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**The Impact of Artificial Intelligence on Language Education.
Transformative Potential and Didactic Challenges**

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Abstract: Human language, as the unique property of our species, constitutes a dynamic phenomenon in constant evolution. It continually confronts diverse challenges while serving all domains of human activity, including the field of Information Technology. The convergence between natural languages, digital language, and various technological applications is not merely indisputable but indeed unavoidable in contemporary aeras. It is now an established fact that the electronic domain cannot function without human natural languages; conversely, it is equally evident that the specialized registers of digital language, its terminology, and the broader digital discourse are increasingly interfering on natural languages. They interact, adapt, and evolve through diverse applications within the electronic sphere, with the overarching aim of serving innovation and development more effectively. From this perspective, language education is not confined to the processes of teaching and learning Albanian; rather, it encompasses broader issues of linguistic interaction directed toward the qualitative formation of today's students and the citizens of tomorrow. This didactic challenge is, above all, associated with cultivating students' awareness, across the various stages of schooling, of the role, value, and social power of language. Equally, it necessitates the active engagement of additional contributing actors in order to realize overarching educational objectives. Artificial intelligence stands as one of the principal actors in this process. On the one hand, it exerts a direct influence on issues related to scientific interaction; on the other, it plays a decisive role in addressing contemporary didactic challenges while simultaneously fostering the enhancement and advancement of quality in language education.

Keywords: Human language; Digital language; Language education; Artificial intelligence; Didactic challenges

1. Introduction

Natural and Digital Languages in Coexistence

Human language is a dynamic social phenomenon, inherently subject to variation, renewal, and adaptation across generations, shaped by temporal and spatial dimensions, social strata, situational factors, and broader cultural contexts. It cannot be reduced merely to an instrument, nor can sounds be regarded simply as the superficial acoustic garment of thought, as has long been taught, and continues to be taught, in our schools. Rather, language is intrinsically bound to processes of development,

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emancipation, and transformation. Of particular significance today is the recognition that all processes of change, progress, and advancement are inevitably imposed upon human language itself.

Thus, a profound relationship of convergence exists between language and innovation. Human language not only reflects but also stimulates innovation across diverse social, professional, economic, political, legal, medical, and engineering domains, including Information Technology. Beyond serving human needs, language, through the innovations generated by various scientific fields and its inherent capacity for promotion, becomes a decisive factor in ensuring success across all spheres of human activity. (Abdurahmani-Troplini, 2025a.)

One of the fields that is currently challenging the times we live in is Information Technology. Technology has become an integral part of all aspects of our daily activities, whether ordinary, professional, scientific, or career-related. Human language plays a crucial role in the proper functioning and advancement of this field as well. Through the interaction between natural language and technological codes, a new linguistic variant has emerged, known as Digital Language.

Within sociolinguistics, the digital variant of language is classified as diamesic, grounded in the medium of transmission. Digital discourse constitutes a functional and contextual variety, marked by specialized and sectorial registers that shift according to its diverse forms. The diamesic dimension, which lies at the core of this variant, inevitably intersects with other types of variation. In this respect, the digital linguistic variant places particular emphasis on function according to discourse type, the context in which such discourses are employed, and the multiple modes and forms through which they are expressed. The digital diamesic functional–contextual variant serves not only to establish relationships among speakers but also as a powerful mediator in fostering collaborative bridges. This form of discourse is no longer confined to momentary communicative needs; it has evolved into a medium of sustained interaction and enterprise, a tool of achievement, benefit and success across all domains of human activity.

Digital language, shaped by situational and contextual factors, manifests alternately in formal and informal registers. Its variation is further conditioned by sociolinguistic variables such as age, gender, social class, education, status, role, and belief, as well as by the diverse domains of human activity and their subfields, including education, law, medicine, engineering, art, economics, politics, diplomacy, media, religion, and judicial practice. In each of these spheres, digital discourse adapts to the specificities of its environment, reflecting the multifaceted and dynamic nature of linguistic variation.

In today's world, human language necessarily coexists with digital language, whose distinctive registers and terminology penetrate deeply into every dimension of natural discourse. The role, power, and value of digital language in the comprehensive transformation of modern society are indisputable. While linguistic creativity remains an inexhaustible generative force, the contribution and potential of the electronic sphere significantly amplify the capacity of human language, rendering it far more resilient and effective in facing the challenges of the future.

