



Exploring Ethical Concerns in AI-Assisted Teaching of Productive Skills: Perspectives of EFL Teachers

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Article Info	Abstract
Received: 2026-06-23 Revised: 2026-09-20 Accepted: 2026-09-22 Keywords: <i>AI;</i> <i>EFL;</i> <i>challenges; ethics;</i> <i>productive skills;</i> <i>language learning</i> DOI: 10.24256/ideas.v14i2.11413 Corresponding Author: Nur Fidyah Kaluku pidiakaluku@gmail.com IAIN Sultan Amai Gorontalo	<i>The rapid development of artificial intelligence (AI) technology has major implications for language education, particularly in teaching productive skills such as speaking and writing. Although AI offers support in teaching efficiency, personalization of learning, and increased student motivation, the use of AI also raises ethical concerns such as student dependence, academic integrity, and a decline in critical thinking skills. This study explores the perceptions of an English as a Foreign Language (EFL) teacher at MAN 2 Gorontalo Regency regarding the ethical issues of using AI in teaching productive skills. Data were collected through semi-structured interviews and analyzed thematically. The findings show that AI is considered useful but poses ethical challenges, particularly student dependence, the accuracy of AI content, and difficulties in assessing students' actual abilities. Teachers strive to manage AI use by establishing rules for its use, limiting AI as a tool, and combining traditional methods to encourage students' critical thinking. This study concludes that the use of AI in EFL must be balanced and ethical so as not to erode the quality of language learning.</i>

1. Introduction

The development of artificial intelligence (AI) technology has brought significant changes to the world of education, including English as a foreign language (EFL) learning. AI such as ChatGPT, Google Translate, Gemini, and various chatbots are increasingly being used to help students develop productive skills such as speaking and writing. AI can provide quick feedback, examples of language usage, and automated practice models to support student learning (Jeon, 2025).

However, AI integration also raises a number of ethical concerns, such as the potential decline in students' critical thinking skills, student dependence on technology, the risk of plagiarism, and challenges to academic integrity (Fitri et al., 2025). Other studies have found that AI can help improve the quality of writing but also raises issues related to students' attachment to automated tools (Zahra & Fithriani, 2025).

This study aims to explore EFL teachers' perceptions of ethical issues in the use of AI for teaching productive skills. The main focus is on teachers' experiences in managing the use of AI in the classroom and their understanding of the ethical benefits and challenges that arise.

2. Method

This study employed a qualitative case study design to explore ethical concerns in AI-assisted teaching of productive skills from the perspective of an English as a Foreign Language (EFL) teacher. The participant was an English teacher at MAN 2 Gorontalo Regency who had experience using artificial intelligence (AI) tools in language teaching.

The participant was selected through purposive sampling because of her experience in integrating digital technology and AI-based applications into classroom learning. The AI tools used in teaching included Google Translate, ChatGPT, Gemini, and other digital learning platforms that support language learning activities.

Data were collected through a semi-structured interview conducted online. The interview focused on the teacher's experiences in using AI for teaching productive skills, the perceived benefits of AI, ethical concerns arising from its use, and strategies employed to manage AI use among students. The interview lasted approximately 45 minutes and was audio-recorded with the participant's consent.

The collected data were analyzed using thematic analysis. The interview recording was transcribed, coded, and categorized into themes related to ethical issues in AI-assisted language learning. To ensure the credibility of the findings, member checking was conducted by sharing the interview summary with the participant for verification and confirmation.

3. Result

The research findings indicate that participants view Artificial Intelligence (AI) as a useful tool for supporting English language instruction, particularly in developing students' productive skills such as speaking and writing. Participants reported using several AI-based applications, including Google Translate, ChatGPT, Gemini, and Wordwall, to support classroom learning activities.

Integration of AI in English Language Teaching

The participant stated that digital technologies such as PowerPoint presentations, LCD projectors, and mobile phones were regularly used in teaching. Students were encouraged to access online learning resources and utilize AI-based tools for translation, writing, and speaking activities.

The participant explained:

"I instruct students to use Google Translate for translation, but I do not allow them to directly copy answers from ChatGPT because they often copy the output without understanding the content."

This finding indicates that AI has become part of the learning process and is commonly used to facilitate language learning activities.

Benefits of AI in Teaching Productive Skills

The participant identified several benefits of AI in English language learning:

1. AI improves teaching efficiency by helping students construct sentences and check vocabulary.
2. AI increases students' motivation because learners receive immediate feedback.
3. AI provides flexible learning resources that support independent learning, particularly in writing and translation activities.

