



Article

The Impact of Artificial Intelligence on Motivation for Foreign Language Learning

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Abstract: Artificial intelligence is increasingly influencing educational practices and language learning worldwide. AI-powered applications provide learners with instant translation, grammar correction, vocabulary support, and personalized feedback, creating new opportunities for foreign language education. At the same time, concerns have emerged regarding whether the growing integration of AI may reduce individuals' motivation to learn foreign languages independently. This study explores public perceptions of this issue through an online poll involving 47 respondents. The findings reveal that most participants do not believe that AI will substantially reduce interest in foreign language learning. The results suggest that language learning continues to be valued for communication, cultural understanding, academic development, and professional growth despite rapid technological advances. The study contributes to ongoing discussions concerning the role of artificial intelligence in language education and learner motivation.

Keywords: artificial intelligence, foreign language learning, learner motivation, educational technology, language education

1. Introduction

The rapid advancement of artificial intelligence has transformed many aspects of contemporary education. AI-powered technologies such as machine translation systems, intelligent tutoring platforms, conversational chatbots, and automated writing assistants are increasingly being incorporated into language learning environments. These tools enable learners to receive immediate feedback, access personalized learning experiences, and practice language skills beyond traditional classroom settings.[1]

The integration of AI into language education has generated considerable interest among researchers and educators. While many studies emphasize the educational benefits of AI, including improved accessibility and individualized learning support, others have raised concerns regarding its potential influence on learner motivation and autonomy. As AI systems become more capable of generating human-like text and translating between languages, some observers question whether individuals will continue to perceive foreign language learning as necessary.[2]

Recent developments in artificial intelligence have accelerated the use of machine translation and conversational AI in multilingual communication. As a result, some educators have questioned whether technological advancements may diminish the perceived value of foreign language learning. However, language acquisition involves much more than the ability to translate information. It contributes to intercultural

awareness, cognitive development, professional mobility, and the understanding of cultural nuances embedded within language itself.[3]

Previous research suggests that AI can positively influence learner engagement through adaptive learning environments and personalized educational experiences. It is argued that AI technologies can support language learning when integrated appropriately into educational practice. Nevertheless, concerns remain regarding excessive dependence on automated systems and their potential impact on long-term language-learning motivation.

Therefore, the purpose of this study is to explore public perceptions regarding the impact of artificial intelligence on motivation for foreign language learning.[4]

2. Methodology

This study employed a descriptive survey design. Data were collected through an online poll distributed on a professional social networking platform. A total of 47 individuals participated in the survey. Since demographic information was not collected, participants should be regarded as a convenience sample representing diverse professional and educational backgrounds.[5]

To investigate perceptions of the relationship between artificial intelligence and foreign language learning, respondents were presented with the following question: "Will people avoid learning languages as AI becomes integrated everywhere?" Participants selected one of four predefined response options reflecting varying expectations regarding the future impact of AI on language-learning motivation: (a) language learning would decline significantly, (b) a gradual decline would occur over time, (c) people would continue learning languages despite AI integration, or (d) the outcome would depend on the future quality and capabilities of AI technologies.[6]

The collected data were analyzed using descriptive statistics, including frequencies and percentages. The study was exploratory in nature and aimed to identify general perceptions rather than establish causal relationships.

3. Results and Discussion

Table 1. Respondents' perceptions of AI and foreign language learning motivation

Response Option	Percentage
No, people still learn	68%
Some decline over time	25%
Yes, language learning drops	4%
Depends on AI quality	2%

The results indicate that the majority of respondents (68%) believe that people will continue learning foreign languages despite the widespread integration of artificial intelligence. This finding suggests that most participants view language learning as an activity that remains valuable regardless of technological advancements. Approximately 25% of respondents predicted a moderate decline in language-learning motivation over time. These participants may perceive AI-powered translation and communication tools as reducing the practical necessity of learning additional languages.[7] Only 4% of participants believed that language learning would significantly decline as AI becomes more integrated into everyday life. An additional 2% indicated that the impact would depend largely on the future quality and capabilities of AI technologies. Overall, the findings suggest that respondents view AI primarily as a complementary tool rather than a complete substitute for foreign language learning.[8]

Discussion

The findings demonstrate a generally positive perception of the future of foreign language learning in the age of artificial intelligence. Most respondents do not expect AI technologies to eliminate interest in language acquisition. Instead, language learning appears to be regarded as a valuable activity that extends beyond simple communication and translation. This perception is consistent with previous research emphasizing that language learning involves social, cultural, and cognitive dimensions that cannot be fully

replaced by technology.[9] Although AI systems can facilitate communication through translation and automated assistance, they do not fully replicate the intercultural competence and cultural understanding that emerge through the process of learning a language.[10]

The importance of cultural and contextual knowledge is also highlighted in recent linguistic research. Mirzoyev argues that the translation of phraseological units requires a linguocultural approach because linguistic meaning is deeply connected to cultural values, historical experiences, and social contexts. This perspective suggests that language competence involves more than the literal transfer of information between languages.[11] Understanding idiomatic expressions, cultural references, and context-specific meanings often requires knowledge that extends beyond the capabilities of automated translation systems. Consequently, foreign language learning remains relevant even in an era of advanced artificial intelligence.

Furthermore, recent studies indicate that AI technologies can enhance learner engagement by providing personalized feedback and adaptive learning opportunities Kasneci, Kohnke. Similarly, Dehghan emphasizes that AI-supported and data-driven learning environments can promote learner autonomy by encouraging students to take greater responsibility for their language development.[12] Through access to personalized resources and immediate feedback, AI technologies may strengthen self-directed learning rather than diminish learners' motivation to study foreign languages. Rather than replacing language education, AI may function as a supportive tool that assists learners in developing vocabulary, grammar, writing, and communication skills. At the same time, the proportion of respondents who anticipated some decline in language-learning motivation should not be ignored. The growing availability of AI-assisted translation and communication tools may encourage some individuals to rely on technology instead of developing their own language skills. Educational institutions should therefore promote responsible and balanced use of AI technologies while continuing to emphasize the broader educational and cultural benefits of multilingualism.[13]

Several limitations should be acknowledged. First, the sample size was relatively small $n = 47$. Second, participants were selected through convenience sampling.[14] Third, demographic information was not collected. Consequently, the findings should be interpreted as exploratory rather than representative of the broader population.[15]

4. Conclusions

Artificial intelligence is reshaping educational practices and communication patterns worldwide. While concerns exist regarding the potential impact of AI on motivation for foreign language learning, the findings of this exploratory study suggest that most respondents do not expect AI to substantially reduce interest in language acquisition. The results indicate that language learning continues to be valued for its communicative, cultural, academic, and professional benefits. Although AI technologies provide powerful support for language-related tasks, they are generally perceived as complementary tools rather than replacements for human language competence. Future research should involve larger and more diverse samples, collect demographic information, and employ more comprehensive survey instruments to further investigate how artificial intelligence influences attitudes toward foreign language learning in different educational and cultural contexts.

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