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Students' Attitudes towards Using Artificial Intelligence Tools in Foreign Language Learning: A field Study¹

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Abstract. This study explores students' attitudes toward integrating artificial intelligence (AI) tools into foreign language learning. Using a quantitative research approach, data was gathered through a structured questionnaire administered to students at Setif-1 and Setif-2 Universities. The study examines students' perspectives and experiences with AI tools in language acquisition, shedding light on their perceptions, challenges, and adoption patterns. Findings indicate a strong positive correlation between students' technological literacy and their openness to AI-driven language learning platforms, particularly among younger learners with advanced digital skills. However, the study also reveals a significant digital proficiency gap among participants. While some students effectively utilize AI tools, others struggle with their implementation, highlighting the need for enhanced support systems and digital literacy training. AI tools prove particularly effective in enhancing pronunciation and vocabulary acquisition. However, their successful integration requires balancing technological advancements with established pedagogical methodologies. The study underscores the necessity of preserving core instructional strategies

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while leveraging AI's capabilities to optimize learning outcomes. By examining the intersection of technological proficiency and AI adoption in language education, this research contributes valuable insights into the evolving role of AI in foreign language learning. The findings suggest that while AI tools hold significant potential for enhancing language acquisition, their effectiveness depends on students' technical skills and a well-structured pedagogical framework.

Keywords: Artificial Intelligence, student attitudes, foreign language learning, technology adoption, digital literacy.

Introduction

The rapid advancement of artificial intelligence (AI) has transformed numerous sectors, with education being one of the most impacted. AI-driven technologies are increasingly reshaping learning environments, offering personalized, adaptive, and interactive tools that enhance students' comprehension and engagement. In foreign language education, AI presents a powerful means of improving language acquisition through intelligent chatbots, machine translation systems, adaptive learning applications, and immersive virtual and augmented reality experiences.

As digital transformation continues to shape modern education, it is essential to explore how AI tools influence foreign language learning. These technologies have the potential to refine language skills—including listening, speaking, reading, and writing—by offering tailored learning experiences. However, the effectiveness of AI in language learning largely depends on students' technical competencies and their willingness to engage with digital tools.

This study seeks to investigate students' attitudes toward AI tools in foreign language education by examining three key dimensions:

1.The relationship between students' technical proficiency and their receptiveness to AI-driven language learning platforms.

2.The impact of students' language proficiency on their engagement with AI-powered learning tools.

3.The key factors shaping students' positive and negative perceptions of AI tools across various language skills.

To address these objectives, the study poses the following research questions:

RQ1: How does students' level of technical proficiency influence their attitudes toward using AI tools in foreign language learning?

RQ2: How does students' language proficiency affect their engagement with AI-powered learning tools?

RQ3: What factors contribute to students' positive or negative perceptions of AI tools in developing different language skills (listening, speaking, reading, and writing)?

By addressing these questions, this research aims to provide comprehensive insights into the intersection of AI technology, digital literacy, and foreign language education, ultimately contributing to the evolving discourse on AI-driven learning methodologies.

2. Literature Review

2.1 The Role of AI Tools in Learning

The concept of Artificial Intelligence (AI) was first popularized by John McCarthy during a groundbreaking workshop at Dartmouth College in the summer of 1956. However, the field of AI research had already begun to take shape in the years following World War II (N & Kumar N S, 2023). Recent advancements in AI, such as ChatGPT, have significantly enhanced educational opportunities by providing students with equal access to tools that foster skill development and academic success (Kopczynski & Cynthia, 2024).

The integration of AI in education offers numerous advantages. One of its primary benefits is reducing teachers' administrative workload, allowing them to dedicate more time to student interaction and personalized instruction. Additionally, AI accelerates the assessment process, enabling educators to provide timely and detailed feedback. AI-driven tools also promote the development of essential 21st-century skills, including digital literacy, critical thinking, creativity, and problem-solving abilities (Eastman, 2024). By offering customized learning experiences, AI works alongside educators to enhance academic outcomes and accommodate diverse learning styles.

