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**Turkan İsmayilli**

Nakhchivan State University

PhD in Philology

<https://orcid.org/0009-0009-1687-6203>

[turkanismayilli@ndu.edu.az](mailto:turkanismayilli@ndu.edu.az)

## The Future of Foreign Language Teaching with Artificial Intelligence

### Abstract

Artificial intelligence, born from the idea of creating a structure similar to human intelligence, is rapidly changing social life and symbolizes the beginning of a new era in the world. The continuous renewal and development of artificial intelligence is making its impact felt in every aspect of social life, and is gaining increasing importance, especially in education and foreign language teaching. The fact that artificial intelligence is available everywhere and at any time, its storage capacity and information processing power, offers significant advantages in foreign language teaching, such as personalized learning, enabling authentic language use, realistic cultural transfer through simulations, process-oriented measurement and evaluation, reducing administrative workload, supporting the four basic language skills by appealing to different senses, and performing risk analysis. However, despite the development of translation technologies, the accuracy and reliability of artificial intelligence programs; the decrease in the natural language learning environment and the vitality of communication; dependence on artificial intelligence and the resulting weakening of mental abilities; and issues such as data privacy and inequality in education emerge as potential challenges.

**Keywords:** *artificial intelligence in education, foreign language teaching, intelligent tutoring systems, personalized learning, digital language learning*

**Türkan İsmayilli**

Naxçıvan Dövlət Universiteti

filologiya üzrə fəlsəfə doktoru

<https://orcid.org/0009-0009-1687-6203>

[turkanismayilli@ndu.edu.az](mailto:turkanismayilli@ndu.edu.az)

## Süni intellektlə xarici dil tədrisinin gələcəyi

### Xülasə

İnsan intellektinə bənzər struktur yaratmaq ideyasından doğan süni intellekt sosial həyatı sürətlə dəyişir və dünyada yeni dövrün başlanğıcını simvollaşdırır. Süni intellektin davamlı olaraq yenilənməsi və inkişafı sosial həyatın hər sahəsində öz təsirini göstərməklə yanaşı, xüsusilə təhsil və xarici dil tədrisində əhəmiyyətini artırmaqdadır. Süni intellektin hər yerdə və istənilən vaxt mövcud olması, saxlama qabiliyyəti və məlumat analiz etmə gücü xarici dil tədrisində fərdiləşdirilmiş öyrənmə, autentik dil istifadəsinə imkan yaratmaq, simulyasiyalar vasitəsilə real öyrənmə mühiti, proses yönümlü ölçmə və qiymətləndirmə, inzibati iş yükünün azaldılması, dörd əsas dil bacarığının dəstəklənməsi, risklərin təhlilinə müraciət edərək və həyata keçirilməsi kimi mühüm üstünlüklər təqdim edir. Bununla belə, tərcümə texnologiyalarının inkişafına baxmayaraq, süni intellekt proqramlarının dəqiqliyi və etibarlılığı; təbii dil öyrənmə mühitinin və ünsiyyətin canlılığının azalması; süni intellektdən asılılıq və bunun nəticəsində əqli qabiliyyətlərin zəifləməsi; və məlumatların məxfiliyi və təhsildə bərabərsizlik kimi problemlər potensial problemlər kimi ortaya çıxır.

**Açar sözlər:** *təhsildə süni intellekt, xarici dil tədrisi, intellektual repetitorluq sistemləri, fərdiləşdirilmiş təlim, rəqəmsal dil öyrənmə*

## Introduction

Gardner defined intelligence as the ability to shape a product or solve problems with value in one or more structures associated with the brain and nervous system. Intelligence is observed in varying types and degrees in humans, animals, and some machines; artificial intelligence can be defined as the science and engineering of creating human-like machines and intelligent computer programs (Ismaili, 2025). If this definition is expanded, artificial intelligence is the use of metacognitive skills by a computer, exhibiting human-like behaviors such as reasoning, problem-solving, making sense of things, and generalization. In short, artificial intelligence can be defined as a system that imitates human cognition through technology (Yusifali, p. 5, 2025). In today's age, foreign language proficiency is a fundamental requirement, and individuals are expected to know more than one language. Individuals can learn languages through various applications without needing to travel to countries where the target language is spoken or attend a physical classroom environment.

### Research

AI-powered tools provide personalized content by analyzing students' learning pace and strengths/weaknesses, and offer real-time feedback, particularly in improving speaking skills with applications like chatbots (Haenlein, 2019). Research shows that the vast majority of students prefer AI tools such as ChatGPT, Google Translate, Grammarly, Rosetta Stone, and Duolingo. AI applications offer advantages such as facilitating memorization, speeding up lesson preparation, and improving language skills. In this context, the use of artificial intelligence in foreign language teaching is becoming increasingly widespread and making significant contributions to teaching processes. However, the effects of this new era are not yet fully known, and this study systematically examines how artificial intelligence will affect the future of foreign language teaching through a national and international literature review.

