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Investigating the Benefits and Drawbacks of Selected AI-Powered Instruments Employed for Foreign Language Education

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Abstract

Foreign language instructors now have even more opportunities to improve their job and help students perform better thanks to artificial intelligence engineers. The potential of synchronous communication platforms, evaluation methods, and artificial intelligence-based feedback mechanisms for teaching foreign languages is examined in this paper. With an evaluation of the opinions of language experts regarding the integration of AI into language learning, the article provides insight into how artificial intelligence-powered language learning tools can be used to enhance the acquisition of foreign languages and determine the limitations of artificial intelligence models in foreign language education. The study group consists of one hundred lecturers, one hundred postgraduate students, and one hundred artificial intelligence specialists working in the language education industry. A cross-sectional survey was used as the research design in this investigation. A variety of statistical approaches were applied to assess the data, which were collected using electronically distributed surveys. The findings indicate that more than 89% of respondents use the evaluation tools, compared to 68% and 46% who use the feedback and real-time communication systems, respectively. Results of the study also show that more than 68% of participants agreed that using a range of artificial intelligence (AI) methods in foreign language instruction facilitates and improves language learning. Additionally, sixty percent say that artificial intelligence (AI) systems in foreign language instruction are limited by a lack of contextual awareness. A further barrier, which is the addition of distant languages that are not included in the databases of the majority of AI models, is that insufficient language data to train the models, according to about 80.5% of survey respondents. The implication is that, despite AI's potential in teaching foreign languages, there are still a number of clear problems, for which traditional learning techniques may provide a workaround.

1. Introduction

Language hurdles and a lack of opportunity for real-world application are only two of the many challenges that have historically made teaching foreign languages extremely difficult. More accessibility and efficiency in teaching foreign language skills have been made possible by technology advancements, particularly in the field of artificial intelligence (AI).

According to Vall, & Araya (2023), Artificial intelligence (AI) language learning tools are computer programs or software apps that assist users in learning and honing their foreign language skills through the use of AI algorithms. Numerous advantages come with these technology, including the capacity to expedite learning and save time, provide students with individualized learning experiences, and aid in their cultural awareness.

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The use of AI-powered technologies has the potential to revolutionize the teaching and acquisition of foreign languages. Examples of these technologies include neural networks for machine learning and speech recognition (De la Vall and Atraya, 2023; Jeon, 2021). These tools provide foreign language education lecturers with an opportunity to support language instruction and raise student accomplishment levels academically. Consequently, in order to enhance language proficiency, it is critical to explore the opportunities presented by AI in the context of foreign language training.

This essay assesses these tools' value in the language learning process and determines the role of artificial intelligence in the field of teaching foreign languages. The benefits of using AI-assisted evaluation and feedback systems in foreign language instruction are further discussed in the paper. Furthermore, the project aims to assess the impact of conversational tools in real-time on language proficiency and to pinpoint potential barriers and limitations related to the integration of AI technology in foreign language instruction. The outcomes of this study will greatly advance our knowledge of artificial intelligence's use in teaching foreign languages and make it easier to develop trustworthy language-learning materials.

2. Literature Review

As Almutadha (2019) argues, the next wave of human-machine communication will be provided by conversational agents, also referred to as Chatbots. Large class sizes cause anxiety for the lecturers since they force them to answer all of the students' questions right away. Chatbots must be included into educational systems in order to improve student-teacher engagement, particularly for reticent pupils who are embarrassed to ask questions. It's possible that these technologies will help pupils achieve improved learning outcomes.

Various artificial intelligence models have been created, and their complete integration and use in foreign language instruction has clearly enhanced student performance and reduced professor workloads. The fields of foreign language instruction and learning have been profoundly transformed by artificial intelligence innovations in three key areas: feedback mechanisms, performance assessment and evaluation, and real-time interactive tools and platforms for improving student performance.

