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ARTIFICIAL INTELLIGENCE IN TRANSCULTURAL LANGUAGE EDUCATION: ENHANCING THE LINGUISTIC COMPETENCE AND CREATIVITY OF FUTURE FOREIGN LANGUAGE TEACHERS

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Key words: *AI, transcultural learning, multilingualism, pedagogical competencies, creative pedagogy, hybrid learning, linguistic competence.*

This study explores the transformative role of Artificial Intelligence (AI) in transcultural language education, focusing on future foreign language educators and learners. Employing a qualitative, descriptive, and evaluative methodology through a case study of the hybrid-format course "Transcultural Project-Based Learning: Multilingualism through the Arts" was developed in connection with the BLABL.ART eTwinning project (Enhancing Multilingual Skills Through Performing Arts BLABL.ART | European School Education Platform) and offered to students in Germany and Ukraine. It highlights AI's potential to maintain international educational connectivity amidst challenging circumstances. The primary goal is to enhance linguistic competence, intercultural awareness, and creative expression, advocating a critically informed, responsible AI approach.

AI significantly contributes to linguistic competence by acting as a conversational language partner for personalised learning, instant feedback, and interactive dialogue, crucial for fluency. It fosters creative expression via AI-generated prompts for visual creativity, enabling the reconstruction of human history for narrative and vocabulary development, and facilitating visual production with Plutchik's Wheel of Emotions to describe emotional depth. AI also enhances accessibility and quick idea generation.

However, challenges include limited inclusivity due to cost and access, potentially exacerbating educational inequalities. Ethical concerns arise regarding originality and authorship, with debates on whether AI "reduces human creativity" or is "a threat or a new tool". Historical accuracy and cultural representation require critical awareness of AI biases, with effectiveness highly dependent on quality prompt design. Educators need high pedagogical competencies to evaluate AI outputs and foster responsible use.

In conclusion, while AI offers profound opportunities for language education, its implementation necessitates careful ethical and pedagogical consideration. AI should augment and diversify teaching, empowering future foreign language teachers as global mediators through critical thinking, original creativity, and inclusive access.

ШТУЧНИЙ ІНТЕЛЕКТ У ТРАНСКУЛЬТУРНІЙ МОВНІЙ ОСВІТІ: ПІДВИЩЕННЯ МОВНОЇ КОМПЕТЕНТНОСТІ ТА КРЕАТИВНОСТІ МАЙБУТНІХ ВИКЛАДАЧІВ ІНОЗЕМНИХ МОВ

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Ключові слова: *ШІ, мовна освіта, транскультурне навчання, багатомовність, педагогічні компетенції, креативна педагогіка, гібридне навчання, мовна компетентність.*

Це дослідження вивчає трансформаційну роль штучного інтелекту (ШІ) у транскультурній мовній освіті, зосереджуючись на майбутніх викладачах іноземних мов. Застосовуючи якісну, описову та оцінювальну методологію через кейс-дослідження гібридного курсу «Транскультурне проєктне навчання: Багатомовність через мистецтво», розробленого у межах проєкту eTwinning BLABL.ART (Розвиток багатомовних навичок через виконавське мистецтво BLABL.ART / European School Education Platform) та запропонованого студентам у Німеччині та Україні, воно підкреслює потенціал ШІ у підтримці міжнародної освітньої взаємодії навіть у складних обставинах. ШІ значною мірою впливає на розвиток мовної компетентності, діючи як мовний партнер для персоналізованого навчання, миттєвого зворотного зв'язку та інтерактивного діалогу, що є вирішальним для вільного володіння мовою. Він сприяє творчому самовираженню за допомогою генерованих ШІ підказок для візуальної творчості, уможливлюючи реконструкцію історії людства для розвитку наративних навичок та словникового запасу, а також сприяючи створенню візуалізацій за допомогою Колеса Емоцій Плутчика для опису емоційної глибини. ШІ також покращує доступність та швидке генерування ідей.
Однак виклики включають обмежену інклюзивність через вартість та доступність, що потенційно може посилити освітню нерівність. Етичні питання виникають щодо оригінальності та авторства, з дискусіями про те, чи «зменшує ШІ людську творчість», чи є він «загрозою або новим інструментом». Історична точність та культурне представлення вимагають критичної обізнаності щодо упереджень ШІ, причому ефективність значною мірою залежить від якості розробки підказок. Викладачі потребують високих педагогічних компетенцій для оцінки результатів ШІ та сприяння відповідальному використанню.
На завершення, хоча ШІ пропонує глибокі можливості для мовної освіти, його впровадження вимагає ретельного етичного та педагогічного розгляду. ШІ має доповнювати та урізноманітнювати навчання, даючи майбутнім викладачам іноземних мов можливість стати глобальними посередниками через критичне мислення, оригінальну творчість та інклюзивний доступ.