While AI serves as a powerful supplementary tool in education, it does not replace the human aspects of teaching and learning. Instead, it enriches traditional educational methods by integrating digital competencies that prepare students for future career opportunities (Eastman, 2024).

2.2 The Growing Use of AI Tools in Foreign Language Learning

Artificial Intelligence has become a transformative force across multiple industries, with education being one of its most impactful domains. Major technology companies, particularly Google and Microsoft, have made substantial financial investments in AI-powered educational tools. Additionally, the U.S. government has recognized the value of AI integration in foreign language education, emphasizing its role in enhancing linguistic proficiency (Mukhtorjonovna, 2024). Microsoft, for instance, has developed AI-enhanced educational tools, such as the Learning Tools for OneNote platform, which strengthens students' literacy skills. Speech recognition technology within these tools enables learners to refine their oral and listening abilities while receiving detailed, real-time feedback (Mukhtorjonovna, 2024).

Research by Chandan & Shekhar (2023) highlights the transformative impact of AI on foreign language learning, identifying its potential to revolutionize linguistic education. AI-powered systems, particularly those incorporating machine learning and natural language processing, have significantly improved real-time language translation. These tools generate both written text and

synthesized speech, making them highly versatile. Their advanced capabilities not only assist language learners but also support students with hearing or visual impairments, improving educational accessibility (Promethean, 2023).

Thus, AI acts as a catalyst for innovation in language education, enhancing traditional teaching methods through its adaptability and interactivity. AI-driven language learning tools provide instant feedback, customize educational content to align with individual learning styles, and create immersive learning environments. By optimizing efficiency and engagement, AI enhances the overall language acquisition process, making it more dynamic and effective (Chandan & Shekhar, 2023).

2.3 Examples of AI Tools in Foreign Language Learning

Several AI-powered tools are widely used in foreign language learning, offering interactive and personalized educational experiences:

- **Langua:** A language learning platform that provides AI-driven, natural-sounding conversations with diverse accents. It features interactive exercises such as roleplays and debates, instant corrections, detailed feedback reports, and a built-in vocabulary system with spaced repetition flashcards. Users can effortlessly switch between languages as needed (Redfern, 2024).

- **Duolingo:** This platform enhances language acquisition through AI-assisted features. It evaluates users' proficiency levels and designs customized exercises covering vocabulary, grammar, spelling, pronunciation, and chat-based practice. The AI-powered chatbot enables conversational learning, helping users refine their language skills in more than 20 languages (Portakal, 2023).

- **Andy:** An AI chatbot tailored for English learners as a second language. It provides interactive English conversation practice, grammar tutorials, and daily vocabulary exercises, making it a valuable resource for improving language skills (Portakal, 2023).

- **ELSA:** An AI-based application that enhances language learning through engaging, concise dialogues. By incorporating gamification, it focuses on improving pronunciation, teaching phonetic components such as individual letters and syllables (Karageorgakis, 2024).

- **Babbel:** A well-known language learning platform designed specifically for adult learners, offering structured courses that cater to their unique learning needs (Karageorgakis, 2024).

- **TalkPal:** A cost-effective language learning app that leverages AI to customize the learning experience. It is highly rated for its efficiency in making language acquisition more engaging and less burdensome (Talkpal, 2024).

3. Methodology

3.1 Study Context

This study explores university students' use of AI applications for language learning. It investigates students' perspectives on these tools, their usage patterns, and the impact on their language proficiency and overall learning experience. A structured questionnaire was employed to collect data on students' interactions with AI-based language applications. The study aims to

provide insights into how AI tools can support academic requirements and enhance foreign language education at the university level.

3.2 Participants

Participants were selected through purposive sampling, with an electronic questionnaire distributed via Facebook groups for students from Setif-1 and Setif-2 Universities across different academic disciplines. The final sample consisted of 93 students.

3.3 Procedures

The questionnaire was specifically designed for this research to assess students' attitudes toward using AI tools in foreign language learning. The survey was conducted in January 2024.

It consists of four sections:

1.**Demographic Information:** Collects data on respondents and their experience with AI applications.

2.**Technical Competency and AI Attitudes:** Assesses students' confidence in AI for language learning, ease of use, technical proficiency, problem-solving skills, and reliance on technical support.