2. Methodology

The methodological framework of this study is grounded in a qualitative analytical approach, combining the review of national and international literature with a critical examination of Albanian educational policies. Given the recurrent shortcomings of these policies at the stage of implementation, the study seeks to identify and analyze the gaps between policy formulation and pedagogical practice. Special emphasis is placed on the integration of linguistic interaction, initially within the scope of contemporary

linguistic disciplines and theories, and subsequently through interdisciplinary engagement with non-linguistic sciences. The incorporation of artificial intelligence and the interdisciplinary dimension emerge as key challenges for language education; however, the persistent absence of a coherent and consistent policy-making approach remains a fundamental structural problem.

The data sources utilized (the empirical foundation) include direct observations of the new curricula and teacher training processes (ASCAP, 2026), official documents of the Ministry of Education and ASCAP reports, as well as active participation in international conferences, such as the EIRP Conference, to engage with the expertise of developed countries and leading scholars. The literature consulted encompasses studies and research in the fields of educational sociolinguistics, psycholinguistics, and language production, complemented by the academic contributions of international experts, notably the lectures and interventions of Maurits van Rooijen. Furthermore, semi-structured interviews with teachers of Albanian language and literature provided valuable insights into pedagogical practice.

The data collection techniques employed in this study encompass a critical review of curricula and educational policies to identify deficiencies and ambiguities, semi-structured interviews to capture perceptions and practical challenges, and a comparative analysis of Albanian policies against European practices where artificial intelligence has been integrated with greater coherence. The core problem addressed by the study is specifically related to issues of educational policy, linguistic interaction, and the application of artificial intelligence.

Through the integration of both primary and secondary sources, this study identifies the gaps between policy formulation and pedagogical implementation, offering concrete directions for enhancement. The conclusions take into account the fact that the integration of artificial intelligence is still at an early stage; therefore, the results reflect an ongoing process. They also acknowledge that the study relies primarily on qualitative sources rather than extensive statistical data.

3. Advantages and Challenges of the Interaction between Human and Digital Language

In colloquial terms, digital language, conceived as a multiplicity of technological codes interwoven with natural languages (and increasingly supported by an ever-evolving technological infrastructure), exerts a direct influence on the generation and evolution of the four fundamental forms of human communication: *speaking, listening, writing, and reading*. As Umberto Eco observes, “A code is a system of rules that correlates elements of one system with elements of another system” (Eco, 1976, p. 36).

Although it may appear that the informality of digital discourse undermines the integrity of human language, this cannot be considered an absolute conclusion, whether referring to the everyday use of natural language or to electronic discourse, particularly within the sphere of social media... In the sphere of everyday informal discourse, particularly within social media, one observes not only linguistic transgressions but also a marked tendency toward the reawakening of passive vocabulary and the introduction of innovative lexical forms. Hence, although natural languages may be weakened by uncontrolled electronic discourse, the latter has indisputably contributed to lexical enrichment, through both innovation and the revitalization of dormant vocabulary. As a result, technological progress, and most notably artificial intelligence, has played a decisive role in layering new, innovative, and contemporary vocabulary within the context of global development, while simultaneously motivating the collective memory of words.

Nevertheless, the disadvantages cannot be overlooked. The rapid and continuous changes in the field of technology (as in every other domain of human life) have strongly imposed upon language a broad terminology of specialized digital vocabulary. In Albanian (as in other languages), we encounter words such as: *google*, *yahoo*, *e-mail*, *google drive*, *Google Maps*, *laptop*, *server*, *file*, *desktop*, *link*, *web*, *website*, *downloads*, *print*, *Word*, *Excel*, *PowerPoint*, *slide*, *Skype*, *video*, *WhatsApp*, *Instagram*, *Facebook*, *TikTok*, *LinkedIn*, *Twitter*, *Zoom*, *Teams*, *Google Form*, *screenshot*, *Messenger* and many others lexical items that testify to the universalizing force of technological discourse. These terms demonstrate that the development of technology has compelled human language to adopt certain universal forms that are shared worldwide. As Manuel Castells notes, “*The new communication system is based on the integration of all modes of communication into a common digital language*” (Castells, 1996, p. 328).