1. Introduction

Artificial Intelligence (AI) is rapidly reshaping educational paradigms, particularly within transcultural and multilingual learning environments. This transformation extends to both traditional educational practices and creative processes, offering unprecedented opportunities to enhance accessibility, support personalized learning pathways, and serve as a catalyst for quick idea generation, instant outputs, and interactive dialogue. This paper delves into the multifaceted impact of AI, examining its advantages and disadvantages when implemented within a specific educational context: the hybrid-format course, "Transcultural Project-Based Learning: Multilingualism through the Arts". This course, involving students from Julius-Maximilians-Universität Würzburg (Germany), National University "Zaporizhzhia Polytechnic," and Vasyl Stus Donetsk National University

(Ukraine), is designed to support future foreign language teachers. Its unique structure, supporting both onsite students in Germany and online students from Ukraine, emphasizes AI's potential to maintain international educational connectivity and professional development even amidst challenging circumstances, such as the ongoing war in Ukraine.

Research Goal. This study explores how the integration of Artificial Intelligence (AI) into transcultural language education can enhance the linguistic competence, intercultural awareness, and creative expression of future foreign language teachers. Drawing on practical insights from multilingual, arts-based learning environments, the research provides a linguistically focused analysis of the opportunities and challenges of AI-supported pedagogy. It aims to illuminate effective strategies for fostering inclusive and innovative language teaching, while advocating for a critically informed and responsible approach to AI implementation.

Subject of the Study – the integration of Artificial Intelligence (AI) in transcultural language education, with a focus on its impact on the development of linguistic competence and creative skills in future foreign language teachers.

Object of the Study – the educational processes, tools, and pedagogical strategies that support the use of AI in multilingual, arts-based, and culturally diverse language learning environments.

Methodology

This study employs a qualitative, descriptive, and evaluative methodology to investigate Artificial Intelligence's (AI) role in transcultural language education. The research aims to enhance the linguistic competence, intercultural awareness, and creative expression of future foreign language teachers, providing a linguistically focused analysis of AI-supported pedagogy. It advocates for a critically informed and responsible approach to AI implementation to foster inclusive and innovative language teaching.

Methods

Research Design. A case study approach was adopted, centering on the hybrid-format course, "Transcultural Project-Based Learning: Multilingualism through the Arts". This design allowed for in-depth exploration of AI's practical applications within a culturally diverse and technologically augmented learning environment. The research incorporated *action research elements* (as the course was developed in connection with the BLABL.ART eTwinning project) and *evaluative components* to assess AI's benefits and challenges.

Participants

Students enrolled in the aforementioned course served as participants (10 – onsite, 8 – online) $\bar{x} = \frac{10+8}{2} = 9$. The average number is nin e participants. Initial feedback was gathered from them via pilot questionnaires.

Data was collected through:

Pilot Questionnaires from course participants.

Observation and Practical Insights from various AI applications used in the course, including:

– AI-generated prompts for visual creativity;

– reconstruction of human history, particularly from periods without video or audio records;

– exploring cultural authenticity through AI-generated art and music;

– visual production using Plutchik's Wheel of Emotions to explore emotional depth and artistic transformation.

Interactive Session Feedback, where AI-infused activity ideas were proposed and voted upon. "Creativity and freedom for students in class" received the most votes.

Documentation of AI Activities and Prompt Design, detailing linguistic prompts and vocabulary tasks.

Data Analysis

The data underwent *qualitative assessment*, involving:

Content analysis of AI engagements to identify benefits for linguistic competence and creative expression.

Thematic analysis of challenges and ethical considerations, such as inclusivity, originality, authorship, historical accuracy, cultural representation, and pedagogical competencies.

Linguistically focused analysis to assess how AI supports vocabulary, narrative structures, descriptive language, conversational fluency, and the articulation of complex concepts.

Interpretation of participant feedback from pilot questionnaires and interactive session voting to understand student perspectives on AI's impact on creativity and learning freedom.

Critical reflection on whether AI acts as "a threat or a new tool for foreign language teachers".

2. Background of the Study

The integration of AI into language education presents a dynamic interplay between technological innovation and pedagogical evolution [Erişti, Freedman, 2024; Habib, Vogel, Thorne, 2025]. While AI offers innovative tools for fostering artistic experimentation and interactive engagement, it simultaneously introduces complex discussions around inclusivity, ethical concerns related to appropriation, originality, and authorship [Leonard, 2021; Lively & Hutson, 2025]. The emerging AI and digital technologies in educational settings, particularly in art and language education, have become a significant area of contemporary scholarly inquiry [Vear & Poltronieri, 2022; Torres et al, 2025]. The academic discourse surrounding this topic spans various dimensions, from pedagogical competencies required for educators to the ethical implications of creative algorithms and machines in learning [Han et al., 2023].