3.**Language Proficiency and AI Attitudes:** Examines perceived AI effectiveness in language learning, suitability for different proficiency levels, necessity for advanced language skills, trust in AI corrections, difficulty understanding AI instructions, and preference for traditional learning methods.

4.**Factors Influencing Attitudes Toward AI in Language Learning:** Investigates improvements in listening skills, confidence in AI for speaking practice, reading comprehension, writing proficiency, pronunciation training, and vocabulary development.

To ensure validity, the questionnaire was reviewed by subject matter experts. Cronbach's Alpha reliability coefficients were calculated to assess the reliability of the survey variables, with all items meeting the required threshold of 0.60, as displayed in Table 1.

Table 1. Cronbach's Alpha Reliability Coefficients

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha based on standardized items	Number of items
,815	,839	24

3.4.Data Analysis

The examination of students' attitudes toward the use of AI tools in foreign language learning was carried out through digital data collection, followed by statistical analysis. The research utilized SPSS software to compute various descriptive statistical measures, including

frequency distributions, percentage values, mean scores, and standard deviations. Additionally, the analyzed mean scores were evaluated using a 5-point Likert scale, as presented in Table 2.

Table 2. *Distribution of the Means Scores on 5-Point Likert Scale*

5-Point Likert Scale	Mean Value	Estimation Degree
Strongly Disagree	1.00 - 1.80	Very Low
Disagree	1.81 - 2.60	Low
Neutral	2.61 - 3.40	Average
Agree	3.41 - 4.20	High
Strongly Agree	4.21 - 5.00	Very High

1. Results

1.1 Overview on the sample demographics

Table 2. *Descriptive Statistics of Survey Respondents*

Demographic Information		Frequency	Pourcentage
Gender	Male	20	21,5
	Female	73	78,5
	Total	93	100,0
Age	Less than 20 years	34	36,6
	20-25 years	36	38,7
	26-30 years	02	2,2
	More than 30 years	21	22,6
	Total	93	100,0
Academic Level	Bachelor's	62	66,7
	Masters	13	14,0
	PhD	18	19,4
	Total	93	100,0
Field of Study	Humanities	11	11,8
	Social Sciences	35	37,6
	Technology Sciences	12	12,9
	Engineering Sciences	07	7,5
	Literature & Languages	28	30,1
	Total	93	100,0
Frequency of using	Daily	23	24,7

A.I	3-5 times per week	28	30,1
	1-2 times per week	13	14,0
	Rarely	22	23,7
	Don't use	07	7,5
	Total	93	100,0

Table (2) highlights key demographic trends and AI usage patterns among participants. Females constitute over three-quarters of the respondents, while males account for approximately one-fifth. The majority of participants are young, with nearly 75% aged 25 or younger. Another significant group (22.6%) is over 30, whereas very few fall within the 26-30 age range.

In terms of education, two-thirds of the respondents are bachelor's students, while the remaining third is evenly divided between master's students and PhD holders. The participants represent diverse academic backgrounds, with Social Sciences and Literature & Languages comprising more than two-thirds of the sample. The rest are distributed relatively evenly across Humanities, Technology Sciences, and Engineering Sciences.

AI usage frequency varies significantly among participants. Around a quarter use AI daily, while a slightly larger proportion engages with it 3-5 times per week. Others use AI less frequently or not at all, with about a quarter using it rarely and a small percentage never utilizing it. This variation in AI adoption among a predominantly young and educated sample reflects differing levels of familiarity and engagement with AI tools across demographic groups.

