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AI LANGUAGE

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Abbreviation/acronym

ABBREVIATION/ACRONYM	DESCRIPTION
AI	Artificial Intelligence
EC	European Commission
EU	European Union
GenAI	Generative Artificial Intelligence
HE	Higher Education
HEI	Higher Education Institution
LLMs	Large language models
OECD	Organization for Economic Co-operation and Development
UNESCO	The Organization for Economic Co-operation and Development

1. Introduction – Why do ethics in artificial intelligence matter?

Substantial investments and swift integration of artificial intelligence into higher education (HE) have transcended discourse to become an irreversible pedagogical reality – one that is reshaping the educational ecosystem and redefining the demands placed upon students, teachers, and academic institutions. From homebuilt intelligent tutoring systems and AI Builder platforms to AI Commons Hubs and course-integrated tools – which facilitate the integration of academic materials directly into large language models, higher education institutions (HEIs) are striving to pave the way for an AI-integrated educational future, one that thrives on personalization and efficiency while simultaneously calling for decisive actions to address critical emerging questions pedagogy, equity, ethics, and intellectual ownership. This transformation is neither temporary nor irreversible – it is an exorable reality that is well underway. The question is how to strike a balance between this profound transformation and its implications for the salient values, relationships, and goals that education is built upon and strives to serve.

Ethics in this context cannot be reduced to institutional policies or broader regulatory frameworks. They are rather a deeper societal and intellectual obligation that acknowledges the nature, biases, and inherent limitations of AI tools, recognizing that AI systems are trained on specific datasets that often carry cultural biases, inequalities, and structural limitations that risk perpetuating rather than challenging them at their core – a role that lies at the core of higher education. When deployed in educational contexts, AI systems do not merely process information and generate outcomes; they shape knowledge construction, cultural representation and linguistic values, and intellectual discourse. The ethical stakes of AI in higher education are therefore an indispensable part of deeper philosophical and pragmatic inquiries on the underlying purpose, values, human-centered approaches, and societal contributions that education makes. These concerns are particularly important in foreign language pedagogy. Language learning is a complex, interrelated process that stems from deeply human, cultural, and relational values through which learners develop not only linguistic proficiency in the target language but also intercultural awareness and understanding, empathy, and skills to engage meaningfully across linguistic and cultural contexts.

The integration of AI into foreign language pedagogy therefore raises ethical questions that are intricately interwoven with cultural, societal, and linguistic values. When language learners deploy generative AI tools to generate, translate, or assess their written or oral proficiency, fundamental questions emerge about the authenticity of the content generated, the cultural value of the learning experience, the type of feedback provided and its role in the development of linguistic proficiency, and the role of AI in enhancing or inhibiting students' learning. Moreover, the Anglophone- and Western-centered datasets used to train most large language models (LLMs) raises serious concerns about linguistic diversity, cultural representation, and the risk that AI-driven systems may promote

certain dominant languages, accents, and cultural frameworks at the expense of less spoken languages or dialects. Teachers, on the other hand, bear a particular ethical responsibility in navigating these contradictions and tensions thoughtfully and critically. As professionals who are well immersed into the language, culture, and pedagogy, they can critically evaluate which AI systems can be deployed to enhance students' linguistic and cultural development. Most importantly, they can steer away students from any AI tools that reinforce or perpetuate cultural and linguistic frameworks without seriously considering learners' linguistic identities and cultural backgrounds. Teachers have an obligation to ensure that AI systems are strategically deployed to enhance rather than diminish the salient cultural and linguistic values, representation, and diversity of the foreign language learning experience. However, both teachers and students need the required legal and regulatory instruments, as well as guidelines and institutional, legal, and professional support to navigate through the complex terrain of AI systems and their implications in higher education.

The ethical principles outlined in this section are situated within this broader context. They are directed at both students and teachers who are involved in the deployment and integration of AI into higher education contexts. The principles acknowledge that ethical responsibility in AI-mediated education is inherently complex and is distributed across multiple actors, shaped by different power dynamics, and operate every stage of the AI system life cycle. These principles do not offer a prescriptive or exhaustive set of rules. Rather, they outline a framework that can guide the ethical integration of AI into higher education contexts and foreign language pedagogy in just, transparent, human-centered, and genuinely ways that genuinely respond to learners' and students' needs. They draw on frameworks, policies and regularly guidance, principles, and guidelines that have already been carefully designed at the European and international level, including the ones by UNESCO, OECD, and the European Commission.