The researchers have highlighted the evolving nature of digital visual culture and the necessity for educators to develop new pedagogical competencies to effectively integrate digital technologies and AI into art education [Tran & Nguyen, 2025; Eisenmann, 2018]. This highlights a broader shift in educational practice, where technological fluency becomes as crucial as subject matter expertise. Student perspectives on creative pedagogy in the age of AI also form a vital part of this conversation, prompting educators to consider how AI influences learning experiences and outcomes from the learners' viewpoint.

Specifically concerning language, the role of English as a mediator of human-machine communication has been explored, indicating AI's foundational role in facilitating linguistic interactions [Lazebna, 2021, p. 18; Rudnik, 2024]. This concept is further elaborated by research focusing on Artificial Intelligence chatbots as innovative interactive technologies for teaching foreign languages. Such studies emphasize the practical utility of AI in providing interactive and responsive language learning opportunities. Furthermore, the question of whether AI represents a threat or a new tool for foreign language teachers is a central theme, highlighting the ongoing debate about AI's impact on human creativity and the role of the educator [Saidkodirovna, 2025].

The discussion also extends to the ethical and pedagogical aspects of introducing AI into the teaching of culture and art, acknowledging that AI's influence is not merely technical but also deeply intertwined with cultural representation and artistic expression [Emerson, 2024]. For foreign language teachers, "…finding engaging and relevant images for lessons is challenging, as teachers often rely on static textbook illustrations or spend significant time locating suitable visuals. Recent advancements in AI, particularly AI image generators, have revolutionized this process by creating tailored images quickly and efficiently" [Tran, Nguyen, 2025]. This resonates with broader inquiries into emerging AI, art, and pedagogy, exploring how creative algorithms and machines are shaping education. The focus on enhancing digital pedagogy and creativity through generative AI, video avatars, and personalized learning in online education further illustrates the diverse applications and potential of AI to transform educational delivery.

Finally, the dialogue includes critical and creative entanglements with AI in education, alongside transformative pedagogic reflections from art educators grappling with whether AI art in education is truly artificial or intelligent [Alzubi, Nazim, Alyami, 2025]. These varied scholarly perspectives collectively form the backdrop against which the practical implementation of AI in hybrid transcultural language learning environments can be understood and critically assessed, affirming the need for a balanced and informed approach to its integration [Lazebna, Lut, 2025].

3. AI's Contribution to Linguistic Competence and Creativity

The integration of AI in language learning environments, particularly within transcultural contexts, offers a myriad of advantages that directly enhance linguistic competence and foster creativity [Heaton et al., 2024]. These benefits are evident in both pedagogical design and student engagement, as observed in the course, based on pilot questionnaires completed by the course participants.

3.1. Personalised Language Learning and Interactive Dialogue

One of AI's most significant contributions is its capacity to serve as a *conversational language partner,* primarily through premium versions of AI applications. This functionality supports personalized learning by offering tailored interactions, instant feedback, and opportunities for interactive dialogue, all of which are crucial for language acquisition [Eisenmann, 2021]. Unlike traditional methods, AI can adapt to individual learning paces and styles, providing a highly accessible and supportive environment for language practice. The ability to converse with an AI allows students to practice speaking, listening, and formulating responses in a low-stakes environment, thereby building confidence and fluency. This directly addresses the need for continuous linguistic engagement, especially for students in challenging contexts who might have limited access to native speakers or immersive environments.

3.2. Fostering Creative Expression and Cultural Understanding

AI's role extends beyond mere linguistic practice, significantly impacting creative expression and cultural understanding. The course actively utilised AI to foster artistic experimentation and interactive engagement. This was demonstrated through various applications (Appendix A):

– **AI-generated prompts for visual creativity:** These prompts encourage students to think creatively, reinforcing the importance of art conversation and writing, thereby supporting human creative endeavors. This links linguistic expression to visual interpretation and creation.

– **Reconstructing human history:** Participants found value in using AI to imaginatively reconstruct human history, particularly from periods without video or audio records. This involves linguistic skills for description, narrative, and interpretation of historical contexts, offering an immersive way to engage with the past. For foreign language learners, this provides a rich context for developing vocabulary, narrative structures, and critical thinking in the target language.

– **Exploring cultural authenticity through art and music:** The course examined AI-generated musical compositions alongside performances on original national instruments, sparking dialogue around cultural authenticity and adaptation. This comparative approach deepens students' understanding of how AI can mimic and reinterpret cultural expressions, requiring them to articulate their observations and analyses in the target language.

– **Visual production and emotional depth:** AI was used to generate original artworks or to transform existing photography and paintings through Plutchik's Wheel of Emotions. This process allowed students to explore emotional depth and artistic transformation, thereby enhancing both the creative process and the interpretive experience. Describing emotions, artistic styles, and transformations in a foreign language is a sophisticated linguistic task that this application supports.

