THE AI "HALLUCINATION" CHECK IN TFL

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Abstract. *This article explores the role of Artificial Intelligence (AI) in Teaching Foreign Languages (TFL), focusing on how educators can prevent and identify AI hallucinations — cases when AI generates false or misleading information. The study is based on recent research by Dugošija (2024) and Crompton et al. (2023), which highlight both the benefits and challenges of AI in language education. While AI supports personalized learning, provides immediate feedback, and increases student motivation, it also carries risks such as over-reliance, plagiarism, and misinformation. To address these issues, this paper proposes an "AI Hallucination Check" framework that helps teachers and students verify AI-generated content through critical thinking and fact-checking strategies. The proposed framework aims to enhance the safe and ethical use of AI in TFL classrooms, ensuring accuracy, transparency, and learner autonomy.*

Keywords: *Artificial Intelligence, Hallucination Check, Foreign Language Teaching, Critical Thinking, AI Ethics.*

Introduction

In recent years, Artificial Intelligence (AI) has transformed the field of education, especially in Teaching Foreign Languages (TFL). AI-powered tools such as ChatGPT, Grammarly, and Duolingo have become increasingly popular among language learners and teachers for their ability to provide instant feedback, personalized learning paths, and rich linguistic input. According to Kolegova and Levina (2024), AI integration in TFL enhances efficiency, saves teachers' time, and improves student motivation. However, the growing use of AI also brings several challenges. Dugošija (2024) warns that over-reliance on AI may lead to plagiarism, loss of critical thinking, and a lack of cultural understanding. Similarly, Crompton et al. (2024) emphasize that AI systems are prone to technical flaws, algorithmic bias, and the so-called "hallucinations," where AI generates false or misleading information. These risks can negatively affect both teaching and learning outcomes.

To address these issues, this article proposes an AI Hallucination Check framework, a verification system that helps teachers and students detect and correct inaccurate information produced by AI tools. The framework aims to enhance digital literacy, foster independent thinking, and ensure that AI remains a supportive rather than a misleading tool in TFL. Through a synthesis of theoretical insights from Dugošija (2024), Crompton et al. (2024), and Kolegova and Levina (2024), this paper seeks to create a balanced approach to integrating AI ethically and effectively in language education.

Literature Review & Synthesis

Recent studies show that Artificial Intelligence (AI) plays an important role in teaching and learning foreign languages. According to Kolegova and Levina (2024), AI helps teachers and students by giving quick feedback, correcting mistakes, and personalizing lessons. It also increases motivation and saves time in classroom activities. Similarly, Crompton et al. (2024) found that AI supports learners in improving skills like speaking, writing, and reading. However, they also noted challenges such as technical errors, limited AI abilities, and the problem of false or "hallucinated" information.

From another view, Dugošija (2024) discusses the ethical side of AI in education. She warns that over-reliance on AI can cause plagiarism and reduce students' creativity. She also highlights the cultural and language risks of using unverified AI-generated content.

By comparing these authors, it is clear that AI has many benefits but also serious risks. Kolegova and Levina focus on the positive sides, Crompton et al. reveal system problems, and Dugošija points to ethical concerns. Therefore, creating an AI Hallucination Check framework can help teachers ensure accuracy, avoid misuse, and safely integrate AI in TFL classes.

Revised Analysis and Framework

This section presents an original framework called the "AI Hallucination Check" designed to reduce the risk of using false or unreliable information generated by Artificial Intelligence in Teaching Foreign Languages. The framework focuses on improving the accuracy, reliability, and critical use of AI tools among teachers and learners.

The idea is based on combining the concerns of Dugošija (2024), who highlights the ethical and cultural risks of AI misuse, with the practical benefits discussed by Kolegova and Levina (2024). While AI provides many advantages such as personalized learning and motivation, it also creates problems like academic dishonesty and overreliance on technology. To balance these two sides, this framework proposes that every AI-generated text or exercise used in class should be verified by the teacher and discussed with students.

In practice, this can be done through short verification checklists, where both teachers and learners compare AI outputs with trusted academic sources or dictionaries. Such activities not only help prevent misinformation but also develop students' critical thinking and digital literacy. As a result, AI can be used safely and meaningfully in the foreign language classroom, supporting creativity rather than replacing human judgment..

Conclusion

In conclusion, this research has shown that while AI offers significant advantages in foreign language teaching, such as personalization and efficiency (Kolegova & Levina, 2024), it also creates ethical and reliability problems (Dugošija, 2024). The proposed "AI Hallucination Check" framework aims to balance these two sides by promoting human verification of AI-generated content. This approach helps teachers and learners develop critical thinking, avoid misinformation, and use technology more responsibly.

In the context of TFL classrooms, especially in Uzbekistan, such a system can improve academic integrity and make the integration of AI both safer and more effective. Future research could focus on testing this framework in real classrooms and exploring how teachers can be trained to apply it efficiently.

References

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