or revise responsibly?
- b) How can we engage learners as partners in AI literacy?
Could culture, bias detection, prompt design, revision, be learner exercises?

Building AI literacy is not optional; it extends digital and media literacy into the realm of agency, judgement and future readiness.

This Briefing is largely for updating of members.

This Briefing has been prepared by Jérôme Noguès and volunteers from the ALL Council and is for the benefit of ALL members.
Opinions expressed are those of the authors and do not necessarily constitute the policy of the Association for Language Learning.

This Briefing should not be copied or circulated without permission.

Association for Language Learning, 1A Duffield Road
Little Eaton, Derby DE21 5DR

Encourage others to join us via
www.ALL-Languages.org.uk