These interdisciplinary approaches create adaptable learning environments where learners can authorise, co-create, and modify content, effectively bridging cultural traditions with emerging technological possibilities. The preference for *creativity and freedom for students in class*, evidenced by four votes in a decision-making activity, further highlights the perceived value of AI in empowering learners to be more creative and autonomous. Park (2023) in the work on Creative and critical entanglements with AI in art education and Vogel and Thorne (2025) on Student Perspectives on Creative Pedagogy: Considerations for the Age of AI also underline the growing recognition of AI's potential in fostering creative learning.

3.3. Enhanced Accessibility and Idea Generation

AI enhances accessibility by providing tools that can overcome geographical and logistical barriers, as exemplified by the hybrid course structure supporting Ukrainian students online during a conflict. Furthermore, AI serves as a powerful tool for quick idea generation and instant outputs, which can significantly accelerate creative processes in language learning. For instance, students can use AI to brainstorm vocabulary, generate sentence structures, or even develop short stories or dialogues, providing immediate resources for their linguistic tasks. This capability aids in overcoming creative blocks and encourages continuous engagement with the language.

In summary, AI offers a robust set of tools that directly support the development of linguistic competence through personalized practice and interactive dialogue, while simultaneously fostering creativity and deeper cultural understanding through innovative artistic and historical exploration.

4. Challenges and Ethical Considerations in Linguistic AI Integration

While the advantages of integrating AI into language education are substantial, its implementation is not without significant challenges and ethical considerations. These concerns span issues of access, originality, and the pedagogical responsibilities involved in leveraging AI effectively.

4.1. Inclusivity, Cost, and Access Limitations

A primary challenge identified is the *limited inclusivity of AI tools due to cost, access, and representation.* Advanced AI tools, particularly premium versions that offer enhanced functionalities like conversational language partners, often come with associated costs. This creates a potential barrier for students from diverse socioeconomic backgrounds or those in regions with limited technological infrastructure, such as certain areas affected by conflict. Equitable access to these sophisticated tools is crucial for ensuring that the benefits of AI-enhanced learning are universally available. Without addressing these disparities, AI could inadvertently exacerbate existing educational inequalities, limiting opportunities for professional development for those who need it most. The participant's answer about "equitable access to advanced AI tools" highlights the importance of this issue.

4.2. Originality, Authorship, and Creative Reduction

The integration of AI in creative and linguistic tasks raises complex ethical concerns regarding *originality and authorship*. When AI can generate original artworks, transform existing photography, or even create musical compositions, the boundaries between human and machine creativity become blurred. This leads to discussions about whether AI acts as an "appropriator" of human creative output. A significant concern articulated by participants is that using *AI reduces human creativity or originality*. While AI can generate prompts and support creative endeavors, there is a risk that over-reliance on AI could diminish students' intrinsic creative drive and the development of their unique artistic and linguistic voices. This necessitates a careful pedagogical approach that balances AI assistance with the cultivation of authentic human creative expression. The question "Students guess whether an image was made by a human or AI" as a potential activity itself points to the complexity and relevance of distinguishing between human and AI-generated content in learning environments. Scholars are actively exploring the concept of AI in education as artificial or intelligent through transformative pedagogic reflections, acknowledging this critical debate. The central question of whether AI is "a threat or a new tool for foreign language teachers" also directly addresses this tension between human and machine capabilities.

4.3. Historical Accuracy, Cultural Representation, and Task Design

The use of AI to reconstruct human history or mimic cultural expressions, while innovative, requires *critical awareness, especially regarding*

historical accuracy and cultural representation. AI models are trained on vast datasets that may contain biases, inaccuracies, or incomplete representations of cultures and historical events. If not critically supervised, AI-generated content could perpetuate stereotypes or misrepresent historical facts, which is particularly problematic in transcultural learning where authentic understanding is paramount.

Furthermore, the effectiveness of AI in linguistic and creative tasks heavily depends on the *quality of the prompts and tasks given to it*. As identified by participants, a main challenge in implementing AI activities is "to give proper and more accurate task". Poorly formulated tasks can lead to irrelevant or unhelpful outputs, undermining the educational value of AI tools. This highlights the critical role of the educator in designing thoughtful and precise AI interactions that guide students towards meaningful learning outcomes and critical engagement. The "ethical and pedagogical aspects of the introduction of AI in the teaching of culture and art" are therefore crucial considerations.

4.4. Pedagogical Competencies and Critical Engagement

Successfully integrating AI into language education demands a high level of *pedagogical competence from educators*. Teachers must be equipped not only to use AI tools but also to critically evaluate their outputs, guide students in discerning AI-generated content, and foster an environment that encourages responsible and ethical AI use. The goal is not simply to use AI, but to balance innovation with responsibility to ensure meaningful and inclusive AI use that truly enhances learning. This requires continuous professional development and a proactive approach to understanding the evolving capabilities and limitations of AI.