2. Artificial Intelligence and Generative Artificial Intelligence

2.1 What is artificial intelligence?

Both European and international frameworks define artificial intelligence as AI systems, steering away from technology-specific or AI-system approaches. This definition is not confined to specific technological innovations or approaches. It is rather structured to retain its applicability and relevance despite the rapid evolution of AI technologies. The **Organization for Economic Cooperation and Development (OECD)** defines an artificial intelligence system as

> *a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. Different AI systems vary in their levels of autonomy and adaptiveness after deployment (OECD, 2024, "AI Principles Overview," section)*

In a comparative formulation, the **EU AI Act** defines AI systems as

> *a machine-based system designed to operate with varying levels of autonomy and that may exhibit adaptiveness after deployment and that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments (European Parliament & Council of the EU, 2024, p. 4).*

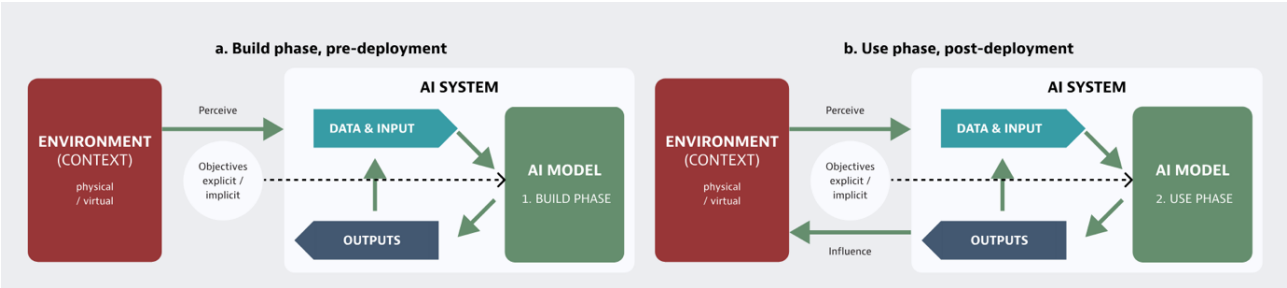


Figure 1. Overview of OECD's definition of an AI system

UNESCO's 2021 Recommendation on the Ethics of AI introduces an emerging definition of AI systems, describing them as "information-processing technologies that integrate models and algorithms that produce a capacity to learn and to perform cognitive tasks leading to outcomes such as prediction and decision-making in material and virtual environments" (p. 10). This emerging dynamic definition responds to swift changes in technological innovations. It demonstrates the need

for agile and flexible governance frameworks that can adapt and respond to evolving capabilities and societal impacts of AI systems.

In simple terms, an AI system **is a computer program or machine trained to process information and perform multiple tasks such as making decisions, explaining key concepts, generating text, making predictions, or recommendations, writing code, and performing many other complex tasks.** It often has the capacity to adjust its behavior over time, without relying on a single technology. This adaptability enables AI systems to operate across diverse contexts and iteratively improve their performance based on new training data.

2.2 What is Generative AI?

According to the OECD, "generative artificial intelligence (AI) systems create new content in response to prompts on their training data" (OECD, 2024, p.8). The OECD describes generative AI as a rapidly adopted category of AI. Some examples of generative AI tools include ChatGPT, Gemini, Claude, and GitHub Copilot. UNESCO, on the other hand, defines Generative AI (GenAI) as

> *an artificial intelligence (AI) technology that automatically generates content in response to prompts written in natural-language conversational interfaces. Rather than simply curating existing webpages, by drawing on existing content, GenAI actually produces new content. The content can appear in formats that comprise all symbolic representations of human thinking: texts written in natural language, images (including photographs, digital paintings and cartoons), videos, music and software code (UNESCO, 2023, p. 8)*

GenAI and Large Language Models (LLMs) are trained on large and diverse datasets, which they statistically analyze to identify patterns and structures and generate sophisticated outputs that follow them. Why do these LLMs work so well? Because human language carries meaning, or semantics. By learning statistical patterns in language, the model indirectly captures much of this semantic information, allowing it to generate responses that are contextually relevant and coherent.