1.1 Using AI tools in learning foreign languages

Table 3. *The relationship between Technical Competency and AI*

No.	Items	S.D	I N				A S Mean	Std. D	E.D
							.A		
1	I feel confident using AI applications for language learning	02	00	14	59	18	3.98	0.737	High
		2.2%	00%	15.1%	63.4%	19.4%			
2	I find AI application interfaces easy to use	00	06	07	59	21	4.02	0.751	High
		00%	06.5	07.5%	63.4%	22.6%			
3	My technical experience helps me maximize the benefits of AI tools	00	08	23	51	11	3.70	0.791	High
		00%	08.8	24.7%	54.8%	11.8%			
	I can solve technical	00		19	37	16	3.52	1.028	High

4	problems that I	1					3.76	0.902	High
	encounter while using AI applications	00%	2.6%	20.4%	39.8%	17.2%			
5	I have sufficient skills	01	11	12	54	15	3.15	1.052	Average
	to use AI applications in language learning	1.1%	1.8%	12.9%	58.1%	16.1%			
6	I need technical assistance when using AI applications	06	24	16	44	03	2.60	0.980	Low
	I feel anxious when using new technologies in language learning	6.5%	%	17.2%	7.3%	3.2%			
7	I enjoy discovering new features in AI applications	08	45	17	22	01	4.30	0.844	Very High
		08.6%	8.4%	18.3%	23.7%	1.1%			
8		00	04	11	31	47	3.63	0.893	High
		00%	4.3%	11.8%	3.3%	0.5%			
Total									

This analysis explores students' perspectives on AI-assisted language learning, highlighting overall confidence, technical proficiency, and emotional responses. The findings indicate that over 80% of users feel comfortable using AI tools, with most finding them easy to navigate.

Confidence and Ease of Use

- **Confidence in Using AI:** A majority (63.4% Agree, 19.4% Strongly Agree) express confidence in using AI tools, with a high mean score of 3.98.

- **Ease of Use:** Similarly, 63.4% Agree and 22.6% Strongly Agree that AI interfaces are user-friendly, yielding a mean score of 4.02.

These results suggest that AI applications are perceived as accessible and intuitive, reflecting the increasing integration of technology in education. The strong confidence levels align with the growing acceptance of AI among younger, tech-savvy learners.

Technical Experience and Problem-Solving

- **Technical Experience:** While 54.8% Agree and 11.8% Strongly Agree that their technical background helps them utilize AI effectively, 24.7% remain Neutral, indicating some uncertainty.

- **Problem-Solving:** Only 39.8% Agree and 17.2% Strongly Agree that they can troubleshoot technical issues, whereas 22.6% Disagree and 20.4% remain Neutral.

These findings highlight a digital divide—some students feel empowered by their technical skills, while others struggle with troubleshooting. This reflects broader inequalities in technology access and proficiency.

Skill Sufficiency and Need for Assistance

- **Sufficient Skills:** A majority (58.1% Agree, 16.1% strongly Agree) believe they possess adequate skills to use AI, with a mean score of 3.76.

- **Need for Assistance:** However, 47.3% Agree and 6.5% strongly Disagree that they require technical support, yielding a lower mean score of 3.15.

Although many students feel competent, the considerable percentage needing assistance suggests that AI tools may still require improved onboarding and support systems. This reflects the challenge of balancing technological advancement with inclusive design.

Anxiety and Enjoyment

- **Anxiety:** A significant 48.4% Disagree and 8.6% strongly Disagree that they feel anxious about using new technologies, but 23.7% Agree and 1.1% Strongly Agree, indicating some discomfort.

- **Enjoyment:** A large majority (33.3% Agree, 50.5% strongly Agree) enjoy exploring new AI features, with a high mean score of 4.30.

The overall low anxiety and high enjoyment scores suggest a positive reception of AI tools. However, the minority experiencing anxiety may represent those less familiar with technology or resistant to change. This aligns with sociological theories on technology adoption, where early adopters and late adopters exhibit different comfort levels.

The findings reveal key insights into student experiences with AI in language learning:

- **Digital Divide:** Technical confidence varies significantly, highlighting disparities in digital literacy.

- **Barriers to Participation:** While AI tools are generally accepted in education, some users still struggle with full integration due to technical challenges.

- **High Satisfaction:** The overall satisfaction score (mean: 3.63) indicates AI is becoming a normalized part of education.

Despite growing comfort with AI, inequalities in access and proficiency persist. To maximize AI's educational potential, institutions and policymakers should focus on:

1. **Inclusive Design:** Ensuring AI tools accommodate users with diverse technical backgrounds.