In conclusion, while AI offers transformative potential for language education, these challenges outline the necessity for careful planning, ethical scrutiny, and a commitment to ensuring equitable access and fostering critical thinking among learners and educators alike.

5. Practical Applications and Activity Design in Linguistic Contexts

The "Transcultural Project-Based Learning: Multilingualism through the Arts" course provided a rich empirical context for exploring practical applications of AI in a hybrid learning environment, with a strong emphasis on linguistic and cultural competence. The design of activities aimed at leveraging AI's capabilities while addressing the specific learning objectives of foreign language learners.

5.1. Course-Specific AI Engagements

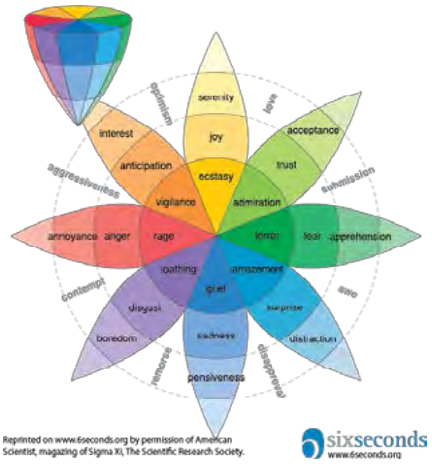
During the course, students engaged with various AI applications that facilitated interdisciplinary collaboration and deepened understanding of cultural expressions:

– **Guest Artist Involvement:** The project AI X Art at the Inclusive Academy Würzburg was presented online by the author of the project, Philipp Mulfinger (The Million Painter), and the students had a perfect chance to reflect on their potential roles as content designers rather than viewers [The Million Painter, 2025]. The invited speaker, who integrates AI into his artistic practice, offered practical tips for incorporating AI into final group projects for the course. His insights bridged traditional painting techniques with emerging digital tools, inspiring students to think creatively about interdisciplinary collaboration. This practical exposure encouraged students to consider the linguistic aspects of describing art, discussing artistic processes, and collaborating in a foreign language. Philipp also shared the video overview with AI-generated avatar, which introduced his projects, such as "The Artistic AI in Pedagogy", "Future School", and others.

– **AI in Music and Cultural Authenticity:** According to Macias (2025), in the study "An Inclusive Approach to learning English: AI-Generated. Songs with Visual Supports", the students demonstrated "…increased motivation, improved vocabulary retention, and appropriate use of target structures in both oral and written productions. <…> AI-generated musical resources with visual supports offer an effective and replicable strategy to promote inclusion and equity in English teaching across diverse primary education contexts" [Macias, 2025]. The course examined AI-generated musical compositions in conjunction with performances on original national instruments. This comparative approach sparked dialogue around cultural authenticity and adaptation, prompted discussions about musical genres, cultural heritage, and the interpretation of artistic forms, all articulated in the target language.

– **Visual Production with Plutchik's Wheel of Emotions:** AI was used to generate original artworks or transform existing photography and paintings through Plutchik's Wheel of Emotions (Plutchik's Wheel of Emotions: Exploring the Feelings Wheel and How to Use It). This allowed students to explore emotional depth and artistic transformation. This application is particularly potent for language learning, as it requires students to identify, describe, and discuss a wide range of emotions and artistic elements using appropriate vocabulary and nuanced expressions in the foreign language (Appendix B). The act of interpreting and articulating the emotional impact of AI-transformed art strengthens both linguistic and affective competencies (Pic. 1).

These applications demonstrate how AI can be integrated to create engaging and thought-provoking activities that naturally lead to rich linguistic interactions and deeper cultural insights.



Pic. 1

5.2. Proposed Activities for Linguistic and Cultural Competence

In a separate interactive session focused on creating activities for "The Musical Bird" to enhance linguistic and cultural competence, several AI-infused ideas were proposed:

– **Description, Comparison, and Evaluation of Images:** Activities involving the description and comparison of two photos, or identifying their weaknesses and strengths, directly engage linguistic skills such as descriptive vocabulary, comparative structures, and evaluative language. Students could use AI to generate these images or to assist in articulating their observations.

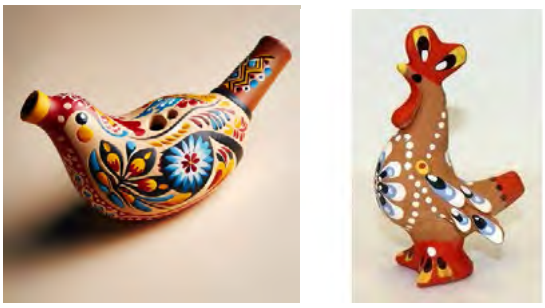


Fig. 2. AI (Copilot)-generated image: a traditional Ukrainian bird-shaped wind whistle with folk art patterns (on the left) vs an original photo of the musical instrument (on the right)

– **Associating with Instruments:** Asking students to write associations to a particular instrument fosters creative thinking and expands vocabulary related to music, culture, and personal experiences. AI could be used to generate diverse cultural associations or to provide background information for this task.