Conversely, it must be acknowledged that technological codes have themselves been reshaped by the physiognomy of individual languages, thereby generating diversity within digital communication. In everyday Albanian discourse, for instance, it has become common practice to adapt technological terms: *download* into *daunladoj*, *select* into *selektroj*, *attach* into *ataçoj*, and *save* into *seivoj* or *salvoj*. These hybrid forms coexist with native calques such as *shkarkoj*, *përzgjedh*, *bashkëlidh*, and *ruaj*. The example of *daunladoj* illustrates this process clearly: *download* is phonetically adapted into Albanian, while the suffix *-oj* marks the indicative form of the verb. Similar phenomena occur with *selektroj* (from *select*), used alongside *përzgjedh*; *ataçoj* (from *attach*), parallel to *bashkëlidh*; and *seivoj* or *salvoj* (from *save* and *salvo* in Italian), parallel to *ruaj*. This phenomenon illustrates the creative adaptability of Albanian, while affirming that every natural language generates its own internal innovations when confronted with digital terminology.

4. The Didactic Challenges of Language Education within the Framework of Digitalization and Artificial Intelligence

The integration of artificial intelligence into teaching curricula represents a contemporary global challenge. However, as Lu Zheng cautions, “*AI technologies such as conversational agents and writing assistants reduce learner anxiety and provide real-time feedback, but their integration raises concerns about overreliance and the erosion of human interaction*” (Lu Zheng, 2024, p. 12).

Within the Albanian educational context, this initiative deserves recognition (ASCAP, 2026). Nevertheless, pressing questions arise: to what extent have coherent strategies, methodologies, and techniques been articulated to ensure the effective incorporation of this indispensable innovation? Moreover, have adequate measures been established to sensitize children across different age groups to the constructive use of artificial intelligence, thereby orienting them toward its meaningful and responsible application? Addressing such challenges necessitates, as a first step, a thorough analysis and comprehension of the communicative practices across different age groups, with particular attention to children. Only upon this foundational understanding can the process continue toward the accurate design, modeling, and contemporary development of educational curricula.

Examples of the inevitable impact of technology on human language are manifold, diverse, variable, and innovative, depending on the rapid development of this field. Clearly, this study cannot address all such examples, as they have permeated every sphere of human activity, technical, professional, scientific, legal, medical, economic, and beyond. In line with the focus of this research, which primarily concerns education and its challenges in relation to artificial intelligence, we have highlighted below several characteristics of the linguistic discourse of children aged 10–15. This age group, in the Albanian

context, coincides with attempts to reform educational curricula toward the development of teaching in Albanian language and literature from an interdisciplinary perspective, and particularly with the inclusion of Artificial Intelligence in the curricula of this age group (especially in grades 6 and 10).

4.1. Thus Arises the Question: What Is the Linguistic Landscape of Children Within This Age Group?

First and foremost, it must be noted that the discourse of children in this age range is characterized by electronic gaming language, group slang, imitation of the speech of older adolescents, the language of insults, stereotypical discourse, hate speech, abbreviations and acronyms, as well as the language of music (particularly that of the most popular singers), among others.

In the Albanian context, such discourse emerges from the interplay of local linguistic and cultural dynamics and, at the same time, from external interferences, particularly those originating from abroad, as is often the case in developing countries like Albania.

It should be recalled that Albania became an open country after the 1990s, undergoing development in many aspects. This means that children aged 10–15 living in present-day Albania are characterized by a discourse markedly different from that of their peers in emigration, who speak and understand an Albanian language learned and practiced by an earlier generation. Their peers abroad use and maintain an Albanian that is largely stripped of the slang typical of children in Albania, since it has been taught to them directly by parents and the few relatives with whom they have maintained continuous contact.

The difference in the use of the same language (Albanian) among the same age group within and outside the country, clearly a phenomenon common to all languages affected by migration, constitutes a distinct challenge in the drafting of language policies and, consequently, in the design of educational curricula. Nevertheless, this is an issue whose resolution requires in-depth measurement and research.

In addition, in their daily discourse, children of this age group exhibit a saturation of anglicisms drawn from the technological domain, a feature distinctive to their generation. The borrowed influences of technological terminology mentioned earlier are used less frequently by this generation, while the linguistic innovations of this age group are scarcely adopted by older generations. A similar phenomenon occurs among children aged 3–10, whose discourse is enriched with anglicisms borrowed under the influence of animated films. This represents another issue requiring particular attention, since anglicisms are often treated as a uniform phenomenon across all age groups, whereas in reality their distribution and impact vary significantly depending on age.