2. **Digital Literacy Programs:** Implementing training to bridge the digital divide.

3. **Support Systems:** Providing technical assistance to reduce anxiety and enhance user experience.

Table 4. *The relationship between Language Proficiency and AI Usage Attitudes*

o.	Items	S.D	D	N	A	S.A	Mean	Std. D	E.D
	AI helps me improve my	01	09	10	49	24	3.92	0.924	High

9	language level significantly	01.1%	09.7%	10.8%	52.7%	25.8%			
0	I find AI suitable for my current language level	01	04	18	50	20	3.90	0.822	High
		01.1%	04.3%	19.4%	53.8%	21.5%			
1	I need an advanced language level to benefit from AI applications	07	28	27	22	09	2.98	1.113	Average
		07.5%	30.1%	29.0%	23.7%	9.7%			
2	AI provides content that matches my language level	01	06	12	64	10	3.82	0.751	High
		01.1%	06.5%	12.9%	68.8%	10.8%			
3	I trust AI corrections for my language errors	03	14	22	42	12	3.49	1.007	High
		03.2%	15.1%	23.7%	45.2%	12.9%			
4	I find it difficult to understand AI instructions in the target language	06	26	35	24	02	2.89	0.938	Average
		06.5%	28.0%	37.6%	25.8%	2.2%			
5	AI helps me progress to higher language levels	00	02	18	53	20	3.98	0.707	High
		00%	02.2%	19.4%	57.0%	21.5%			
6	I prefer traditional methods over AI for language learning	09	22	35	19	08	2.95	1.087	Average
		09.7%	23.7%	37.6%	20.4%	08.6%			
Total							3.69	0.929	High

This survey highlights students' perspectives on AI's effectiveness in foreign language learning, revealing both positive trends and areas of skepticism:

Key Findings:

1.AI's Effectiveness:

- **Strong Support:** Over 78% believe AI improves their language skills and helps them advance.
- **Sociological Insight:** This aligns with a broader trend of technology integration in education, reflecting AI's growing legitimacy as a learning tool.

2.Suitability & Trust in AI:

- **AI's Adaptability:** 75% find AI suitable for their level, and nearly 80% say AI content matches their proficiency.
- **Skepticism about AI Corrections:** Only 58% trust AI corrections, indicating concerns about accuracy and fairness.

3.Challenges & Learning Preferences:

- **Accessibility:** AI is seen as user-friendly, with only 33% believing advanced language skills are required.
- **Traditional Methods:** While 29% prefer conventional learning, there is no strong consensus against AI.
- **Resistance to Change:** Some users remain cautious, reflecting common hesitations in technology adoption.

Overall Interpretation:

The mean score (3.69) suggests AI is generally well-received in language education, though trust and accessibility concerns remain. This aligns with **Belabbes & Hamitouche (2024)** and other studies examining AI adoption in education. To address these issues, institutions should:

1.Improve AI Accuracy & Reliability – Enhance AI correction mechanisms to build trust.

2.Promote AI Literacy – Offer training programs to help students maximize AI benefits.

3.Balance AI & Traditional Methods – Integrate AI with familiar learning approaches for a smoother transition.

Table 5. *The factors Influencing Attitudes Toward Learning Language Skills*

No.	Items	S.D	D	N	A	S.A	Mean	Std. D	E.D
17	AI helps me improve my listening skills effectively	01	07	23	47	15	3.73	0.861	High
		01.1%	07.5%	24.7%	50.5%	16.1%			
18	I trust conversing with AI to develop my speaking skills	04	04	16	39	30	3.94	1.030	High
		04.3%	04.3%	17.2%	41.9%	32.3%			
19	AI helps me better understand written texts	01	05	13	49	25	3.99	0.853	High
		01.1%	05.4%	14.0%	52.7%	26.9%			
20	I benefit from AI in improving my writing skills	01	14	12	49	17	3.72	0.971	High
		01.1%	15.1%	12.9%	52.7%	18.3%			
21	I prefer practicing pronunciation with AI	01	08	17	46	21	3.84	0.912	High
		01.1%	08.6%	18.3%	49.5%	22.6%			
22	I feel comfortable using AI to learn new vocabulary	00	03	16	48	26	4.04	0.765	High
		00%	03.2%	17.2%	51.6%	28.0%			