– **Learning about Human History:** The proposal to use AI for "learning about human history – replicating human life when there were no video/sound records" provides a unique context for narrative and historical linguistic tasks. This aligns with earlier insights about AI's capacity to reconstruct the past imaginatively. Students could use AI to generate historical scenarios or figures, then describe them or create dialogues, thereby practicing narrative and descriptive language.

– **AI as a Conversational Language Partner:** Explicitly suggested was "Having a language partner to talk to (paid/premium versions of AI applications)". This directly supports the development of conversational fluency, pronunciation, and active listening skills, mirroring the benefits highlighted in the course context.

– **AI for Sound Creation and Comparison:** Students could be asked "to use chat and ask it to create a sound of each picture and then compare". This innovative activity integrates auditory perception with linguistic description and comparison, linking visual and acoustic information through language.

– **Distinguishing Human from AI-Generated Content:** An activity where "Students guess whether an image was made by a human or AI" encourages critical thinking about authorship and creativity, and requires students to articulate their reasoning and observations in the foreign language.

These activity proposals reflect a conscious effort to integrate AI in ways that are both innovative and pedagogically sound, focusing on tangible linguistic outcomes. The overarching preference for "Creativity and freedom for students in class" (receiving the most votes) indicates an intense desire among educators to leverage AI as a tool that empowers student agency and creative expression within the learning process. These insights resonate with the call for AI to serve as a "new tool for foreign language teachers", fostering rich and interactive learning experiences.

6. Discussion and Future Directions

The insights create a comprehensive picture of AI's dual capacity in transcultural and multilingual learning environments: as a powerful enabler of linguistic competence and creativity, and as a complex tool demanding careful ethical and pedagogical consideration. The case of the hybrid course in Germany and Ukraine vividly illustrates how AI can bridge geographical divides and support continuous professional development, particularly for future foreign language teachers.

The efficacy of AI as a conversational language partner stands out as a direct and impactful application for enhancing linguistic skills, offering personalized practice and interactive dialogue. This, coupled with AI's ability to facilitate creative expression through visual arts, music, and historical reconstruction, demonstrates its potential to create immersive and interdisciplinary learning experiences. Such applications empower learners to authorize, co-create, and modify content, fostering a sense of ownership and

agency in their learning journey. This aligns with the strong preference for "Creativity and freedom for students in class", suggesting a move towards more learner-centric pedagogies facilitated by AI.

However, the discussion also unequivocally highlights critical counterpoints. Inclusivity concerns due to cost and access are paramount, underlining the need for equitable distribution of advanced AI tools to prevent exacerbating existing educational inequalities. Moreover, the ethical dilemma of AI as an "author" and its impact on originality and authorship necessitate a nuanced approach to integrating generative AI into creative tasks. Educators must navigate the fine line between leveraging AI for inspiration and ensuring that students develop their authentic creative voices, rather than becoming overly reliant on machine-generated outputs. This aligns with scholarly discussions on "AI art education – artificial or intelligent?" and the debate over AI being a "threat or a new tool for foreign language teachers".

The emphasis on *critical awareness regarding historical accuracy and cultural representation* is also crucial, especially in transcultural contexts where authentic understanding is vital. The responsibility lies with educators to design proper and accurate tasks for AI and to guide students in critically evaluating AI-generated content. This reinforces the importance of pedagogical competencies in an age where teachers must not only integrate digital technologies but also assess their outputs and implications thoroughly.

Future directions in this field must therefore focus on a balanced approach, where innovation is tempered with responsibility. Research should continue to explore best practices for developing *pedagogical competencies* that enable language educators to harness AI effectively and ethically. This includes designing curricula that integrate AI tools in ways that promote critical thinking, foster original creativity, and ensure inclusive access for all learners. Furthermore, continued investigation into student perspectives on creative pedagogy with AI is essential to ensure that AI integration genuinely enhances the learning experience from the learners' viewpoint. The potential of generative AI, video avatars, and personalized learning in online education remains a fertile ground for further exploration.

Ultimately, AI should be viewed not as a replacement for human teachers or human creativity, but as a powerful, evolving tool that can augment and diversify the teaching and learning environment in foreign language education. The goal is to cultivate adaptable learning environments where AI serves as a mediator, enhancing human-machine communication and empowering future foreign language teachers to become global mediators in a technologically advanced and culturally diverse world.