2.1. Feedback Tools Assisted by AI for Teaching Foreign Languages

Programmable writing evaluation tools, intelligent tutoring systems, and language learning applications are just a few of the artificial intelligence feedback mechanisms available for teaching foreign languages. The technologies listed above use machine learning algorithms in conjunction with natural language processing (NLP) to provide feedback to learners regarding their language skills. Alharbi (2023) and Wang et al. (2023) discuss how artificial intelligence (AI) is used by language learning apps like Babbel and Duolingo to provide users with personalized feedback on their learning progress. In a similar vein, intelligent tutoring systems that use artificial intelligence, such as Carnegie Learning, adapt to the individual learning needs of every learner.

Artificial intelligence feedback in the form of automated writing evaluation (AWE) systems is widely used in language training. These computer programs make use of natural language processing (NLP) methods to analyze a student's written work to identify areas that need improvement by looking at its syntax, morphology, and vocabulary.

The utilization of artificial intelligence feedback materials resulted in significant improvements in the linguistic competency of the students, according to Alsadoom's research findings (2021).

Chinese students learning English as a foreign language (EFL) can improve their written communication skills by using an Automated Writing Evaluation (AWE) program such as Grammarly, according to research conducted by Thinh et al. (2020).

When teaching kids a language other than their mother tongue, artificial intelligence (AI)-powered feedback systems have become standard. Teachers have graded student written projects and given comments using a range of AWE-developed tools (Ebadi and Amini, 2022; Nicolaidou et al., 2021; Potrivcakova, 2019). Teachers may now better address the unique learning needs of their students thanks to this. As an additional resource to the more traditional classroom instruction, educators have been utilizing language learning applications. Students' proficiency and retention of the language have grown as a result.

In a study by Nazaretsky et al. (2022), the findings suggested that teachers' concerns can be allayed and their trust in AI increased by providing them with some explanations about (i) how AI makes decisions, especially when compared to human experts, and (ii) how AI can enhance and give teachers additional strengths rather than replace them. This research has three things to offer. It first underlines how crucial it is to boost educators' theoretical and practical understanding of artificial intelligence (AI) in the classroom in order to earn their confidence in the use of AI in education. Secondly, it offers the discourse analysis of educators who have finished the teacher professional development program (PDP). Third, it offers specific recommendations for next PDPs that seek to raise teachers' confidence in AI based on the results noted.

The study of second language acquisition has found artificial intelligence evaluation tools to be an essential enabling technology. The previously stated tools enable learners to receive customized assessments of their language proficiency through the application of machine learning (ML) and natural language processing (NLP) techniques. Empirical research has provided evidence that AI feedback mechanisms, including computerized writing evaluation systems, advanced tutoring and educational language programs, and Jeon 2021; Alhua, 2021; De la Vall and Araya, 2023, have the potential to yield positive outcomes in the field of language learning?

Instructors have used these materials as an additional aid to their pedagogy in an effort to improve their students' academic performance. New and innovative AI feedback systems to improve language learning results are expected to develop as AI technology continues to advance.

2.2. Real-Time Conversation Instruments Assisted by AI for Teaching Foreign Languages

It has been easier to include real-time interaction applications into foreign language training with the advent of intelligent machines and tools. Instantaneous feedback, personalized language learning, and improved language competency in the setting of foreign language instruction have all been made possible by the incorporation of artificial intelligence (AI).

One kind of artificial intelligence-enabled real-time engagement method is chatbots. Artificial intelligence-based software programs known as chatbots replicate human speech. Learners can receive real-time support using language learning tools that are interactive and sensitive to user input. According to Chen et al. (2021), chatbots have the ability to help learners, particularly those who are just starting to learn a language, practice speaking meaningful and functional language.

Artificial intelligence is also used to provide real-time conversational systems like speech recognition software. Learners' speaking and pronunciation skills may improve with the use of speech recognition software. Researchers Pikhart and Klimova (2020) claim that using voice recognition software helps students communicate better in real-time while also giving them quick feedback. Speaking recognition apps, according to the authors, could be useful for both individual self-study and in traditional educational environments like classrooms.

