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THE IMPLEMENTATION OF ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE LEARNING

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Abstract:
This article examines the implementation of artificial intelligence (AI) in foreign language (FL) learning. It focuses on practical classroom uses of AI, including adaptive practice, chatbot communication, automated writing feedback, reading support, pronunciation tools, and teacher material design. The article argues that AI can increase opportunities for practice and feedback, but only when it is guided by clear learning objectives and ethical rules. The analysis also discusses limitations such as inaccurate output, overdependence, plagiarism, data privacy, unequal access, and the continuing need for teacher judgement. A human-centered model of AI implementation is proposed, in which technology supports preparation, rehearsal, feedback, and reflection without replacing genuine language learning.

Keywords: artificial intelligence, foreign language learning, AI chatbots, adaptive learning, automated feedback, digital competence, ethical AI.

1. Introduction

Artificial intelligence has entered foreign language learning very quickly, but the classroom question is still practical: what should teachers and learners actually do with it? In FL education, AI appears in grammar checkers, adaptive vocabulary applications, speech recognition, automated writing feedback, translation tools, reading assistants, and chatbots. These tools can make practice more immediate and more personal, especially when a learner needs extra examples or feedback outside lesson time.

At the same time, language learning is not simply the production of correct sentences. It involves meaning, culture, voice, emotion, interaction, and responsibility. A chatbot can suggest a dialogue, but it cannot fully understand the relationships inside a classroom. A grammar tool can mark an error, but it may not know what the teacher intended to assess. Therefore, the implementation of AI in FL learning should be understood as a guided pedagogical process rather than a technological shortcut.

Earlier computer-assisted language learning showed that technology becomes valuable only when it is connected with clear goals, learner needs, and teacher mediation [1]. Recent AI research adds new possibilities: individualized practice, conversational simulation, instant feedback, and support for material design [2], [3], [4]. However, the same literature also warns about privacy, bias, unreliable answers, unequal access, and plagiarism. This article discusses how AI can be implemented responsibly in FL learning while keeping the teacher and learner at the center.

Research Problem

The rapid availability of AI tools has created a gap between use and understanding. Many students already ask AI to translate, correct, summarize, or write for them, while many teachers are

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still unsure how to include such tools in lessons or how to evaluate AI-assisted work. If institutions ban AI completely, learners may use it secretly. If they accept it without guidance, learners may become dependent on machine output. The problem is the absence of balanced, transparent, and pedagogically meaningful implementation.

Research Objectives

The objectives of this article are to identify the main functions of AI in FL learning, analyze the benefits of AI for language skills and learner autonomy, describe the risks and limitations of AI-assisted learning, and offer a practical model for classroom implementation that combines human instruction with intelligent digital support.

2. Methodology

This article uses a qualitative literature review and pedagogical analysis. The reviewed sources include studies on artificial intelligence in education, computer-assisted language learning, chatbot-supported language learning, generative AI, AI in English language teaching, and ethical guidance for educational use. The analysis focuses on applications that are common in FL classrooms: vocabulary and grammar practice, chatbot dialogue, writing feedback, pronunciation support, reading assistance, and teacher material preparation.

The discussion is organized around three questions: which learning processes AI can support, what risks appear when AI is used without guidance, and what classroom procedures can make AI use transparent and educational. This approach allows the article to move from general technological claims to realistic FL teaching decisions.

3. Results

Personalized Practice and Adaptive Support

One of the strongest contributions of AI is personalization. In a traditional classroom, thirty learners may receive the same worksheet even though their needs are different. AI-based systems can offer extra practice on weak grammar points, recycle vocabulary at suitable intervals, or give easier and harder versions of a text. This can be useful for mixed-level groups, where the teacher has limited time to prepare separate tasks for every learner.

Personalization should not be confused with isolation. Learners still need the teacher to set goals and explain why a task matters. For example, an AI tool may generate ten sentences with the past simple, but the teacher decides whether the class needs accuracy practice, oral fluency, or a comparison with the present perfect. In this way, AI provides flexible material, while the teacher provides direction and meaning.

AI Chatbots and Communicative Practice

Chatbots are attractive for FL learning because they can respond at any time and can be asked to adjust language level, topic, or role. A learner can rehearse ordering food, asking for directions, preparing for an interview, or explaining a hobby. Kohnke, Moorhouse, and Zou describe generative AI as a tool with clear affordances for language teaching, especially when learners receive guidance on prompting and evaluation [3]. Chatbot practice can reduce the fear of making mistakes because the learner can try several times before speaking to classmates.

The limitation is that chatbot communication is not the same as human communication. The system may produce polite and fluent language but still miss cultural nuance, give unnatural expressions, or invent information. It may also overcorrect learner language in a way that makes simple communication seem more complicated than necessary. For this reason, chatbot output should become material for discussion rather than the final authority.

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Writing, Reading, and Feedback

AI writing tools can help learners notice grammar, punctuation, cohesion, word choice, and register. They can also support the stages before writing: brainstorming, outlining, generating questions, and comparing alternative phrases. This is valuable because many FL learners struggle not only with correctness but also with getting started. Automated feedback gives immediate support before the teacher reads the final draft.