However, AI systems, particularly large language models (LLMs), have important limitations. While they are trained to generate new content, make sophisticated predictions, or produce new codes, they operate on probabilistic sequences that map patterns in the specific datasets they are provided and trained on, without indepth or pragmatic understanding of the world. LLMs neither have the capacity to verify facts nor to follow rigid logical rules, which results in outcomes that may appear confident but in reality, lack accuracy and reliability. To overcome these structural limitations, hybrid systems combine LLMs with rule-based or symbolic reasoning. The AI generates and interprets information, while the rules system checks accuracy and ensures outputs adhere to guidelines. This approach allows AI to be creative and useful while reducing errors in important tasks.

3. Global and EU Policy Frameworks on AI in Education

The inexorable integration of artificial intelligence (AI) into education has compelled key stakeholders – including those in government and regulatory bodies, international organizations, ministries of education and innovation, and institutional authorities to pursue legal, regulatory, and ethical paths to govern its development, deployment, and use. Confronted with both the profound potential of AI in reimagining pedagogy, transforming practices, and augmenting human capacity and systemic, societal, pedagogical and legal risks, international bodies and organizations, policymakers, and governance bodies have established frameworks, principles, and binding mechanisms to ensure the responsible and ethical use of AI. These collective efforts reflect a shared commitment to promoting human oversight and safeguarding the foundational principles governing equity, integrity, dignity, fairness, linguistic and cultural diversity, education, and science and technology. These action plans, regulatory frameworks, overarching strategies, and human-centered approaches vary in scope, strategic objectives, and legal status, ranging from globally adopted normative instruments and voluntary principles to legally binding regulatory frameworks with direct institutional obligations. However, they are grounded in a common understanding that the implications of AI design, deployment, and use are not simply technical or legal but profoundly societal and ethical, calling for coordinated, interdisciplinary, and inclusive action across government and institutional authorities, education systems, and communities across the globe.

Higher education institutions, as the cradles for values formation and realization, critical research and human capacity building, and ethical responsibility bear an indispensable multifaceted responsibility in shaping the AI governance landscape. As architects of educational practice, research and innovation, they are in constant pursuit of innovative approaches to transform and enhance educational practices, cultivate intellectual independence, build human capacity, and pioneer research that expands human knowledge. At the same time, they bear the obligation to foster critical literacy, ethical awareness, and a culture of responsible risk assessment – taking both proactive and reactive stands against practices that, whether intentionally or inadvertently, threaten intercultural understanding, linguistic and cultural diversity, epistemic plurality, and the dignity of every member of its community of practice. Above all, higher education institutions bear the ethical obligations of ensuring that creative and critical thinking are cultivated and are not jeopardized by the pursuit of technological innovation or institutional convenience. The various frameworks on AI, including UNESCO's Recommendation, OECD Principles, the EU AI ACT, and the Digital Education Action Plan 2021-2027 can form the underlying regulatory foundations upon which higher education institutions, educators, and learners can draw as they navigate these complex and rapidly evolving challenges. The following section provides a brief synopsis of each framework.