Artificial intelligence (AI) mediated real-time chat systems can also leverage virtual reality (VR) innovations. Technology pertaining to virtual reality (VR) has the promise of creating extremely immersive language learning environments, which will enable students to actively engage in real-world dialogues. According to De la Vall (2023), virtual reality (VR) technology can help students become more fluent in language, increase their motivation to learn a foreign language, and help them acquire intercultural communication skills. According to Amaral & Meurers (2011), If ICALL systems are created to meet the needs of teachers and students in the contemporary foreign language teaching and learning environment, they may, in theory, be very beneficial to language acquisition. In order to create systems that fulfill this role, AI researchers encounter a number of major problems. They cover a wide range of topics, including the types of activities and how to constrain student input to them for efficient automatic analysis; the interface design; the use of the first language; the nature of the feedback messages; and the role that language analysis, learner, and activity models play in them.

Research conducted by Ebadi and Amini (2022), Alharbi (2023), and Wang et al. (2023) has indicated that the utilization of artificial intelligence-enabled real-time conversation systems can improve the academic achievement of students in language learning environments. Jeon (2021) suggests that chatbots can provide learners with personalized feedback, which could increase their motivation and engagement. The authors argue that chatbots can provide learners with real-world language practice, which will enable them to acquire the abilities needed to function in real-world situations. Language learners may improve their speaking and pronunciation skills by using speech recognition software, according to the authors Alsadoom (2021). The argument put up by the authors is that the application of voice recognition technology can improve students' confidence in speaking aloud, which in turn can improve their classroom performance in general.

In order to enable learners to participate in real-world conversations, Chen et al. (2021) claim that virtual reality (VR) technology has the ability to create immersive language learning environments. Virtual reality advocates assert that learners' communication skills can be improved, their motivation to learn increased, and their cultural awareness elevated by the use of this technology.

On the other hand, in a study by Parnami (2017), the researcher showed that an online activity system could be highly contextualized and multilayered, with each element—subject, mediational tools, rules, community, division of labor, and object—playing a significant part in how participants perceive and construct language, culture, and identity. Analysis into Parnami's (2017) research also reveals that intellectual, emotive, and technological inconsistencies change the system's dynamics and reduce members' learning chances. Ultimately, the case studies show that their cultural identities are rooted in various historical, political, and social contexts, enabling them to negotiate interpersonal understanding with their interlocutors and interpret the text in question.

2.3 A look at the elements that restrict AI Tools' Potential in Teaching Foreign Languages

In order to increase the efficiency and efficacy of language learning, the use of artificial intelligence (AI) techniques in foreign language teaching has been growing. Although they have

potential benefits, there are a number of issues that limit their effectiveness (Golonka et al., 2014; Tafazoli et al., 2017; Zhang and Aslan, 2021).

Insufficient amounts of pertinent data that may be used to train artificial intelligence models to teach foreign languages efficiently are one of the contributing factors. Applying artificial intelligence to languages or dialects that are less well-known may be hampered by the need to gather large and high-quality data. This could limit the machine learning algorithm's accuracy or capability, which would limit its potential effectiveness in the field of language learning.

The difficulty of accurately assessing language competency using artificial intelligence (AI) systems is another factor to take into account. AI systems can identify patterns and forecast outcomes with efficiency, but they might not be able to assess linguistic intricacies and proficiency with the same level of accuracy. In this case, the artificial intelligence tool's effectiveness in language teaching could be limited as a result of the possibility of producing inaccurate assessments of language acquisition progress (De la Vall and Araya, 2023; Wang et al., 2003).

Finally, there's the chance that artificial intelligence programs will reinforce linguistic biases and stereotypes. Training data reflecting contemporary language usage is essential for artificial intelligence tools. Language biases or stereotypes that are ingrained in the data may be perpetuated as a result of this dependence. Teaching foreign languages can make this problem particularly difficult because it requires careful consideration of linguistic and cultural quirks.