Furthermore, children aged 10–15, and even up to 18, have already challenged the existing English language curriculum. The improvement of this subject's curriculum is not only necessary but urgent, in order to adequately match the pace of the evolution of English within the framework of global development. Albanian students of this age group rarely consult their English textbooks, as their linguistic competence is already far ahead of the prescribed curriculum. This occurs due to the strong influence of English and its daily use particularly through social networks and electronic games among children aged 10–15.

Finally, with demographic movements, the language of this age group is not only “other's language,” but also the “other's dialect.” In the Albanian context, after the 1990s, the migration of the population from rural to urban areas has led to the erosion of local dialects and the acquisition of urban dialects. Since this movement has been particularly intense from rural regions toward the more developed urban

centers, specifically the coastal city of Durrës and the capital, Tirana (only 40 minutes from Durrës), the most notable phenomenon among this age group has been the deliberate abandonment of the family dialect and the orientation toward the dialect of Central Albania (Durrës, Tirana). The latter has been regarded, among other things, as a prestigious dialect. In this way, the age group under discussion corresponds to the stage in which children are capable to acquiring not merely another language, but also another dialect. In this case, it is a dialect of high prestige, as it belongs to the linguistic center.

Drawing upon this analysis, which captures only the visible tip of a much deeper phenomenon, and considering the curricular adjustments proposed for this age group (notably in grade 6 and grade 10), it becomes evident that the reforms remain superficial, as they fail to align with the genuine evolution of linguistic and literary discourse among these learners. This observation, moreover, extends beyond the Albanian case, offering a conclusion applicable to comparable educational contexts worldwide.

Remaining consistent with the central argument, we now proceed to highlight several additional challenges in the context of this usage, which must be taken into the broader domain of language education (beyond the scope of the age group discussed above).

One of the phenomena that cannot be overlooked in the process of digital written communication across all age groups, but most notably among young people, is the use of abbreviations and acronyms. In everyday life, Albanian speakers employ shortened forms such as: *flm* (faleminderit – thanks), *prsh.* (përsëhendetje – greetings/hello), *dmth.* (domethënë – that is / i.e.), *klm.* (kalofsh mirë – take care/have a good time), *sek.* (sekondë – second), *min.* (minutë – minute), *mgjth / mgja* (megjithatë – however/nevertheless), *tel* (telefon – phone), *cel.* (celular – mobile/cell phone), *tl.* (të lutem – please), *maks.* (maksimumi – maximum), *min.* (minimumi – minimum), *ad.* (adresë – address), *dt.* (datë – date), *info. / inf.* (informacion – info/information), *ushtr.* (ushtrim – exercise/practice), *mat.* (matematikë – mathematics/math), *prov.* (provim – exam/test), *det.* (detyrë – assignment/homework/task), and many others. While these forms are emblematic of informal registers, their presence is by no means limited to Albanian; rather, they constitute a global linguistic trend. Their usage continues to grow, adapting to the physiognomy of each language, while undergoing constant change and renewal due to the significant influence of Information Technology in contemporary life. (Note: It must be emphasized that the abbreviations considered here are generational, distinct from those long established across decades, both before and after the dictatorship, which in their nature are universal. Such conventional forms include: *kg.* (kilogram), *km.* (kilometer), *etj.* (et cetera), *p.sh.* (for example), *nr.* (number), *prof.* (professor), *prof.as.* (associate professor), *Dr.* (Doctor), *Z.* (Mr.), *Znj.* (Mrs.), and similar instances.)

