



AI in the L2 Classroom

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Academic Insights

- 85% of students use AI for coursework, raising concerns about academic honesty and integrity.
- Students find AI useful yet distrust it due to privacy, equity, and job fears.
- All students still prefer human teachers over AI, valuing real interpersonal interaction.
- Instructors worry about plagiarism, reduced creativity, and want AI training mainly for monitoring misuse.
- Students show limited awareness of ethical risks like bias, privacy issues, and digital divides.
- Unmonitored AI use may weaken motivation, reduce critical thinking, and widen learning inequities.

Apply This Now

- Build AI-proof tasks (analysis, critique, reasoning) so learning depends on thinking, not on AI-written outputs.
- Talk openly with students about privacy, credibility, and bias so they can use AI responsibly.
- Keep student–teacher connection central; avoid replacing interaction with automated tools.

Add This in Your Lesson

Ask students to critique an AI-generated paragraph for Accuracy, coherence, bias or stereotyping, missing reasoning. This builds higher-order thinking and reduces over-reliance on AI-generated writing.

Avoid This Mistake

Letting AI tools replace foundational learning behaviors—reading, reasoning, and original writing—which can lead to intellectual laziness, disengagement, and widening skill gaps.

Reference

Dakakni, D., & Safa, N. (2023). *Artificial intelligence in the L2 classroom: Implications and challenges on ethics and equity in higher education: A 21st century Pandora's box. Computers and Education: Artificial Intelligence, 5*, 100179.

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