For artificial intelligence (AI) programs in the field of foreign language instruction, the lack of contextual awareness is an obstacle. While algorithms utilizing artificial intelligence (AI) can be trained to recognize patterns and structures, they could have trouble understanding the wider context in which language is used. Due to the previously indicated situation, the AI tool may be less able to provide appropriate feedback or recommendations, which could negatively affect language learning (Alhua, 2021; Jeon, 2021; Nicolaidou et al., 2021; Zhang and Aslan, 2021). According to Kramersch and Andersen (1999), "The problem with learning a language from live context is that context itself cannot be learned, it can only be experienced" (p. 33).

When using artificial intelligence (AI) systems for foreign language instruction, one of its limitations is their lack of personalization. AI systems may not be able to provide the same level of personalization as a human teacher, despite their capacity to provide customized learning experiences that are suited to each learner's learning preferences and rate of development. This could restrict how well artificial intelligence systems respond to the unique needs of each and every language student.

In general, learning can be enhanced by the use of AI techniques in foreign language training. Still, it is critical to recognize the different restraints that could prevent this flow of thought. The effective integration of artificial intelligence (AI) tools in foreign language training necessitates careful consideration of these variables.

2.4 Statement of the Problem

The integration of artificial intelligence models in foreign language teaching has been the main subject of recent research; yet, it is crucial to examine these tools' shortcomings, particularly those related to feedback evaluation and real-time communication. In order to do this, postgraduate students who regularly use these tools to further their foreign language education, instructors who use these tools to teach foreign languages, and AI aficionados who are concerned with enhancing the tools should all be consulted for their thoughts.

2.5. Research Questions

To help direct the study's direction, the following queries are put out:

1. What improvements have real-time communication tools and automated feedback and evaluation systems made to foreign language teaching and learning processes?
2. Which are the primary obstacles to the adoption and incorporation of AI models in university-level foreign language instruction?

Both the data collection and analysis processes are predicated on these queries.

3. Research Methodology

3.1. Approach of the research

With the need to involve more important parties in the application of artificial intelligence in foreign language instruction, a quantitative research approach is thought to be more beneficial for this particular study. Also used to obtain data from a variety of sources was the cross-sectional survey design.

3.2. Sample

This study recruited three primary stakeholders in the application of AI in foreign language instruction. Well-seasoned instructors from various universities make up the first group. Additionally knowledgeable about the use of various AI models in foreign language instruction, including the simulation of instruction through virtual reality, are these lecturers. Sophisticated AI enthusiasts make up the second group. These are people whose main focus is on expanding the application of AI across various industries. Language experts who are also passionate about AI are our selectors. Postgraduate students studying foreign language education make up the third stakeholder group. They are currently using AI models to further research in this field.

3.3. Sampling Strategy

This study, which included 350 respondents overall, used a randomised sampling strategy. 150 AI professionals who are also language experts make up the group, along with 100 university lecturers teaching foreign languages and 100 postgraduate students studying foreign language education. An overview of the demographic factors is provided in the table below.

Table 1: Demographic Variables.

Groups	Category	Frequency	Percentage
Lecturers	Male	43	43%
	Female	57	57%
Post graduates	Male	49	49%
	Female	51	51%
AI Enthusiasts	Male	107	71.33%
	Female	43	28.67%

The study sample's male participants make up over 56% of the total, according to Table 1. Female participants follow closely behind at roughly 43.15%. Every stakeholder group exhibits a clear representation of both genders, according to the data.

3.4 Questionnaire Structure

Questionnaires that were distributed digitally were used to gather data; however, their design also sought to obtain participants' permission before allowing them to answer. The participants'

full informed consent was obtained, so participation was completely voluntary. Three primary components made up the design of the question. Getting the required demographic data from the respondents is the goal of the first section. In the second section, the application of AI models to foreign language instruction is discussed, with particular emphasis on tools for real-time communication, assessment, and feedback. Concerning artificial intelligence models in foreign language instruction, the third section focuses on the difficulties and constraints associated with their use. A Likert scale was used in the structure of some of the questions, and certain constraints were incorporated into the design of others.

3.5. The Process of Analysing Data

Various statistical measures are used to evaluate the data, which are presented in tables and graphs. There is a calculation of the responses' mean, percentages, and standard deviations. Software from Jamovi was used to create the tables with descriptive statistics.