However, writing support can become writing replacement. If a learner submits an AI-generated paragraph without understanding it, the learning process has been interrupted. A responsible approach is to require drafts, reflection notes, oral explanation, and highlighted revisions. The learner should be able to say which AI suggestion was accepted, which was rejected, and what language point was learned. In reading, AI summaries and vocabulary explanations are useful, but learners should still return to the original text and develop their own comprehension.

Pronunciation and Listening Technologies

Speech recognition and text-to-speech systems can make pronunciation practice more frequent. Learners may listen to model sentences, record themselves, repeat difficult sounds, and compare their production with feedback. This is helpful in contexts where learners have limited exposure to the target language outside the classroom. Listening materials can also be adjusted for speed, accent, and level, giving learners more control over practice.

Yet speech technologies are not neutral. They may respond better to some accents than others, may misunderstand young voices, and may be affected by noise or low-quality microphones. If learners believe the machine is always right, inaccurate feedback can create frustration. Teachers should therefore use speech tools as practice aids and teach learners to compare machine feedback with teacher guidance and real communicative intelligibility.

Teacher Support and Material Design

AI can reduce some preparation pressure on teachers. It can suggest warm-up questions, role-play cards, vocabulary recycling tasks, comprehension questions, rubrics, and differentiated worksheets. For example, a teacher preparing a lesson on travel can ask AI to create two dialogues at different levels, a list of useful phrases, and follow-up speaking prompts. The teacher then edits the output, removes unsuitable language, and adapts it to the class. The teacher's professional judgement remains essential. AI may generate examples that are too artificial, culturally inappropriate, inaccurate, or disconnected from the syllabus. It can save time, but it can also waste time if the teacher has to repair weak material. Effective implementation therefore depends on teacher training in prompt writing, evaluation, adaptation, copyright awareness, and ethical classroom use.

AI Literacy and Learner Responsibility

AI implementation also requires a new kind of learner training. Students need to know how to write clear prompts, ask for examples at their level, compare alternative answers, and check whether the output fits the task. Without this training, learners may copy the first answer they receive or accept a correction without understanding it. With training, the same tool can become a space for questioning, rehearsal, and revision.

A useful classroom habit is the AI reflection note. After using a tool, learners briefly record what they asked, what answer they received, what they changed, and what they learned. This small routine makes the process visible and discourages blind copying. It also gives the teacher evidence of thinking, not only a polished final product. In this way, AI use becomes part of language development rather than a hidden shortcut.

Equity, Privacy, and Age-Appropriate Use

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Responsible AI implementation must consider equity and privacy. Not all learners have the same access to devices, stable internet, or paid applications. If homework depends too heavily on AI tools, the gap between learners may become wider. Schools should therefore provide shared access where possible, choose low-cost or institutionally approved tools, and design alternatives for students who cannot use AI outside class.

Privacy is especially important in FL learning because students may enter personal stories, recordings, images, or assessment information into digital systems. Teachers should avoid unnecessary personal data, explain tool rules in simple language, and follow institutional and national requirements for age-appropriate use. UNESCO guidance on generative AI in education also emphasizes the need for human agency, safety, inclusion, and transparency [5].

4. Discussion

Pedagogical Implications

The results suggest that AI should be integrated through a blended and transparent model. The lesson should begin with a learning objective, not with a tool. Teachers should ask what learners need: more input, more practice, safer rehearsal, clearer feedback, or more individualized challenge. Only then should the AI tool be selected. The following principles can guide classroom use:

1. Use AI for preparation, rehearsal, feedback, and revision, but do not allow it to replace learner production.
2. Teach prompt literacy so learners can ask clear questions, request suitable language levels, and check the usefulness of answers.
3. Combine AI feedback with teacher feedback, peer response, and learner reflection.
4. Protect privacy by avoiding unnecessary personal data and following institutional rules for age-appropriate tools.
5. Discuss bias, hallucination, and inaccurate output openly so that learners do not treat AI as an unquestionable authority.
6. Redesign assessment to include drafts, oral explanation, classroom performance, and reflection on how AI was used.
7. Provide teacher training before expecting wide AI implementation.

Comparison with Traditional Method

Traditional FL instruction offers structure, human contact, and a clear progression through grammar, vocabulary, texts, and assessment. Its weakness is that practice and feedback are often limited by classroom time. AI can extend practice beyond the lesson and provide immediate suggestions. For instance, a student can rehearse a dialogue ten times with a chatbot before performing it with a partner. This kind of preparation can make classroom communication more confident.

Nevertheless, AI cannot replace the teacher's ability to notice emotions, manage relationships, interpret cultural meaning, and build a learning community. A balanced model is therefore stronger than either extreme. Traditional teaching supplies the social and pedagogical frame; AI supplies additional practice, variation, and feedback. The success of implementation depends on how well these two sides are connected.

5. Conclusion

AI implementation in FL learning offers important opportunities for personalization, chatbot-based rehearsal, writing support, reading assistance, pronunciation practice, and teacher material design. Used carefully, AI can help learners practice more often and receive support that is closer to their individual level.

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The limitations are equally important. AI may produce inaccurate information, encourage overdependence, weaken academic honesty, expose private data, and create unequal access. The human-centered FL classroom should therefore treat AI as a tool for learning, not as a substitute for learning. Teachers need clear policies, practical training, and assessment methods that value process as well as product. When AI is guided by pedagogy, ethics, and reflection, it can become a useful partner in foreign language learning.

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