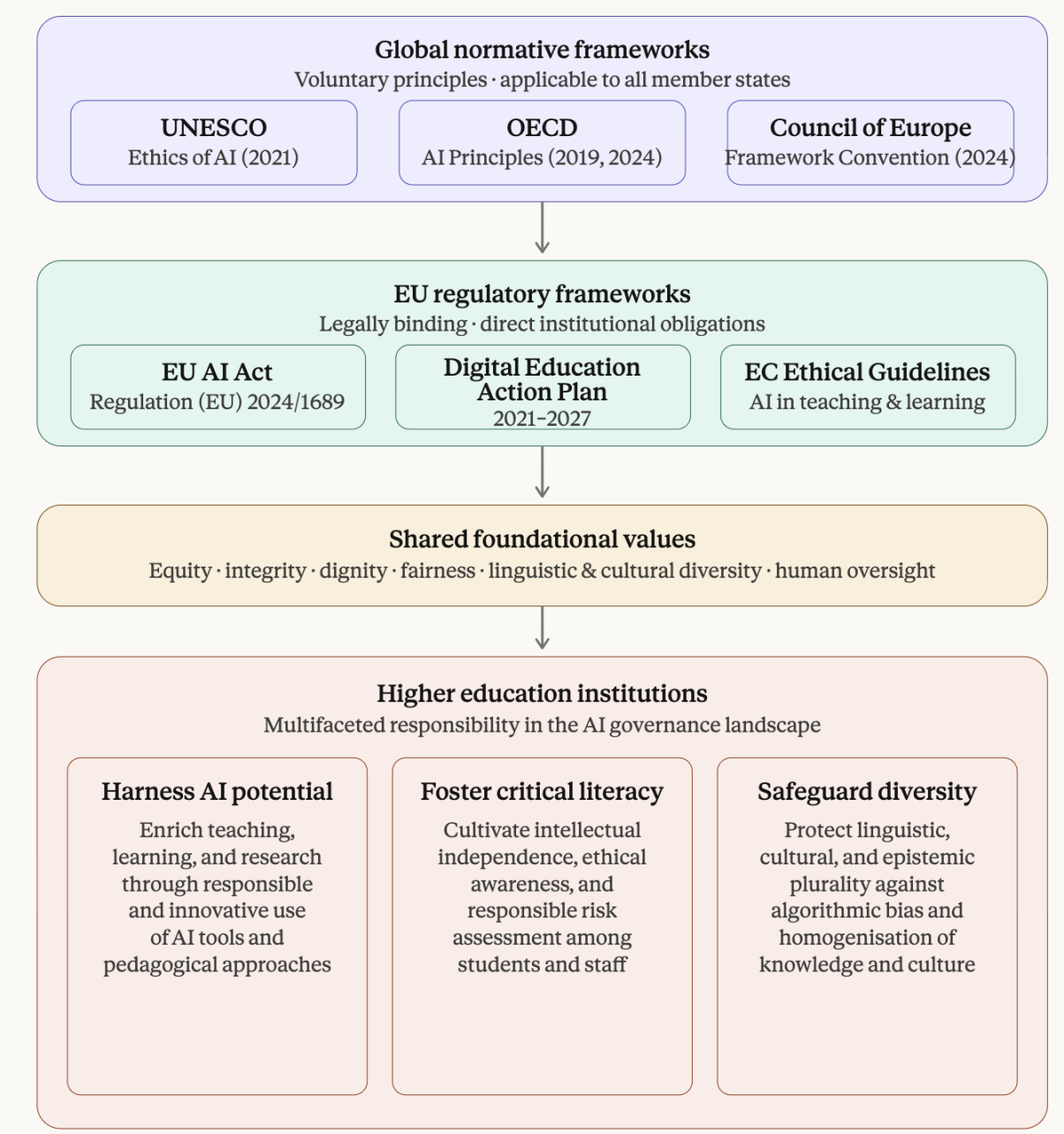


Figure 2. Global and EU policy frameworks on AI in education

3.1 UNESCO Recommendation on the Ethics of Artificial Intelligence (AI)

In 2021, UNESCO paved the way by introducing the first global normative framework on AI ethics, which was unanimously adopted by all 193 member states in November 2021. Four foundational values lie at the core of UNESCO's framework: "human rights and human dignity, just and interconnected societies, diversity and inclusiveness, and environment and ecosystem"

sustainability (UNESCO, 2021, "Four Core Values" Section). The Recommendation is grounded on ten interrelated principles that govern the design, development, and deployment of AI systems across all sectors, including education. These principles include (a) proportionality and the primacy of non-maleficence; (b) safety and security; (c) privacy and data protection; (d) multi-stakeholder governance; (e) transparency and explainability; (f) responsibility and accountability; (g) equality and non-discrimination; (h) sustainability; (i) awareness and digital literacy; and (j) adaptive governance (UNESCO, 2021, p.20-23). UNESCO explicitly acknowledges that AI systems integrated into educational contexts carry distinctive ethical implications that require respect for learners' right, the embracing and promotion of cultural and linguistic diversity, and the exercise of meaningful and purposeful human oversight throughout the AI system's lifecycle. UNESCO issues a stark warning against multiple emerging AI-driven risks, including knowledge homogenization, algorithmic bias perpetuation, and epistemic plurality erosion.