4. Results and Discussions

4.1. Results

The frequency with which the feedback, evaluation, and real-time conversation tools are used to improve foreign language teaching and learning experiences was verified by the respondents in a section of the questionnaire. It was aimed at the graduate students and instructors. Below are some graphs that provide an overview of the feedback.

Figure 1: Summary of the Frequency of Usage of the AI Models in Foreign Language Teaching by the Lecturers.

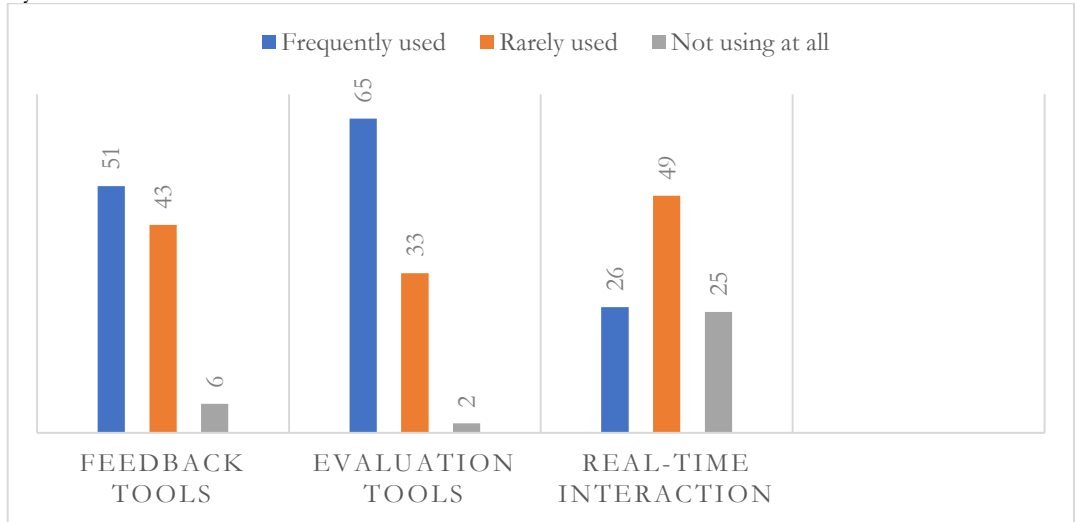
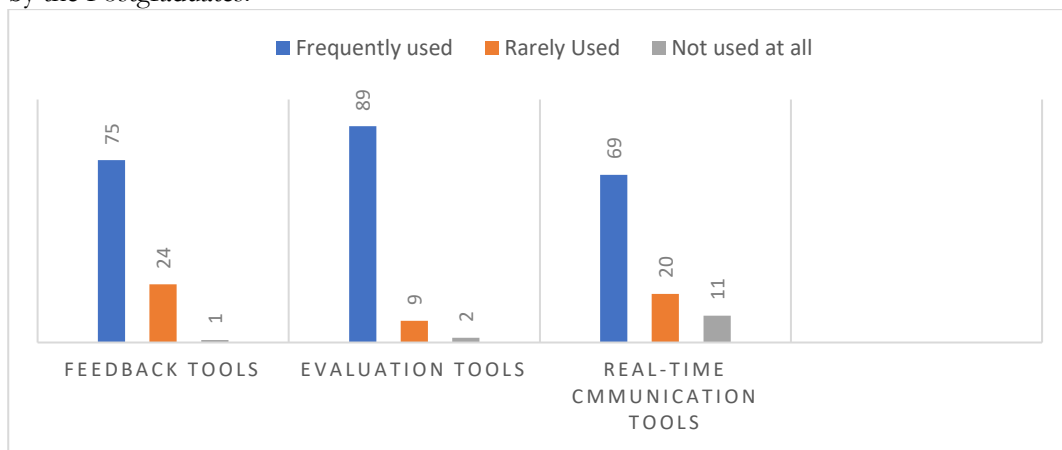


Figure 1 summarizes the frequency with which lecturers use AI models to teach foreign languages.