A significant place in the discourse of today's younger generation (primarily ages 10–20) is occupied by abbreviations borrowed from foreign languages. Among these, we may mention several taken from English, such as: *LOL* (Laughing Out Loud → “qesh me zë të lartë”), *BRB* (*Be Right Back* → “kthehem shpejt”), *TTYL* (*Talk To You Later* → “flasim më vonë bashkë”), *IDK* (*I Don't Know* → “nuk e di”), *ASAP* (*As Soon As Possible* → “sa më shpejt”), *FYI* (*For Your Information* → “sa për dijeni”), *BTW* (*By The Way* → “meqë ra fjala”), *OMG* (*Oh My God* → “o Zot i madh”), *IMO / IMHO* (*In My Opinion / In My Humble Opinion* → “për mendimin tim”), *TBH* (*To Be Honest* → “të jem i/e sinqertë”), *TBF* (*To Be Fair* → “të jem i/e drejtë”), *pls* (*please* → “të lutem”), *thx* (*thanks* → “faleminderit”), and others... These abbreviations, now deeply embedded in everyday communication, exemplify the globalizing influence of English on youth discourse and highlight the dynamic interplay between local linguistic identity and transnational digital culture.

Today digital discourse intersects with a multiplicity diverse registers, academic, administrative(bureaucratic), professional, and beyond. Within Albanian, abbreviations of this nature

have proliferated, appearing across both formal and informal contexts. Examples include: *fig.* (figurë – figure), *dep.* (departament – department), *fak.* (fakultet – faculty), *inxh.* (inxhinier – engineer), *spec.* (specialist – specialist), *admin.* (administratë – administration), *komp.* (kompani – company), *org.* (organizatë – organization), *uni.* (universitet – university), *dok.* (dokument – document).

When considering **acronyms**, their presence in contemporary Albanian is extensive. Certain forms originate from the era of the dictatorship, others have been introduced through external linguistic influences, while a further set reflects endogenous processes of formation. Specifically, they may be categorized as follows

- From foreign interferences (which are universal across the globe), we may highlight: *BE*, *UKB(UN)*, *NATO*, *OSBE (OSCE)*, *RAM*, *AI*, *PDF*, *URL*, *HTML*, *USB*, *Wi-Fi*, *SWIFT*, *IBAN*, *CEO*, *HR*, *CV*, *PhD*, *IT*, *EKG(ECG)*, *ORL (ENT)*, *AIDS*, *HIV*, and others.
- Internal formations, either direct or modeled after foreign patterns, include: *TVSH* (Tatimi mbi Vlerën e Shtuar – Value Added Tax), *PDIU* (Partia për Drejtësi, Integrim dhe Unitet – Party for Justice, Integration and Unity), *PS* (Partia Socialiste – Socialist Party), *PD* (Partia Demokratike – Democratic Party), *LSI* (Lëvizja Socialiste për Integrim – Socialist Movement for Integration), *KQZ (CEC- Komisioni Qendror i Zgjedhjeve* – Central Election Commission), *INSTAT* (Instituti i Statistikave – Institute of Statistics), *NAIS* (Agjencia Kombëtare e Shoqërisë së Informacionit – National Agency for Information Society), *AKKSH (NASR - Agjencia Kombëtare e Kërkimit Shkencor* – National Agency for Scientific Research), *OSHEE* (Operatori i Shpërndarjes së Energjisë Elektrike – Electricity Distribution Operator), *DPSHTRR (GDRT- Drejtoria e Përgjithshme e Shërbimeve të Transportit Rrugor* – General Directorate of Road Transport Services)

Various examples can also be observed within the promotional language of different professions through social networks. The discourse of business promotion, manifested in names, slogans, and advertising rhetoric, has grown ever more sophisticated and compelling. In parallel, official documentation has undergone transformation, reshaped by the advances of information technology.

In light of the foregoing, it becomes evident that the disadvantages identified, together with others not elaborated here, coexist with the undeniable advantages of digital language. Despite the orthographic shortcomings of social media platforms, their significance is greater than ever: they function not only as instruments of promotion and technical facilitation, but also as vital channels of human interaction, increasingly fostering socialization across national and transnational contexts.

In this perspective, digital language remains in constant need of the refinement offered by natural language. Mastery of standard Albanian and a profound engagement with the mother tongue should constitute an inexhaustible source for every sphere of human endeavor, most notably the field of Information Technology, today recognized as the driving force of global development. Accordingly, the awareness of the irreplaceable value of natural language must be internalized by the individual as a permanent companion in all contexts of life.

5. The Contribution of Language Education to Overcoming Developmental Challenges

Language education constitutes a cornerstone of the educational field and stands as the primary domain entrusted with the responsibility of confronting linguistic challenges. Whether concerning the

preservation and cultivation of natural language or the integration of digital electronic discourse, its mission is to establish robust foundations capable of sustaining all dimensions of human activity.