These concerns are particularly relevant in foreign language pedagogy, where large language models are trained on Anglophone and Western datasets at the expense of less dominant languages, dialects, and cultural values. To support member states in enacting concrete mechanisms to bridge the gap between principles and action, UNESCO proposes a comprehensive framework comprised of two practical implementation tools: the Ethical Impact Assessment (EIA) and the Readiness Assessment Methodology (RAM). The former is an assessment framework for evaluating the societal, educational, and ethical impacts of AI systems prior to and during their integration. The latter is intended to guide member states in assessing their level of preparedness in implementing the Recommendation responsibly and ethically. In a decisive move to move from principles to practice, UNESCO launched the Global AI Ethics and Governance Observatory in 2024 – a collaborative platform for knowledge exchange, good practices, and capacity building across member states. For the purposes of this deliverable, the UNESCO "Recommendation on the Ethics of Artificial Intelligence" (UNESCO, 2021) provides the normative foundation upon which the ethical principles for teachers and students outlined in this deliverable are situated.

3.2 OECD Principles on Artificial Intelligence (2019, updated 2024)

The Organization for Economic Co-operation and Development (OECD) introduced the Principles on Artificial Intelligence in 2019 and formally updated them in 2024. They represent a landmark multilateral framework establishing international guidelines for the governance of AI and have been endorsed by 47 jurisdictions across the globe. They are designed on five core principles: "(a) inclusive growth, sustainable development and well-being; (b) human rights and democratic values, including fairness and privacy; (c) transparency and explainability; (d) robustness, security and safety; and (e) accountability" (OECD, 2024, "OECD AI Principles Overview"). These principles are accompanied by five concrete recommendations for actionable AI governance: (i) the sustained advancement of AI research and development; (ii) the cultivation of an inclusive and enabling ecosystem for AI innovation; (iii) the construction of coherent, interoperable governance and policy

settings; (iv) the development of human capacity and the equipment of workforces for the labor market demands; and (v) the enhancement of international cooperation to ensure that AI development remains trustworthy, equitable, and human-centered. The 2024 update offers an enhanced frameworks that reflects technological advancements and technical accuracy. The updated principles introduced specific provisions to address critical risks related to environmental sustainability, the amplification of misinformation and disinformation, intentional or inadvertent misuse of information, algorithmic bias, transparency and disclosure, and enhanced privacy protections.

Unlike the UNESCO Recommendation, which offers a normative instrument establishing ethical standards for AI development and deployment, the OECD Principles offer a flexible, non-binding framework that can be adapted to diverse national contexts. The OECD Principles have already been drawn upon by the European Union, the United States, the United Nations, and the Council of Europe to formulate their regulatory instruments, including the EU AI Act. For higher education institutions and foreign language educators, the OECD Principles can offer a practical framework for integrating generative AI systems ethically and responsibly. Teachers and students deploying AI tools need to develop critical literacy skills to understand their limitations, biases, and ethical implications. The OECD Principles can then provide the underlying and internationally acknowledged mechanisms for the ethical and responsible integration of AI into foreign language teaching and learning, complementing UNESCO Recommendation with shared standards for AI governance support and responsible and ethical deployment.