23	I believe AI provides useful feedback to improve my language skills	02	01	1 5	50	25	4.02	0.821	High
		02.2%	01.1%	1 6.1%	53.8%	26.9%			
24	I find that AI provides an interactive learning environment for language practice	00	01	1 6	50	26	4.09	0.702	High
		00%	01.1%	1 7.2%	53.8%	28.0			
Total							3.92	0.870	High

AI's Role in Foreign Language Skill Development

The survey results demonstrate AI's effectiveness in enhancing core language skills, such as **listening, speaking, reading, writing, pronunciation, and vocabulary acquisition**. The data reflects increasing reliance on AI-driven tools for interactive and personalized learning experiences.

1. AI's Contribution to Language Skill Development (Items 17, 19, 20, 21, & 22)

- **Listening Skills (Item 17):** Over **66.6%** (50.5% Agree, 16.1% Strongly Agree) believe AI improves their listening skills (**Mean: 3.73**).

- **Reading Comprehension (Item 19):** A significant **79.6%** (52.7% Agree, 26.9% Strongly Agree) report better understanding of written texts with AI (**Mean: 3.99**).

- **Writing Skills (Item 20):** Over **71%** (52.7% Agree, 18.3% Strongly Agree) feel AI enhances their writing abilities (**Mean: 3.72**).

- **Pronunciation Practice (Item 21):** About **72.1%** (49.5% Agree, 22.6% Strongly Agree) prefer using AI for pronunciation training (**Mean: 3.84**).

- **Vocabulary Acquisition (Item 22):** A majority **79.6%** (51.6% Agree, 28.0% Strongly Agree) rely on AI for vocabulary learning (**Mean: 4.04**).

These findings highlight AI's adaptability in meeting diverse learning needs. The high acceptance rates suggest a shift towards **technology-enhanced language acquisition**, where AI is increasingly viewed as a complement to traditional methods.

2. Trust in AI for Speaking & Feedback (Items 18 & 23)

- **Speaking Skills (Item 18):** **74.2%** (41.9% Agree, 32.3% Strongly Agree) trust AI for conversational practice (**Mean: 3.94**).

- **Feedback (Item 23):** **80.7%** (53.8% Agree, 26.9% Strongly Agree) find AI's feedback useful for language improvement (**Mean: 4.02**).

These results indicate a strong **trust in AI's ability to provide meaningful interaction and corrective feedback**, reinforcing its role as an **engaging and responsive** learning tool. The

findings align with global trends in **AI-driven language learning**, where conversational agents and real-time feedback mechanisms are gaining traction.

3. AI's Interactive Learning Environment (Item 24)

• **Interactivity (Item 24): 81.8%** (53.8% Agree, 28.0% strongly agree) believe AI fosters an interactive learning environment (**Mean: 4.09**).

The emphasis on **interactivity** underscores AI's ability to **engage learners through dynamic and immersive experiences**. This finding resonates with research suggesting that digital-native students prefer **hands-on, gamified, and adaptive learning** models (Baidoo Anu, Asamoah, Amoako, & Mahama, 2024).

Implications for Policy & Higher Education

To support students in leveraging AI for language learning, **higher education institutions and policymakers** should:

1. **Develop AI Literacy Programs** – Training students in AI tools ensures **effective and responsible** usage.

2. **Enhance AI Feedback Accuracy** – Refining AI's **error detection and correction mechanisms** can increase trust.

3. **Integrate AI into Curricula** – Blending **traditional and AI-driven methods** can create a **balanced** learning experience.

4. **Foster Inclusive Access** – Ensuring **equitable AI adoption** across diverse student groups minimizes **digital divide issues**.