Artificial intelligence (AI) is a system that can accurately interpret data and learn from it to adapt to specific goals and tasks (Babayev, 2024). Currently used effectively in many fields, AI is increasing human dependence on technology and accelerating its development (Parkes & Wellman, 2015). The fundamental difference in the human-machine relationship is that emotion belongs to humans, while logic belongs to machines; therefore, AI provides support in logical processes that do not require emotion, while humans will take on more emotional tasks such as communication and empathy. Although AI has made significant progress in big data processing and analysis, it is still limited compared to human intelligence in creative production. AI needs data to function effectively; algorithms are dysfunctional without data. Furthermore, the programming and process management of AI are dependent on human intelligence. Although AI may appear objective, biases in the data used can lead the system to produce erroneous or biased results. Increased self-learning capabilities could pose risks to humanity in adverse situations. The proliferation of AI is impacting not only access to information but also the economy and employment. Just as the invention of machines historically affected agriculture and blue-collar workers, AI can create change in white-collar and professional jobs (Ashrafova, p.6, 2024). On the other hand, the ethical and human-centered use of AI can support economic growth and increase the competitiveness of businesses. The impact of AI is not limited to the economy alone, but is also evident in areas such as health, transportation, agriculture, manufacturing, public administration, and education. For example, AI can speed up diagnosis, reduce the margin of error, and provide advantages in the use of missing organs or limbs. With wearable technologies, smart homes, driverless vehicles, and smart city applications, AI is becoming an indispensable element in almost all areas of life.

The widespread use of AI also brings with it cognitive and ethical risks. Information theft, privacy breaches, cyberattacks, user tracking, behavioral manipulation, data monopolization, and access inequalities are among these risks. This situation points to potential problems that need to be carefully managed alongside the advantages provided by AI.

*Artificial intelligence* (AI) education is becoming increasingly important with the transformation of social life and the changing knowledge and skills expected of individuals. AI contributes to developing students' skills such as creativity, critical thinking, independent learning, and digital

literacy; and to acquiring ethical awareness, social responsibility, and problem-solving abilities (Babasoy, p.5,2025). In this context, AI education should not only provide technical knowledge but also be designed in a way that enables students to make effective contributions to society and professional life. AI is being used as an effective tool in education in areas such as personalized learning, intelligent content creation, robotics training, distance learning, language teaching, and automated assessment. Students can learn at their own pace, teachers can optimize lesson plans with data analysis, and higher-order thinking skills can be supported. However, while AI is powerful in logical processes, it is limited in mimicking social and emotional interactions, empathy, and motivation; therefore, the teacher-student relationship remains indispensable.

Disadvantages of AI use include dependence on technology, digital inequality, decreased problem-solving and creativity skills, energy costs, and workforce loss. Furthermore, individualized learning environments can lead to social isolation and a lack of collaborative learning.

In conclusion, the future of AI in education offers opportunities to support meaningful learning, improve assessment processes, enhance program and content design, and provide intelligent assistants for teachers; however, it also requires consideration of challenges such as inequality, data security, and AI literacy. In a globalized world, multilingualism and cultural diversity make the role of AI in foreign language teaching even more important.

Artificial intelligence (AI), combined with digital technologies, offers revolutionary opportunities in foreign language teaching (Ashrafova, 2025). AI optimizes students' language learning processes by providing personalized content, adapted feedback, and interactive learning environments. Tools such as virtual and augmented reality, chatbots, and personal teaching assistants offer teachers variety while facilitating the monitoring and recording of students' learning progress.

AI's capacity for collecting and analyzing large amounts of data enables students to encounter authentic language usage and allows for process-oriented assessments based on their strengths and weaknesses. For example, a foreign language learner can learn the diversity of language usage through word and sentence examples in different contexts and better understand the target language. Furthermore, AI supports the creation of early intervention and customized instructional programs by analyzing students' learning styles and academic challenges.

The development of AI is also improving translation technologies, enabling faster, more accurate, and contextual translation. However, the increasing sophistication of these tools can be perceived by some teachers as a threat to their teaching methods. Therefore, AI is positioned in foreign language teaching both as an aid supporting learning processes and as a tool that strengthens teachers' pedagogical decisions. The increasing use of artificial intelligence (AI) in foreign language teaching raises concerns that the pedagogical roles of teachers will weaken and students' language skills will be negatively affected. AI-assisted translation tools may provide superficial translations by ignoring linguistic and cultural contexts, limiting the learning of language nuances. Furthermore, students' dependence on AI may negatively impact learning in a natural environment, social interaction, and the development of cognitive abilities. Data privacy, algorithmic bias, and lack of infrastructure are also significant risks.

The following are recommendations for the effective use of AI in foreign language teaching.

**Teacher Training:** AI literacy should be provided to ensure the pedagogical and effective use of technology.

**Data Security:** Personal data should be protected and misuse prevented. **Personalized Education:** Content and methods should be adapted to the individual needs of students.

**Contextual Teaching:** Grammar and skills should be reinforced by simulating different scenarios.

**Human-Specific Methods:** Student motivation should be increased through the interactive and entertaining advantages offered by AI.

AI, with its accessible and constantly evolving nature for young and future generations, is creating comprehensive transformations in education and social life. In foreign language teaching, personalized learning, instant feedback, and interactive tools provide student-centered and effective education. In the future, AI can support the four basic language skills by appealing to different senses,

offer content tailored to learning speed and style, increase motivation, and provide process-oriented assessment opportunities.

AI can provide personalized learning materials by analyzing students' individual characteristics, but it can create biases and inequalities in data processing. While content diversity and interactive environments enrich learning, selecting appropriate methods and tools can pose challenges for teachers.

### Conclusion

AI-based virtual conversation partners and VR environments improve speaking skills and increase motivation by reducing students' fear of making mistakes. These technologies complement traditional methods and can provide a more comprehensive competence in terms of language and culture.

However, the risks of AI are as important as its potential; data security, privacy, preventing AI from overriding human thought, and algorithmic bias stand out as critical issues. Therefore, critical AI literacy should be developed to overcome inequalities in educational opportunities, and content should be enriched with authenticity and cultural depth.

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