5.1. What Is the Context of Albanian Language Education?

In recent decades, the educational level in Albania has steadily deteriorated due to a number of persistent issues that have remained unresolved over time, such as:

1. The concentration of native language teaching on linguistic knowledge rather than communicative competence. Linguistic development must reach an adequate level so that speakers acquire the necessary ability and communicative capacity to respond to the demands of any given moment. In the Albanian educational system, language education has remained largely confined to the acquisition of linguistic knowledge, while neglecting their practical dimension. This reveals a strong tendency toward, and dominance of, prescriptive linguistics, whereas descriptive linguistics continues to be overlooked.

2. The process of teaching the Albanian language traditionally begins in the first grade of primary education. Although recent educational policies have suggested the integration of Albanian language programs at the preschool level, these initiatives have not been implemented with coherence and continuity (Abdurahmani-Troplini, 2025b). The lack of structured development and the absence of an organic connection between these two closely related curricular levels has prevented the consolidation of a foundational model for language education.

3. The absence of pedagogical methods and techniques aimed at the logical and practical acquisition of knowledge has caused the learning process to remain primarily oriented toward their mechanical reproduction.

4. The decline of teaching quality in Albania is closely linked to the educational policies of the transitional period from a dictatorial to a democratic system. The borrowing of models from developed countries, without taking into account the specific Albanian context, proved unsuccessful. Instead of adapting practices that had been tested in countries with similar conditions, unstable policies were applied that found no ground for implementation. Consequently, this absence of coherence and contextual alignment has ultimately contributed to the decline of education across all levels.

5. Albanian language education after the 1990s found itself unprepared to confront rapid social transformations. The liberalization of borders triggered significant demographic movements, emigration toward European and wider international contexts, alongside internal migration from rural to urban areas. These social changes were reflected in prominent linguistic phenomena, among which stand out: lexical borrowing and calquing, bilingualism and multilingualism, the phenomena of code-mixing and code-switching, linguistic interaction, dialectal bilingualism, as well as other manifestations of language contact. As Fatimah Albedah notes, “*LLMs display scalable multilingual capabilities, but low-resourced languages remain underrepresented, highlighting a critical gap in equitable language education*” (Albedah, 2025, p. 7).

6. Curricular reform of updating educational programs in Albania has been slow and hindered by the absence of coherent and well-defined policies. Curriculum reform should aim to facilitate the learning process through logical, practical, and contemporary approaches, rather than creating complications, difficulties, or disorientation. This process must begin with fundamental changes in language education, conceptualizing language as interaction, as activity, as a tool of socialization, as an instrument of achievement, and ultimately as a determinant of success.

7. All curricula of native language programs require comprehensive updating along two fundamental lines:

- The first entails, a critical analysis of the elements that have not functioned thus far, addressing the issues identified in the process of language education.
- The second involves, the systematic incorporation of innovation as a tool for enhancing and advancing educational policies, thereby orienting language education toward contemporary and effective practices.

With regard to the first point, language education should not be confined solely to the processes of teaching and learning the Albanian language; rather, it must also encompass broader issues of linguistic interaction, oriented toward the qualitative formation of present learners and future citizens. The central didactic challenge lies in cultivating awareness at every educational stage of the mother tongue's indispensable role in constructing social identity, shaping human behavior, and enabling success in personal, professional, and civic life. Beyond serving the individual within a national community, language education should nurture open-mindedness and cooperative engagement across societies. As Roland Barthes reminds us, *"The text is a tissue of quotations drawn from innumerable centres of culture"* (Barthes, 1977, p. 146).

In relation to this, and to the second subdivision of point 7, it must be noted that, in the context of innovation, one of the most significant developments of recent times is Artificial Intelligence (AI). AI is demonstrating capacities that surpass human abilities in many fields, yet this progress remains dependent on the management and guidance of innate human capability. It is precisely this human faculty that activates and directs the engine of artificial intelligence, transforming it into a multidimensional mechanism that influences social, professional, and cultural life, while also confronting the unpredictable challenges of modern times.