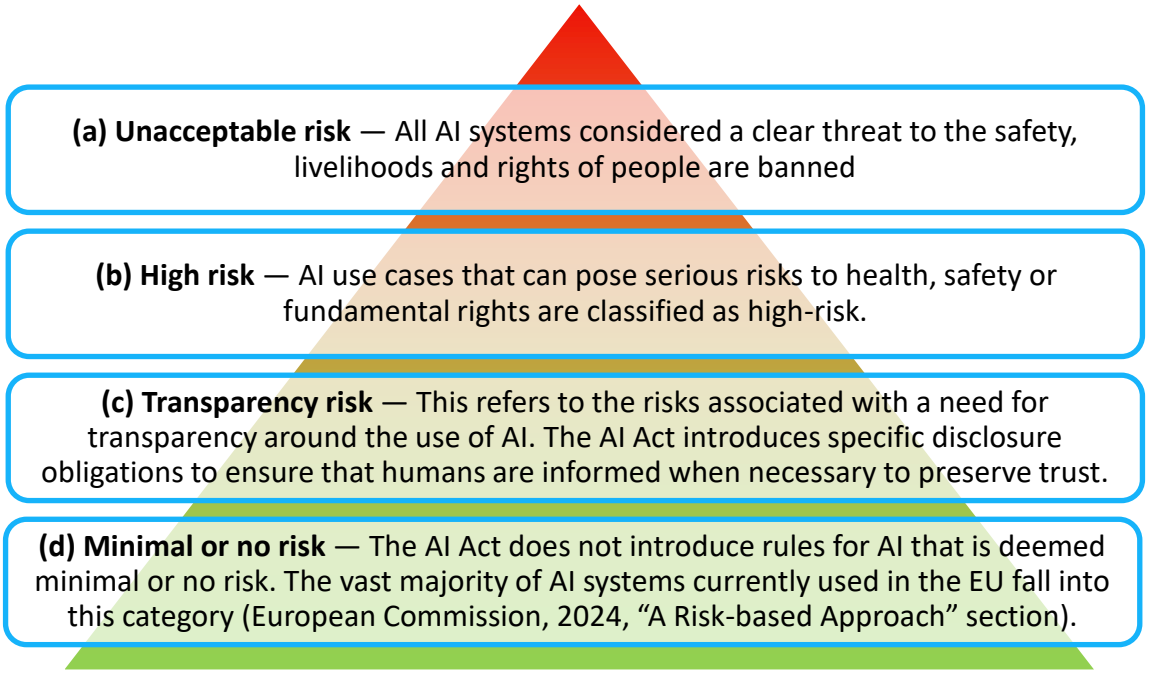
3.3 Council of Europe Framework Convention on Artificial Intelligence and Human Rights, Democracy and the Rule of Law (2024)

The Council of Europe Framework Convention on Artificial Intelligence and Human Rights, Democracy and the Rule of Law, signed by the European Commission in September 2024, is the first legally binding international framework to address AI, which is foregrounded on a human rights perspective. Unlike the EU AI Act, which draws on risk classification and market regulation, the Convention is grounded in the protection of human rights, democratic values, and the rule of law to which the AI system's lifecycle needs to adhere. The Convention offers a comprehensive legal framework that is applicable to both the public and the private sectors and outlines coherent obligations and principles around transparency, accountability, safety, non-discrimination, and the right to meaningful recourse when AI systems infringe upon fundamental rights or cause harm. Of particular importance for higher education is the Convention's explicit acknowledgment that AI systems must not infringe upon a learner's human rights, including the right to education, the right to privacy, and the right to non-discrimination.

In foreign language pedagogy, the Convention's emphasis on non-discrimination and cultural rights carries direct implications: algorithmic biases stemming from Anglophone- and Western-dominated values and datasets risk perpetuating cultural stereotypes and marginalizing less commonly spoken languages and dialects, potentially violating the rights the Convention aims to protect. The Convention also highlights the value of effective human oversight, requiring humans to make the ultimate decisions governing AI systems. As an international treaty open for signature beyond the Council of Europe, the Convention offers the foundation of human rights for AI governance, which complements and reinforces both the UNESCO Recommendation and the EU AI Act, providing a legal framework for higher education institutions striving to ensure the ethical and responsible deployment of AI in educational contexts.

3.4 EU Artificial Intelligence Act (Regulation EU 2024/1689)

The EU Artificial Intelligence Act (Regulation EU 2024/1689) will be fully applicable in August 2026, but will become fully applicable in 2026, providing the first comprehensive legally binding regulatory framework for artificial intelligence. As such, it provides member states the enforcable instruments for shaping AI governance across Europe and beyond. The Act is grounded in a four-level AI risk system approach based on the risk level posed to the safety of individuals and societies:



In the Act's Annex III, education and vocational training is classified as a high-risk domain, recognizing that AI systems deployed in these settings – whether making critical decisions on students' educational opportunities, determining the evaluation of academic performance and learning trajectories, or surveilling student conduct during assessments — carry serious implications for students' human rights, chances, and futures (European Parliament & Council of the EU, 2024,

Annex III, point 3). Higher education institutions deploying such AI systems need to comply with their obligations, including rigorous ex ante risk evaluations prior to system deployment; transparency in technical disclosures of system capabilities and limitations; the preservation of human oversight and decision-making in educational contexts; and maintenance of key performance indicators to ensure the reliability, accuracy, and security of the system. In foreign language pedagogy, the Act's restriction on AI systems that infer students' affective state serves as a provision explicitly designed to mitigate risks of surveillance, manipulation, and the erosion of learner autonomy, ensuring that instructional decisions are subject to human oversight and that educational integrity is preserved in AI-driven learning settings.