7. Conclusions

Artificial Intelligence stands at the forefront of transforming transcultural and multilingual learning environments, presenting both profound opportunities and significant challenges for foreign language educators. As demonstrated by the hybrid course integrating students from Germany and Ukraine, AI enhances accessibility, supports personalized learning through interactive dialogue, and serves as a powerful catalyst for creative expression and cultural understanding in language acquisition. Its capacity to act as a conversational language partner and facilitate interdisciplinary artistic exploration significantly contributes to linguistic competence and learner engagement.

However, the journey of AI integration implies a number of challenges. Concerns regarding limited inclusivity due to cost and access, ethical considerations surrounding originality and authorship, and the imperative for critical awareness regarding historical accuracy and cultural representation, demand careful attention. These pitfalls highlight the essential role of the language educator in designing effective AI tasks and fostering a learning environment that balances technological innovation with human creativity and critical thinking.

In conclusion, the effective and responsible integration of AI in language education requires a nuanced understanding of its benefits and limitations. By embracing AI as a tool that empowers learners and supports diverse pedagogical approaches, while simultaneously upholding ethical standards and promoting equitable access, language educators can harness its transformative potential to prepare students for a globally interconnected and technologically advanced future. The ongoing dialogue and research in this evolving field are crucial to ensuring that AI serves as a powerful ally in the pursuit of enhanced linguistic competence, cultural mediation, and educational excellence.

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Appendix A

AI activities, linguistic examples, and useful phrases for crafting effective prompts to foster creativity of future foreign language teachers

AI Activity	Purpose/Benefit	Linguistic Examples / Prompt Ideas	Useful Phrases for Prompts
Creative Visual Arts	Enhances accessibility, supports artistic experimentation, interactive engagement, visual creativity; generating original artworks or transforming existing photography and paintings through Plutchik's Wheel of Emotions.	Generate an image of a futuristic city where nature has reclaimed structures, in the style of *Steampunk art*. Transform this photograph of a historical monument to evoke the emotion of 'awe' using Plutchik's Wheel. Develop a series of prompts for a student art project exploring themes of *cultural adaptation*.	"Generate a visual representation of...", "Create an artwork depicting...", "Transform this image to express...", "Apply Plutchik's Wheel to show...", "Design prompts for..."
Creative Musical Compositions	Examines AI-generated musical compositions alongside performances on original national instruments, sparking dialogue around cultural authenticity and adaptation.	Compose a short piece of music in the *traditional Ukrainian folk style*, incorporating elements of electronic ambient music. Create a soundscape that blends *Japanese traditional instruments* with futuristic synthesiser sounds.	"Compose a piece in the style of...", "Generate music inspired by...", "Create a soundscape that combines...", "Develop a musical interpretation of..."
Historical Reconstruction	Imaginatively reconstructs human history, especially from times without video or audio records; offers an immersive way to engage with the past.	Reconstruct a typical marketplace scene in *20th-century England*, depicting daily life and cultural interactions, focusing on visual details and typical sounds. Imagine and illustrate a significant *historical event* from [specific era], presenting it as a *graphic novel panel*.	"Reconstruct a scene from...", "Imagine and illustrate...", "Depict a historical event as...", "Generate an immersive experience of...", "Based on historical data, recreate..."
Conversational Language Partner	Supports personalized language learning, quick idea generation, instant outputs, and interactive dialogue; enhances language learning, particularly with premium versions.	Discuss the cultural significance of *folk art* in Ukraine in English, providing feedback on my fluency and vocabulary. Simulate a debate on *climate change* in English, asking me challenging questions and suggesting more idiomatic expressions related to embedded art objects.	"Role-play as a [profession] in [language]...", "Discuss [topic] in [language]...", "Simulate a conversation/debate about...", "Ask me questions regarding...", "Provide feedback on my [grammar/vocabulary/pronunciation]", "Correct my mistakes as we talk".
Analytical & Comparative Tasks	Description, comparison, evaluation, and modification of photos; finding weaknesses and strengths of pictures; creating sounds from pictures and comparing them; students guess whether an image was human-made or AI.	Describe the artistic techniques used in *this painting*, and then compare it to *another artwork* from a different era, highlighting their historical context. Analyze the strengths and weaknesses of *these two architectural designs* for a sustainable building, considering their environmental impact. Based on this image of a bustling city park, generate sounds that would typically be heard there, and then compare the generated audio to the visual mood. Examine this image and provide arguments for whether it was created by a *human artist or an AI algorithm*, explaining your reasoning.	"Describe the key elements of...", "Compare and contrast these two [images/concepts]...", "Analyze the [strengths/weaknesses] of...", "Generate sounds for this [picture/scene]...", "Explain whether this image is [human-made/AI-generated] and justify...", "Evaluate and modify..."

Appendix B

Emotion Semantics Through Visuals and AI Imagery

Vocabulary Tasks: Exploring Emotions with Plutchik's Wheel

Overall Objective: To develop and refine emotional vocabulary by applying Plutchik's Wheel of Emotions to various visual stimuli, focusing on the nuanced linguistic representation of emotions.