The usage of tools by lecturers at varying frequencies is seen in Figure 1. They tend to employ more assessment instruments. Five percent of lecturers reported using the feedback tools frequently, forty-three percent reported using them infrequently but usually only once or in a specific order, and six percent said they had never used the tools to help with foreign language instruction. Just 2% of respondents said they have never used evaluation tools like Grammarly

and Turnitin in the teaching and learning of foreign languages, while 65% said they use them regularly, 33% say they use them occasionally, and 65% claim to use them never. These resources aid students in acquiring foreign languages and help them become more proficient, rather than being primarily used for teaching. To improve their teaching, it is therefore odd to see that some professors do not make use of Grammarly, Turnitin, and other assessment and feedback tools. However, just 26% of the lecturers say they regularly use various real-time communication tools when teaching foreign languages. Even though they haven't used them often, 49% of respondents say they have. A noteworthy percentage—25%—state that they have never employed real-time conversation tools when teaching a foreign language. This research implies that a lot of professors should use chatbots to teach foreign languages, as this will facilitate communication between students both inside and outside of the classroom.

Figure 2: Summary of the Frequency of Usage of the AI Models in Foreign Language Teaching by the Postgraduates.



Some intriguing (and rather unexpected) trends can be seen in the evaluations covered in the work carried out by Baur, Rayner, & Tsourakis (2015). In their case study, they found no empirical evidence to support the idea that students are more devoted to learning a second language when AI platforms are present, despite the increasing buzz in the community around gamification of online applications. Still, their results indicate that students in all classes and incentive groups felt that AI platforms were enjoyable.

The Frequency with which Postgraduates Use AI Models to Teach Foreign Languages is Summarized in Figure 2

In order to enhance language learning and support foreign language research, postgraduate students are using AI models, as shown in Figure 2. It can be seen from the data that while 24% of postgraduate students do not regularly use feedback tools, 99% of them use them to improve their research and foreign language learning. To improve their experience learning foreign languages, 98% of postgraduate students use assessment tools like Grammarly and Turnitin. The postgraduate students also make use of the real-time AI tools: roughly 69% of them use them regularly, 20% use them occasionally, and a significant portion of them—11%—do not use the real-time AI models for learning foreign languages.

The data suggests that a higher proportion of lecturers and postgraduate students are utilizing these resources to improve foreign language instruction. The use of evaluation tools by these stakeholders appears to be more prevalent in foreign language teaching and learning than that

of other AI models. Studies and instruction in second languages frequently use assessment tools like Grammarly and Turnitin. In research, they improve credibility and facilitate language features.

Table 2: All-Around Assessment of AI-Powered Resources for Language Acquisition.

Question Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Means	Standard deviation
Integration of various AI tools in foreign languages education facilitates the teaching process and learning proficiency.	25.42	43.75	9.49	13.82	7.52	3.94	1.03
AI-Facilitated feedback mechanisms, evaluation tools and real-time conversation tolls are highly beneficial in foreign language education	27.43	47.42	7.71	11.15	6.29	4.21	1.12
Using the AI tools increases the confidence level of learners, and addresses the key areas of weaknesses.	25.42	50%	5.15	11.43	8	4.35	0.98

Answers to these questions were provided by the lecturers, PhD candidates, and AI enthusiasts who took part in this research. According to Table 2, the stakeholders have a favorable opinion of the contribution that AI models—particularly the feedback, assessment, and real-time communication tools—make to improving foreign language acquisition and lecturers' effectiveness as teachers. Based on the table, more than 68% of the participants in the study agreed that using different AI tools in foreign language instruction improves student learning and teaching. Of the sample, more than 20% disagreed with this statement, with 9.49% remaining unbiased. Analogously, more than 74% agreed that AI-facilitated assessment instruments, real-time chatbots, and feedback mechanisms are very helpful in teaching foreign languages. The fact that more than 75% of respondents agreed that employing AI tools boosts students' self-confidence and targets their main areas of weakness is closely related to this. The results presented here are comparable to those of studies conducted by Wang et al. (2023), De la Vall and Araya (2023), and Ebadi and Amini (2022). For instance, in order to improve learners' willingness to communicate (WTC) in an EFL setting, Ayedoun, Hayashi & Seta (2015) introduced a conversational agent in this research. In order to help learners feel less anxious and more confident when communicating in English, their conversational agent is made to offer an immersive environment where they can mimic a variety of everyday discussions. Their analysis revealed that the system's conversational environment positively affects the major variables influencing WTC in L2, and it implies that regular use of the system can boost learners' confidence and motivation to use English in everyday circumstances. Furthermore, the system environment's level of realism allowed for a good level of learner immersion in the context of the discourse.

