



AI-Assisted Language Learning: Enhancing Skills or Hindering Creativity?

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Abstract

Artificial Intelligence (AI) is increasingly being used in language learning to support grammar correction, vocabulary development, speaking practice, pronunciation feedback, writing improvement and personalised learning. This paper examines both the educational benefits and possible limitations of AI-assisted language learning, with particular attention to creativity, independent thinking and human judgement. AI can function as a tutor, language partner and feedback mechanism when learners use it to support their own work. However, excessive dependence on AI-generated ideas and language may reduce opportunities to practise independent reasoning, original expression and communication. The paper therefore argues for a balanced approach in which learners think and create independently before using AI for feedback, refinement and practice. Responsible use should strengthen rather than replace human intelligence, creativity and effort. The discussion also presents practical examples of using AI for grammar learning, speaking practice, vocabulary development, writing development and creative thinking. The central principle is that AI should extend the learner's capabilities while preserving human judgement and originality..

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1. INTRODUCTION

Artificial Intelligence (AI) has become one of the most talked-about technological developments of the past decade, influencing almost every sphere of human life. Intellectuals, researchers and technology experts have frequently predicted that AI may replace professionals in certain sectors of employment. This development raises a fundamental question: Can artificial intelligence replace human power in every field? More importantly, even if it can perform a task, should it always be allowed to do so? The answer becomes particularly significant when AI is introduced into education, where the development of independent thought is as important as the acquisition of knowledge.

Language learning offers an excellent context in which to examine both the possibilities and limitations of AI. A wide range of AI-enabled applications—including ChatGPT, LanguageTool, Grammarly, Whisper and other speech- and writing-support platforms—can assist students and professionals in developing speaking and writing skills. These are productive skills that require learners not merely to know vocabulary and grammar but also to think, organise ideas, make choices and communicate meaning appropriately.

AI tools can certainly support language learners. They can help students identify grammatical errors, construct clearer sentences, select appropriate vocabulary, practise conversations, receive pronunciation feedback, summarise information and refine written expression. For example, a student who writes “He go to college every day” can use an AI-based grammar assistant to identify the error and learn that “He goes to college every day” is the correct form. Similarly, a learner preparing for an interview can practise a mock conversation with an AI tool and receive suggestions for improving vocabulary, fluency and sentence structure. Used in this manner, AI acts as a tutor, language partner and feedback mechanism. [1,2]

However, like a double-edged sword, AI has both constructive and potentially harmful consequences. When AI is used for learning, guidance, practice, enhancement or refinement, it can be highly beneficial. The problem begins when learners become dependent on it and allow the technology to do the thinking for them. Increasingly, students and even professionals use AI to generate emails, assignments, speeches, reports, presentations and routine messages without first attempting to formulate their own ideas. A student may ask an AI tool to write an entire essay on “The Importance of Communication Skills” without brainstorming a single argument. The student may submit polished language but remain unable to explain or defend the ideas independently. In such a situation, language proficiency becomes superficial rather than genuinely acquired. [3,4]

The danger is particularly serious in language learning because language is not merely a collection of grammatical rules. It is a medium through which human beings think, imagine, interpret, persuade, create and express emotions. If learners continuously outsource these processes to AI, they may gradually lose opportunities to practise the very cognitive abilities that language education is intended to develop. Asking AI to correct a paragraph after writing it is a learning activity; asking AI to

write the paragraph before the learner has formed any ideas can become a substitute for learning.

Human beings are endowed with an extraordinary cognitive resource—the brain—which distinguishes them from machines and other living beings. Innovation, creativity, imagination, critical thinking and what is now commonly called design thinking emerge from human cognitive abilities. AI itself is a remarkable product of human intelligence. Its algorithms, models and applications have been conceived, developed and refined by human beings. Therefore, it would be paradoxical to use a creation of human intelligence in a manner that gradually weakens the very intelligence that created it. AI can function effectively only because human beings design, train, evaluate, interpret and responsibly apply it.

History provides powerful evidence of what human language can achieve without dependence on artificial language-generation systems. In 1893, Swami Vivekananda captivated audiences at the World’s Parliament of Religions in Chicago through the force of his ideas, delivery and oratory. His speeches continue to be remembered for their clarity, conviction and inspirational power. His effectiveness did not arise from a technological assistant composing his speech; it emerged from knowledge, preparation, personality, values and the ability to connect with an audience.