The Act also introduces AI literacy obligations, requiring higher education institutions to ensure that faculty members, staff, and students who deploy AI systems develop the critical literacy skills necessary to assess their emerging serious implications prior to, during, and after their deployment for teaching, learning, assessment, and evaluation. For Erasmus+ project consortia operating across EU member states, the AI Act serves as a binding legal framework with direct institutional, pedagogical, and compliance implications that inform the design, deployment, and evaluation of AI-integrated educational tools and activities.

3.5 Digital Education Action Plan (European Commission, 2021–2027)

The European Commission's Digital Education Action Plan 2021–2027 is a policy framework outlining the European Commission's commitment to high-quality, resilient, and responsive educational systems across Europe. It is structured around two main priorities: "fostering the development of high-performing digital education ecosystem" and "enhancing digital skills and competences for the digital age" (European Commission, 2020, p. 1). The Plan provides a set of 14 concrete actions aiming to achieve quality, inclusive, and accessible digital education across Europe. Introduced during the COVID-19 pandemic, the Plan outlines a policy endeavor aiming to forge a common European vision for digital education, equipping education and training systems with the strategic direction, digital tools, and institutional foundations to respond to the digital transformation. It is grounded in calls for enhanced mechanisms of cooperation and support for all stakeholders within the educational landscape across Europe to respond to the emerging challenges of digital transformation.

Of relevance to this deliverable is the European Commission's commitment "to promote understanding of emerging technologies and their applications in education, develop ethical guidelines on artificial intelligence (AI) and data usage in teaching and learning for educators" (European Commission, 2020, p. 11). The Action Plan's emphasis on these critical areas demonstrates a strategic endeavor to ensure that technological innovations are ethically and responsibly integrated and serve human and pedagogical values. In foreign language education, the

Action Plan provides institutional and policy legitimacy for leveraging the pedagogically oriented approaches on the AI integration into foreign language learning.

These approaches could focus on learner agency, critical literacy, linguistic diversity, and intercultural understanding instead of technological innovation. Within the context of this Erasmus+ deliverable, the Digital Education Action Plan constitutes the strategic EU framework with which institutions can establish cross-institutional collaborations, develop ethical principles for AI integration into foreign language learning, and foster critical literacy and well-rounded digital education.

3.6 European Commission Guidelines on the Ethical Use of AI and Data in Teaching and Learning for Educators (2022, updated 2026)

The European Commission's Guidelines on the Ethical Use of Artificial Intelligence and Data in Teaching and Learning for Educators were initially published in 2022 and substantially updated in 2026, offering a grounded approach on the ethical integration of AI and data into diverse teaching and learning contexts across Europe. They are intended to serve as practical guidance principles rather than binding legislation. The 2026 version was inspired by the exponential increase of AI integration in education across the globe. The update acknowledges the implications of the EU AI Act (2024) and GDPR for educational practice, helping educators understand recent legal and ethical guidelines that must be considered for AI tool deployment in diverse educational contexts. The guidelines are aligned with the DigComp and DigComEdu frameworks. The Guidelines are driven by five core ethical considerations mediating the use of AI in education: (a) human dignity, (b) fairness, (c) trust/trustworthiness, (d) academic integrity, and (e) justified choice (European Commission, 2026). The ethical considerations are complemented by eight practical dimensions: (i) human agency and oversight, (ii) transparency and explainability, (iii) diversity and inclusion, (iv) fairness and non-discrimination, (v) societal and environmental wellbeing, (vi) privacy and data governance, (vii) technical robustness and safety, and (viii) accountability. The Guidelines are structured to recognize educators and school leaders as critical mediators who make instrumental decisions and shape the conditions determining learners' engagement and impact by AI systems. This recognition is of foundational importance to this deliverable, which is directed precisely at empowering teachers and students with the underlying ethical guidelines, critical capacities, and pragmatic principles required to engage responsibly and ethically with AI. The EC Guidelines thus provide the foundation for the ethical principles for teachers and students outlined in the following sections of this deliverable.