6. Discussion

Within this framework, language education demands the active involvement of multiple contributing actors in order to achieve broader educational objectives. Among these actors, Artificial Intelligence (AI) is emerging as a key factor in the process of didactic development. On the one hand, it exerts a direct influence on the dimensions of linguistic interaction; on the other, it provides significant support in addressing the challenges of contemporary didactics. Inevitably, AI is consolidating its role as a fundamental catalyst for the enhancement and advancement of quality in language education, a dynamic that reflects its transformative tendencies across other fields of knowledge as well.

Thus, the integration of Artificial Intelligence (AI) into educational programs and curricula must be treated as an urgent necessity, regarded as an inseparable component of every lesson. Although this process has already begun to be implemented, it requires a thorough analysis of the modes of inclusion, the level of integration, as well as the timing and extent of application, in order to exploit the advantages of this innovation as effectively as possible. From the issues discussed above, this emerges as a challenge not only within our own context but also as a global concern. As M. R. Ramesh observes, *"The integration of AI into language curricula is complicated by pedagogical challenges such as teacher preparedness, effective assessment strategies, and alignment with curriculum objectives"* (Ramesh, 2025).

As one of the most significant developments in information technology, Artificial Intelligence (AI) does not merely represent a necessity of the times, but has become the principal engine of contemporary

scientific progress. Within the domain of language education, AI assumes a distinctive significance, not merely as an auxiliary mechanism for confronting existing challenges, but as a regulatory, transformative, and developmental instrument that reshapes and elevates didactic processes.

Conversely, the use of AI must be approached with equilibrium. As highlighted by Professor Maurits van Rooijen (Chief Executive for Academic Affairs, Global University Systems) in his keynote presentation on artificial intelligence in education at the EIRP Conference, Danubius University, Galați, on May 15, AI's role is not to generate questions but to provide answers, prompting the fundamental inquiry of how we might transcend it. He argued that learners must be guided not simply in the utilization of AI, but in the art of learning through it. Instruction, therefore, should move beyond the mere transmission of information, toward fostering critical reflection, strengthening self-confidence, and cultivating the capacity to remain authentically human, recognizing that knowledge itself is the outcome of this process.

He emphasizes that the repetition of identical lectures is both monotonous and unproductive; insisting that knowledge must be continuously updated in interaction with innovation. In this regard, he illustrates the mindset of young people with examples such as: *"I have a car, why should I walk?"*, *"I have a microwave, why should I cook?"*, *"I have Chat for answers, why should I learn?"*. Confronting these perspectives, he contends that *walking is essential for health, natural cooking sustains the body more effectively, and reliance on ready-made answers from AI ultimately weakens the brain.*

Building on this reasoning, our analysis extends to language education, where students frequently adopt reductive attitudes such as: *'I have AI for translation, why should I learn a foreign language?'*. It is the teacher's responsibility to demonstrate that *genuine linguistic knowledge cultivates cultural awareness, semantic subtlety, and communicative competence*, dimensions inaccessible to algorithms. Similarly, when learners assume that *writing practice is unnecessary because AI can generate flawless essays*, educators must emphasize that *writing is an inherently creative act, essential for the development of critical thought and the formation of a distinctive personal style.*

Similarly, when a student believes that *AI can replace reading*, the teacher must emphasize that *only active reading exercises memory, imagination, and the ability to build new connections.* Classroom dialogue, language enrichment, mastery of grammar, corpus analysis, dialect study, discourse interpretation, and academic writing are processes that require the intervention of human critical thinking, as they are intrinsically linked to meaning, identity, culture, and intellectual responsibility, dimensions that AI does not possess.

In conclusion, Artificial Intelligence may be regarded as a "supportive mirror": capable of orienting, suggesting, and correcting, but never of walking the path on our behalf. Only human effort renders learning authentic and sustainable. The examples examined demonstrate that AI functions as an analytical and supportive instrument, yet it cannot supplant human experience, creativity, reflection, and critical consciousness, the very foundations of language education. Technology must therefore be embraced as an auxiliary force, not as a replacement for human faculties.

Even though it may seem that only a fine line separates AI from human effort, this boundary remains insurmountable: linguistic competence, critical thinking, and academic identity emerge exclusively from active human engagement. Language education, therefore, cannot be sustained by algorithms alone, but must rest upon dynamic interaction, ongoing reflection, and authentic human experience, foundations that render knowledge both sustainable and valuable.

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