The history of public speaking also celebrates Winston Churchill, whose wartime speeches demonstrated the power of language to inspire courage and unity. In the House of Commons on 13 May 1940, at a moment of profound national crisis, Churchill declared: “I have nothing to offer but blood, toil, tears and sweat.” The sentence is memorable not because it is linguistically complicated, but because it communicates determination, sacrifice and leadership with extraordinary economy and emotional force. It illustrates how carefully chosen human language can influence people when it is supported by conviction and purpose.

Literature provides another compelling example. William Shakespeare remains one of the most quoted writers in the English-speaking world. Numerous expressions associated with his works have entered everyday language, while his plays continue to be studied and performed centuries after his death. His enduring influence demonstrates the power of imagination, observation, linguistic experimentation and creative expression. Shakespeare did not merely arrange words correctly; he transformed language into an instrument of art and insight.

This raises a provocative question: Which AI tool assisted the great speakers, poets, lyricists, writers, lawyers, dramatists and thinkers of the past? They generated ideas through observation, reading, experience, reflection, discussion and sustained intellectual effort. They brainstormed, drafted, revised and polished their work. Their creativity and critical thinking transformed ordinary language into memorable communication. Their achievements remind us that effective language is not simply error-free language; it is purposeful, original and intellectually meaningful language.

The primary purpose of artificial intelligence is not to diminish human intelligence. AI has been developed to augment human capabilities, automate repetitive tasks, reduce certain kinds of human error, accelerate research, support problem-solving and

improve productivity. In education, therefore, the ideal relationship should be one of collaboration rather than replacement. A student should think first, create next, and then use AI to receive feedback, identify weaknesses and refine the work. For instance, a learner may prepare an outline for an article independently, write a first draft, use an AI tool to identify grammatical or structural problems, compare the suggestions with the original work, and finally revise the article using personal judgement. This process strengthens learning instead of weakening it. [3,5]

The real concern, therefore, is not the existence of AI but the manner in which it is used. Excessive dependence on AI can reduce opportunities for learners to retrieve information from memory, construct sentences independently, solve problems, formulate arguments and tolerate the productive struggle involved in learning. If every difficult sentence is generated, every idea is suggested and every error is corrected automatically, learners may become less confident in their own reasoning. Over time, such dependence can contribute to weaker independent thinking, reduced creativity and diminished confidence in communicating without technological assistance.

The familiar principle “Use it or lose it” is relevant here. Human cognitive abilities develop through practice. Just as physical muscles require exercise, intellectual abilities require active use. If students regularly practise writing, speaking, questioning, analysing and creating, they strengthen these abilities. If they consistently outsource these processes, they may become efficient users of technology without becoming independent thinkers. The goal of education should therefore be to produce learners who can use AI intelligently, but who do not become intellectually dependent on it.

AI-assisted language learning should consequently follow a balanced model: human thinking first, AI assistance second, and human judgement last. Teachers should encourage students to use AI as a language laboratory, conversation partner, feedback provider and revision assistant—not as a substitute for thought, originality or effort. Assignments can also be designed to include brainstorming notes, drafts, reflections, oral presentations and viva-style discussions so that students demonstrate genuine understanding rather than merely submitting AI-generated text. [1,5]

AI is undoubtedly a powerful educational innovation, and rejecting it completely would be neither practical nor desirable. At the same time, embracing it without limits could undermine the very abilities that education seeks to cultivate. The challenge before teachers and learners is therefore not to choose between human intelligence and artificial intelligence, but to establish a healthy partnership between them. AI should extend the reach of human intelligence, not replace the human mind. In language learning, the ultimate objective must remain clear: technology may help us express our thoughts better, but it should never become the source of our thoughts.

Practical Examples of Responsible AI Use in Language Learning

- Grammar learning: Write a paragraph independently, then use AI to identify errors and explain why they are errors.

- Speaking practice: Conduct a mock interview with an AI conversation tool, but formulate answers independently before receiving feedback.
- Vocabulary development: Ask AI for contextual examples of a new word, then create original sentences without copying the suggested examples.
- Writing development: Submit a first draft to an AI tool for feedback on coherence, grammar and organisation, and revise it using personal judgement.
- Creative thinking: Brainstorm several ideas independently before using AI to challenge, expand or organise those ideas.

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