APB REMBAU E-BULLETIN

Artificial Intelligence Literacy in Language Classroom in Malaysia

Written by: Najwa Amanina Bizami & Nurul Atiqah Johar

Fostering Artificial Intelligence (AI) literacy in language classrooms is no longer optional, it is essential (Ng, Leung, Chu & Qiao, 2021). Although there may be skepticisms among the educators, the integration of AI tools directly or indirectly happens inside and outside a classroom. As Szoke and Menyhei (2025) argue, language teachers must equip learners not only with the ability to use AI tools, but with the critical mindset to question outputs, detect bias, and apply AI responsibly.

In the context of speaking skill development, AI tools such as speech-generating chatbots such as Gemini and ChatGPT, pronunciation trainers, or conversational agents offer unique affordances where the tools offer instant feedback, provide low-stakes speaking practice, and model natural discourse. But without an adequate foundation of AI literacy, learners may overtrust AI output or treat it as infallible. This may lead to undermining the development of their own metacognitive speaking strategies.
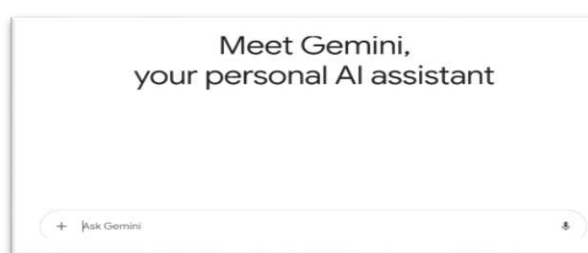
Picture 1: Gemini Live
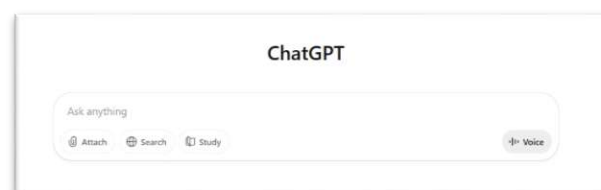
Picture 2: ChatGPT voice function

For instance, a classroom based speaking activity might ask learners to compare their own versions of a dialogue with a version generated by AI, and then critique which phrasing choices, politeness strategies, or cultural markers that are introduced by the tools or left out. In the Malaysian classroom, where learners often code-switch between Malay, English, and varieties of *Manglish*. First, the AI inability can be framed as "mistakes" that allow teachers to expose the limits of AI models and highlight the AI dependency awareness among students. Second, learners' non-standardised speaking habits should be gradually improved through guided practice with AI chatbots, depending on the repeated opportunities to refine their pronunciation, accuracy as well as confidence.

Mat Yusoff, Mohamad Marzaini, Hao, Zainuddin and Basal's finding (2025) present that Malaysia student perceptions Malaysian undergraduates are satisfied when using the AI tools in assisting them inside their classroom. Another prior Malaysian higher education study put forward the vision appreciation towards AI chat support in learning tasks among

learners for AI intervention in education, as long as the learners obtain adequate scaffolding (Neo, 2022).

To expose AI literacy for speaking skills in language classroom, a three-stage model can be used. The first stage is awareness and familiarisation. At this stage, learners should be introduced to AI conversational agents and educators train learners to ask AI of their repetitive or habitual mistakes during conversations. The second stage is reflection. Here, learners should be comparing AI responses and their speech (human), discuss which features are effective or less effective, and suggest ways to improve. This may be done on their own critically or they may request AI to analyse it for them. The third stage is co-construction and metacognitive control. In this stage, learners use AI suggestions selectively in their speaking practice. For example, by trying out discourse markers recommended by AI but having the autonomy to accept or reject them. Here, learners should be reflecting on how their choices support or correct what AI has provided.

Summing up, AI literacy plays an important role in shaping how learners practise and improve their speaking skills. In Malaysia context, where learners often shift between languages, AI tools are able to challenge and support these learners having a more authentic native speaking practice. Requiring educators to critically and responsibly scaffold in assisting modern learners in becoming confident and independent speakers who can fully leverage the potential of AI.

References

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