Table 3: The AI Tools' Drawbacks and Limitations.

Question items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation
The absence of contextual awareness limits artificial intelligence (AI) programs in the domain of foreign language education	18.86	42.57	14.58	14.28	9.71	3.03	1.38
Lack of sophisticated and elaborate language data to train the AI models limits the efficiency.	54%	26.29	10.28	8.57	0.86	4.38	1.21
Limited trained educational experts in artificial intelligence affects the efficiency in foreign language education.	24.29	58.28	8.28	6.28	2.87	4.51	1.53

The literature review on the difficulties and restrictions associated with utilizing various AI models in foreign language instruction is supported by Table 3's insights and data. More than half of the respondents agree that artificial intelligence (AI) programs in the field of foreign language instruction are constrained by the lack of contextual awareness. Several studies have confirmed that contextual ignorance is a barrier to the use of AI in foreign language instruction, even though more than twenty-three percent of respondents disagreed. The inclusion of distant languages, which are not present in the databases of the majority of AI models, is cited by about 80.5% of respondents as another challenge posed by the lack of language data available to train the models. Additionally, there are the difficulties associated with university-level workforce training and retraining. More than 83% of respondents agreed that inadequately qualified artificial intelligence educators have an impact on how effectively students learn foreign languages.

In their study, Pishtari et al. (2023) examined the effects of utilizing an AI-driven feedback system for learning design on the designs produced by educators and provided an assessment of the system's usability. For the majority of the design goals that we took into consideration, we observed statistically significant variations between the designs created by teachers who employed AI and those who did not (represented by our dependent variables). The same held true for comparisons made within groups (that is, between the designs made by teachers in the experimental group during AI-free sessions and those made during sessions with them). Despite having an average System Usability Scale score of 61.6, the AI-driven feedback system was thought to be user-friendly and had well-integrated functions.

4.2. Discussions and Contextualizing

Especially in university-level foreign language instruction, artificial intelligence has shown to be essential in formal education. Different findings are found in the data that is presented. The

consistent use of various artificial intelligence-facilitated feedback, evaluation, and real-time communication tools by numerous professors and postgraduate students is one important finding. The survey's results show that more than 68% of participants agreed with the claim that teaching foreign languages with a range of artificial intelligence (AI) methods facilitates and improves language learning. Of the sample, more than twenty percent disagreed with this statement, while nine and forty-five percent were neutral. Likewise, more than 74% of participants expressed their high appreciation for AI-enabled feedback systems, evaluation instruments, and real-time communication tools in the context of teaching foreign languages. This ties in directly with the observation made by more than 75% of respondents that using artificial intelligence (AI) tools boosts learners' confidence and addresses their main areas of weakness. These results came in line with previous observations such as the one presented by Golonka, Bowles, Frank, Richardson and Freynik (2014) who argued that language complexity and production volumes were greatly increased by technology-mediated conversation instruments.

According to Bibauw, François, & Desmet (2019), the effects are typically favorable for language learning outcomes; further, the technology could be as effective as a human teacher. Accuracy may increase as a result of learners' increased attention to form. Oral proficiency is typically where the biggest effects could be noted. However, positive effects do not always reach significance or yield similar data, despite the fact that they could be reported in a number of studies.