4. Ethical Guidelines in Integrating AI into Education

The global and EU policy frameworks outlined in the preceding section – spanning normative instruments, legally binding regulations, and practical guidance documents — provide the foundational mechanisms for governing the ethical use of AI in education. Translating these principles into practice, however, is a complex process that extends beyond institutional commitment or regulatory compliance. The genuine value of AI in education does not lie in the AI-generated content itself, but in the capacity of learners and teachers to critically examine both the tools and AI-generated content, assess their implications, and apply them responsibly – including understanding and evaluating them critically. Cultivating critical thinking, digital literacy, and ethical awareness is essential to ensure that AI-generated content enhances learning rather than becoming a source of bias, misinformation, inequity, or unethical practices. The frameworks introduced in the previous sections — from UNESCO's normative principles to the EU AI Act's binding obligations and the European Commission's practical guidance for educators — can provide these foundation mechanisms, offering a shared set of principles on fairness, transparency, equity, accountability, cultural and linguistic diversity, human oversight, and data protection. By adhering to these frameworks, educators can make critical decisions and strategically select AI systems as tools that support equitable, inclusive, and effective learning while safeguarding the rights and wellbeing of all learners.

4.1 Who bears the ethical responsibility for AI integration into Education?

Ethical responsibility for AI integration into higher education does not lie on a single actor or organization. It extends across stakeholders and organizations involved in the iterative design, development, and deployment of the AI system, often referred to as AI actors. These include researchers who lead or participate in the design of algorithms, data scientists who curate training datasets, software engineers who build and maintain systems, technology companies that develop and introduce the AI tools into the market, and higher education institutions and educational institutions that procure and deploy them. Policymakers, regulators, and institutional authorities who govern the use of AI systems, and ultimately the teachers and students who interact with and deploy them for everyday educational tasks also bear their share of responsibility in higher education. Both natural persons and legal entities carry responsibilities based on their role, contribution, and deployment during the AI system's life cycle.

In this perspective, ethical responsibility is therefore spread across actors – both natural persons and legal entities – and has important implications in educational contexts. When an AI-mediated tool generates biased content while deployed to assist a student in completing an

assignment, the ethical responsibility does not solely lie with the student or at the point of use. It may trace back to choices made during the design phase about which datasets to train the system on, to decisions made during development about how to weight certain outputs, or to institutional challenges encountered during procurement to adequately evaluate the tool before deploying it. Responsibility, in other words, is shared — and it is shared unequally, in proportion to the power and influence each actor holds within the system. However, both teachers and students must recognize that they are also AI actors, and that their choices in how they use, question, or defer to AI tools carry serious ethical implications and responsibilities. Cultivating this awareness is an essential part of responsible AI use in educational settings.

4.2 Towards Ethical Principles for Teachers and Students

While major international frameworks – including UNESCO's 2021 Recommendation on the Ethics of AI, the OECD AI Principles, the EU AI Act, the European Commission's Guidelines on the Ethical Use of AI, and the Digital Education Action Plan 2021-2027 – provide important guidance on the ethical use of AI, they do not systematically differentiate between the responsibilities of teachers and students as distinct AI actors. Principles and obligations tend to be directed at governments, developers, and deploying institutions, with teachers and students addressed as largely end-users. This represents a significant gap, given that teachers and students have different roles and responsibilities within the education ecosystem and engage with AI tools with different degrees of agency, competence, and accountability. Drawing on the collective implications of these frameworks – and either adapting or directly informing them where relevant – two complementary but distinct sets of principles are presented— one oriented toward teachers as professional deployers and overseers of AI in learning environments, and one oriented toward students as developing learners and end-users. These principles do not replace or contradict existing frameworks; rather, they extend or contextualize their implications for students and teachers as AI actors in higher education and foreign language pedagogy.

Annexes

4.2.1 Ethical Principles for Teachers

4.2.2 Ethical Principles for Students

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