Materials Needed:

– Access to Plutchik's Wheel of Emotions (preferably an interactive version) (https://www.6seconds.org/2025/02/06/plutchik-wheel-emotions/).

– A diverse collection of images, including both original artworks/photographs (CC Search Portal) and AI-generated visuals.

– Worksheet or digital platform for recording responses.

– Optional: Dictionaries or thesauruses for exploring word meanings.

Task 1: Emotion Identification and Categorization

– **Objective:** To accurately identify and group emotion words according to Plutchik's eight primary emotions and understand their varying intensities.

– **Instructions:**

1. Image Selection: Present learners with a set of 5–10 diverse images (a mix of original and AI-generated).

2. Primary Emotion Assignment: For each image, learners should identify the predominant emotion(s) depicted or evoked. Using Plutchik's Wheel as a reference, assign each image to one of the eight primary emotions (joy, trust, fear, surprise, sadness, disgust, anger, anticipation).

3. Intensity Spectrum: Select three images that primarily evoke the *same* core emotion (e.g., three images that make you feel 'anger'). Then, using the interactive Plutchik's Wheel, list three different emotion words associated with that core emotion, ordering them from lowest to highest intensity (e.g., for anger: annoyance, frustration, rage).

4. **Justification:** Briefly explain *why* you chose those specific words and their intensity for each selected image.

Focus: Recognizing core emotional states and their intensity across varied visual content.

Task 2: Exploring Nuance and Shades of Meaning

– **Objective:** To differentiate between closely related emotion words and understand their relationships (synonyms, antonyms) within the context of visual stimuli.

– **Instructions:**

1. **Image Selection:** Choose one original image and one AI-generated image that evoke complex or layered emotions.

2. **Deep Dive – Synonyms & Nuance:**

– For the original image, identify two primary emotions it evokes.

– Using Plutchik's Wheel, find two synonym-like words for each of these primary emotions that appear within the same 'petal' or adjacent areas of the wheel (e.g., for 'joy': serenity, ecstasy).

– Define each of these four words and explain the subtle differences in their meaning in relation to the chosen image.

3. **Deep Dive – Antonyms & Contrast:**

– For the AI-generated image, identify one primary emotion it strongly evokes.

– Find its opposite emotion on Plutchik's Wheel (e.g., 'joy' opposite 'sadness', 'trust' opposite 'disgust').

– List three emotion words associated with the *original* evoked emotion and three emotion words associated with its *opposite*. Explain how the image *does not* convey the opposing emotions.

– **Focus:** Understanding the richness and complexity of emotional vocabulary, highlighting the linguistic representation of emotions through synonyms and antonyms.

Task 3: Contextual Application – Image Analysis

– **Objective:** To apply a broad range of emotional vocabulary to articulate personal and interpretative emotional responses to diverse images.

– **Instructions:**

1. **Select Images:** Choose one famous original artwork and one complex AI-generated image (e.g., a fantastical landscape, an abstract AI composition, or an AI-generated portrait).

2. **Descriptive Analysis:** For each chosen image, write a short paragraph (5–7 sentences) describing the emotions it evokes in you, or the emotions you believe are conveyed by the image's subject or scene.

3. **Vocabulary Requirement:** Your description must incorporate at least five distinct emotion words drawn from different intensity levels and/or combinations on Plutchik's Wheel. These words should go beyond the basic primary emotions.

4. **Explanation:** Underline or highlight the emotion words used. Explain *why* you chose those specific words to describe the image, connecting them directly to visual elements or the overall impression.

Focus: Moving beyond basic emotional responses to nuanced linguistic descriptions, demonstrating an ability to articulate complex feelings evoked by both traditional and modern visual media.

Task 4: Interactive Word Association & Narrative Creation

– **Objective:** To expand emotional vocabulary through free association and apply it creatively within a narrative context.

– **Instructions:**

1. **Visual Prompt:** Provide learners with one evocative original photograph (e.g., a historical event) and one narrative-rich AI-generated image (e.g., a scene from a story, characters interacting).

2. **"Feeling Word" Brainstorm:** For *each* image, use an interactive Plutchik's Wheel as a guide. Starting from any primary emotion that comes to mind, brainstorm and list at least 10 different "feeling words" (including those of varying intensity and combinations) that could describe the image, its implied context, or the emotions of any depicted subjects.

3. **Mini-Narrative/Description:** Choose five of the brainstormed words for *each* image. Write a short descriptive paragraph or mini-narrative (3–5 sentences) for each image, incorporating these five chosen emotion words to convey a deeper understanding of the image's emotional content or potential story.

4. **Focus:** Actively expanding emotional vocabulary and demonstrating its use in creating richer, more emotionally resonant descriptions, applicable to any visual source.

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