According to over 60% of participants in the present study, artificial intelligence (AI) systems in foreign language education are limited because of a lack of contextual awareness. More than twenty-three percent of respondents disapproved of this statement, but several studies have indicated that AI's inability to understand context poses an issue when it comes to teaching second languages. Another barrier, which is the addition of distant languages that are not included in the databases of the majority of AI models, is that there is not enough language data to train the models, according to about 80.5% of surveys respondents. The issue of retraining and training the workforce is another concern at the university level. Several challenges arise from this. The insufficiency of qualified artificial intelligence educators has a detrimental effect on foreign language instruction, as confirmed by over 83% of respondents.

Concentrating on the AI models' limitations, it is important to talk about their consequences, particularly the lack of contextual awareness. As the figures and tables for data presentation demonstrate, there has undoubtedly been a significant advancement in the application of artificial intelligence (AI) in an array of fields. Unfortunately, because AI systems do not understand context, they are severely limited in their ability to teach foreign languages. It's critical to acquire a language in its entirety, taking into account contextual factors like situational awareness, idiomatic expressions, and cultural complexity.

According to Woo and Choi (2021), teachers and students alike should educate themselves with the foundations of frequently used AI technologies, as learners work directly with these tools. Teachers can assist students in choosing the best AI tools for their requirements and preferences when they are aware of the many options available. Moreover, educators who are not familiar with AI might start small by experimenting for a short-term task because there are tools that focus on extremely distinct language skills. Through their experimentation with emerging technologies, educators will acquire the necessary knowledge and expertise to promote student-centered technology use in an innovative manner. Finally, most of these tools have been viewed favorably by learners who find them engaging, useful, and easy to use. In

order to ascertain the most effective AI tools for particular learner types, educators and researchers might carry out open-ended questionnaires and interview participants to gain a deeper understanding of the rationale behind their opinions.

An important factor in the process of learning a language is the cultural context in which it is utilized. Artificial intelligence systems find it challenging to understand and accurately convey cultural nuances and colloquial idioms because of their data-driven nature. Depending on who is reading it, language usage can change from formal to informal. Sadly, artificial intelligence cannot adapt language lessons to new situations like humans can. According to Kannan and Munday (2018) and Chen et al. (2021), artificial intelligence programs run the risk of misleading users or creating misunderstandings if they are unable to understand their environment.

Some examples of pragmatic language skills that are necessary for productive communication are the ability to understand irony, hidden meanings, and humorous terms. However, because they are unable to translate figurative language, artificial intelligence algorithms frequently miss these subtleties. English contains many idiomatic expressions. "I could eat a horse" is one example, which means "I am very hungry." Computer programs that don't understand context may interpret this sentence as true, confusing language learners (Pikhart and Klimova, 2020, p. 28). Non-verbal cues like gestures, facial expressions, and body language play a significant role in language development and communication acquisition. Since AI algorithms are primarily made for text-based interactions, it is challenging for them to use non-verbal cues during training.

5. Conclusion

This essay has examined the advantages and disadvantages of using artificial intelligence models in university-level foreign language instruction. Uncovering the ways in which artificial intelligence-powered real-time communication platforms, assessment mechanisms, and feedback tools enhance foreign language instruction was the main goal. A total of 150 AI enthusiasts who are also language experts provided data, along with 100 postgraduate students and lecturers. Using appropriate statistical tools, data was analyzed. According to the findings, the majority of professors and postgraduate students use evaluation tools like Grammarly and Turnitin along with other contemporary feedback mechanisms and real-time communication systems to advance research and learning of foreign languages. The evaluation tools are used by over 89% of respondents, which is significantly more than the feedback and real-time communication tools used by 68% and 46% of respondents, respectively. The survey's results show that more than 68% of participants agreed with the claim that teaching foreign languages with a range of artificial intelligence (AI) methods facilitates and improves language learning. Moreover, 60% say that artificial intelligence (AI) systems in foreign language instruction are limited by a lack of contextual awareness. Another barrier, which is the addition of distant languages that are not included in the databases of the majority of AI models, is that there is not enough language data to train the models, according to about 80.5% of survey's respondents. With that in mind, it can be said that while AI holds great promise for teaching foreign languages, there are clear drawbacks as well, for which traditional learning systems may provide a workaround.

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