5. Discussion of Results

This analysis examines individuals' perceptions of AI in foreign language learning, revealing a generally positive attitude alongside some challenges. The findings show that over 80% of users feel confident using AI tools and find them easy to navigate, indicating a growing acceptance of AI in education, especially among younger, tech-savvy learners. However, technical factors highlight a digital divide: while nearly two-thirds of respondents believe their technical background enhances their AI usage, fewer than 60% feel capable of troubleshooting technical issues. Similarly, although 74% consider themselves skilled in using AI applications, over half still require technical support, emphasizing the need for better onboarding and assistance programs.

Anxiety levels regarding AI use are relatively low, with only about 25% of respondents expressing discomfort with new technologies. Moreover, over 83% enjoy exploring new AI features, reflecting a strong enthusiasm for innovation. These results suggest that while AI tools are widely accepted, some users—particularly those with less technical experience—face obstacles to full engagement. The overall satisfaction rate (mean score of 3.63) confirms AI's growing role in education, yet ongoing technical and accessibility challenges reveal persistent inequalities in digital proficiency.

To address these issues, educational institutions and policymakers should prioritize inclusive design, ensuring AI tools cater to users with diverse technical skills. Digital literacy programs can help bridge the digital divide, while enhanced support systems can reduce user anxiety and improve the overall experience. By implementing these measures, AI can be more effectively integrated into language learning, promoting equitable access and maximizing its benefits for all learners.

Regarding skill development, AI is widely seen as effective, with over 78% of respondents agreeing that it enhances their language proficiency. Its adaptability to individual learning needs is also well-received, with 75% finding it appropriate for their language level and nearly 80% appreciating its ability to provide content tailored to their proficiency. However, trust in AI-generated corrections remains lower, with only 58% expressing confidence in its accuracy, reflecting broader concerns about the reliability of automated systems. Additionally, while AI is generally considered accessible for beginners, some users still prefer traditional learning methods, indicating resistance to technological change.

The data also highlights AI's versatility in improving various language skills, including listening, speaking, reading, writing, pronunciation, and vocabulary acquisition. High trust in AI for speaking practice and feedback, along with its ability to create interactive learning experiences, reinforces its expanding role in modern education. However, addressing concerns related to trust, accessibility, and resistance to change is essential for its successful integration into language learning, as confirmed by a study by Uyen & Nguyen (2024).

As AI continues to establish itself as a fundamental tool in language education, several key factors must be considered to ensure its effective implementation. First, enhancing trust and accessibility is crucial by making AI systems more transparent and user-friendly for learners of all proficiency levels. Inclusive design should accommodate diverse learning backgrounds and needs. Additionally, balancing AI with traditional teaching methods is vital—AI should complement rather than replace conventional instruction, helping hesitant learners adapt to new technologies while maintaining meaningful human interaction. Developing engaging and immersive learning environments is equally important to meet modern learners' expectations.

By addressing these aspects, educational institutions can fully harness AI's potential, ensuring it serves as a complementary tool that enriches language learning for all students, regardless of their background or skill level.

Conclusion

This study explored student attitudes toward the use of AI tools in foreign language learning, with a focus on their impact on key language skills such as listening, speaking, reading, and writing. Through interaction analysis during field research, the study examined how students perceive AI in language learning.

The descriptive analysis indicated a generally positive outlook on AI tools, though certain challenges were identified. Most students expressed confidence in using AI and found these tools user-friendly, especially younger, tech-savvy learners. However, a clear digital divide emerged—while some students effectively utilize their technical skills to maximize AI's benefits, others struggle with technical difficulties and require additional support. This underscores the need for improved onboarding processes and enhanced support systems.

Anxiety levels regarding new technology use were relatively low, with many students showing enthusiasm for exploring AI's innovative features. However, some barriers remain, including a lack of confidence in troubleshooting technical issues and a preference for traditional learning methods. Additionally, while AI has been shown to enhance language learning, some students remain skeptical about the reliability of AI-generated feedback.

AI has proven to be a versatile tool, supporting various language skills such as pronunciation and vocabulary development while fostering engaging learning environments. However, successful integration requires continuous efforts to build trust, improve accessibility, and maintain a balance between technological innovation and traditional teaching methods. The findings highlight that while AI is becoming increasingly significant in language education, its effective implementation depends on inclusivity, user support, and a well-structured pedagogical approach.

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