The participant reported that students generally showed positive responses toward the use of AI because it helped them complete learning tasks more effectively.

Ethical Concerns Related to AI Use

The participant expressed three major ethical concerns regarding AI use in language learning.

Student Dependence on AI

The participant observed that many students rely excessively on AI-generated responses and show limited effort to think independently.

"AI thinks critically, while students do not know how to."

Academic Integrity and Originality

The participant reported that students frequently copied answers generated by AI tools without fully understanding the content. This behavior raised concerns regarding academic honesty and the originality of students' work.

Accuracy and Reliability of AI Output

The participant also noted that AI-generated information was not always accurate or relevant to the learning context. Students often accepted AI responses without verifying the information.

Strategies Used by the Teacher

To address these concerns, the participant implemented several strategies:

1. Limiting AI use to supportive functions such as translation and idea generation.
2. Providing printed learning materials during certain classroom activities.
3. Assessing students' understanding through direct questioning and classroom interaction.
4. Encouraging students to critically evaluate AI-generated content before using it.

4. Discussion

The findings of this study are further supported by Marhamah et al. (2026), who investigated the use of Automated Writing Evaluation (AWE) tools in Indonesian EFL academic writing. Their study revealed that although AI-assisted writing tools improved grammatical accuracy and text coherence, students often demonstrated limited critical engagement and became increasingly dependent on automated feedback. Furthermore, concerns related to academic integrity and ethical use emerged when students relied heavily on AI-generated suggestions without sufficient reflection on the writing process. These findings strengthen the argument that AI should be integrated with appropriate pedagogical guidance to ensure that students develop both language proficiency and critical thinking skills.

Despite these advantages, the participant expressed concerns regarding students' dependence on AI. Excessive reliance on AI may reduce learners' opportunities to develop critical thinking and problem-solving skills. This finding supports the argument of Gonsalves (2026), who stated that overreliance on generative AI may negatively affect higher-order thinking skills if students use AI without critical reflection.

The issue of academic integrity also emerged as a significant concern. The participant observed that students frequently copied AI-generated responses without understanding the content. Similar concerns have been reported by Fitri et al. (2025), who emphasized that AI-assisted learning may create challenges related to originality and authentic assessment when students use AI as a substitute for their own work.

Another important finding relates to the accuracy of AI-generated content. The participant noted that AI outputs may contain inaccuracies or information that is not appropriate for the learning context. Therefore, students need to develop digital literacy and critical evaluation skills when using AI tools. This finding aligns with Ren and Wu (2025), who highlighted the importance of teacher supervision in ensuring the responsible use of AI in educational settings.

To address these ethical challenges, the participant implemented strategies such as limiting AI use, combining AI-assisted learning with traditional teaching methods, and emphasizing students' understanding of learning materials. These strategies support recommendations from previous studies that AI should function as a complementary learning tool rather than a replacement for human thinking and teacher guidance (Taşcı & Tunaz, 2024; Pokrivcakova, 2023).

The present findings also align with Marhamah et al. (2026), who emphasized the importance of incorporating digital ethics, feedback literacy, and reflective learning practices into AI-assisted language instruction. Such approaches can help students use AI responsibly while maintaining originality, academic integrity, and meaningful engagement in the learning process.

5. Conclusion

This study explored the ethical concerns related to the use of Artificial Intelligence (AI) in teaching productive skills from the perspective of an EFL teacher at MAN 2 Gorontalo Regency. The findings revealed that AI is perceived as a valuable tool that can support English language learning by improving teaching efficiency, increasing student motivation, and providing flexible learning resources. AI applications such as Google Translate, ChatGPT, and Gemini were found to assist students in translation, writing, and speaking activities.

Despite these benefits, several ethical concerns emerged. The most significant issues included students' dependence on AI, challenges related to academic integrity and originality of student work, and the accuracy and reliability of AI-generated content. The participant observed that students often relied on AI-generated answers without fully understanding the learning material, which may negatively affect critical thinking and independent learning skills.

To address these challenges, the teacher implemented various strategies, including limiting AI use to supportive functions, combining AI-assisted learning with traditional teaching methods, and encouraging students to critically evaluate AI-generated information. These approaches were intended to ensure that AI serves as a learning aid rather than a replacement for students' cognitive engagement.

Overall, the study concludes that AI has significant potential to enhance EFL teaching and learning. However, its implementation should be guided by ethical considerations, clear classroom policies, and continuous teacher supervision to promote responsible use, academic integrity, and the development of critical thinking skills among students.

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