

FROM GRAMMAR TO GHAZALS: EVALUATING THE CAPABILITY OF AI IN URDU LANGUAGE EXPRESSION

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ABSTRACT:

The emergence of artificial intelligence (AI) has opened new horizons in language translation and presents an unprecedented opportunity to overcome language barriers in intercultural communication. For Urdu, as a language deeply rooted in cultural and literary traditions, AI-based translation can contribute towards addressing the issues of multilingualism by providing seamless translations between Urdu and other languages. This is crucial, particularly for sectors like education, media, and international relations, where translation is needed as a bridge between different language communities. However, contemporary AI technologies fall short in handling the peculiarities of Urdu, including metaphors, idiomatic expressions, and cultural references, since they follow direct/lexical translation models, failing to capture implicit contextual meanings and emotional elements or the poetic nature of these languages. Though AI can aid cross-lingual communication, it needs significant advancement to reflect the richness of such languages as Urdu. Any culturally rich language would demand such refinement from underlying AI technologies. This research paper explores the promises that AI offers, along with the challenges that need to be addressed for Urdu. The research paper concluded that these machine-based systems still have a long way to go before attaining perfection, as they can't provide comprehensive meanings without considering cultural contexts, as seen in cases like Urdu.

Keywords: AI Integration, Challenges, Creativity, Human Perspective, Urdu Literature

INTRODUCTION:

In 2011, the popular American TV show Jeopardy chose two human competitors and an artificially intelligent opponent, IBM's Watson, to challenge them. Watson won by a large margin. Back to the year 2017, another AI system named AlphaGo beat the world's Go champion, Ke Jie, with a move that shocked Go gurus (Gabbatt, 2017). After that, however, came up with what is called AlphaGo Zero, which was even superior to the previous AlphaGo. Indeed, the board game Go was thought to be far more difficult to teach to a machine than games like chess since it is very much tactical, unlike chess, which calls for creativity and not probabilities (Silver et al., 2017). These breakthroughs have revealed that AI has grown to a whole new level, leading to crucial questions about what intelligence is and how people learn. Since these AI systems learn especially in a tactical manner to every new changing situation, there are consequences to the learning process. Suppose AI can come up with intelligent paradigms of thinking in Go that surpass human understanding (Sentient Digital, Inc., 2024). In that case, it invites us to ask if AI can create conversations that mimic human interactions. The proliferation of chatbots like OpenAI's ChatGPT, which became popular in 2022, may mean the answer is yes (Wiggers et al., 2024). Imagine using a machine that looks as if it is a real person that one can talk to and have a normal conversation with. While the concept of chatbots may have been first developed in the 1960s, the concept only took off after the release of ChatGPT. In that respect, perhaps the most spectacular feature of ChatGPT is its capability to perform a given set of tasks, namely the conversational agent and the learning companion in different learning domains (Law, 2022). Whether this technological singularity is imminent or not, artificial intelligence is present in the world and has especially permeated education (Barney et al., 2024). AI's impact on language teaching is massive, raising major questions about how languages are acquired

and how the approach to teaching languages is evolving (Crompton et al., 2024). Using AI systems, there is a possibility to practice open-ended conversation, which is the modern concept of learning. Since AI has started to play an important role in Urdu language teaching (Talkpal, 2024), this paper raises questions about its applicability to Urdu language education, whether AI can teach the language without interference from humans, how it influences the learning process, and what other approaches may it introduce for efficient teaching.

This research paper aims to keep Urdu language teaching as a relevant approach to language learning in the age of AI, matching the experiences of students in other areas of education that are gradually adopting the use of AI. The teacher-centered approach of the traditional implementation of a walled-in classroom has been threatened by the use of sources such as YouTube and other electronic materials. As if the use of such methods does not provide better results than standard practice, the first attempts to apply AI systems as teachers' assistants in the class show that "intelligent" tutors positively influence teaching. The research paper will also present the current state of the literature and give a vision of how to apply AI technology to make language teaching more appealing to the generations that are conspicuous to technology without displacing human teachers. Introducing AI to teaching and learning does not mean you are competing with the teacher; rather, AI-using teachers will tomorrow overcome other teachers who are not using AI. As Mark Cuban said, people who do not keep track of development in fields such as deep learning or neural networks will be left out in this current environment.

THEORETICAL FRAMEWORK:

One of the central concepts of previous language models is that learners interact in multiple ways with target language input material, speech, and exercises. This comes as close as the late nineteenth-century reformers who took to psychology and then sought to apply knowledge of how the brain picks up learning into classroom practices (Sureshkumar, 2002). Classes of these reformers turned away from using the Grammar-Translation approach, which is central to grammatical rules and translations, to methods that encouraged students to be active participants in the learning process (Vireak et al., 2024). Since then, concepts associated with psychology and linguistics have advanced ways of teaching languages. The question arises is where AI models place themselves in conventional theories of language acquisition. To pursue this, there is a need to look at significant models such as Interlanguage Theory.

Interlanguage Theory :

Interlanguage theory was proffered by Larry Selinker in 1972 and Postulates the process of second language acquisition that expects learners to establish their native-like Foreign Language variations as they advance in the system (NiesTorowicz et al., 2014). It is based on the 'Transfer Theory', which is concerned with mistakes resulting from the influence of the NL (Native Language). These mistakes are made when the learners try to use L1 (NL) in tackling L2 (FL; Foreign Language) language because certain rules may not apply or will transfer adversely leading to negative transfer because of differences between L1 and L2 (Mahmood, 2018), as shown in Figure 1.

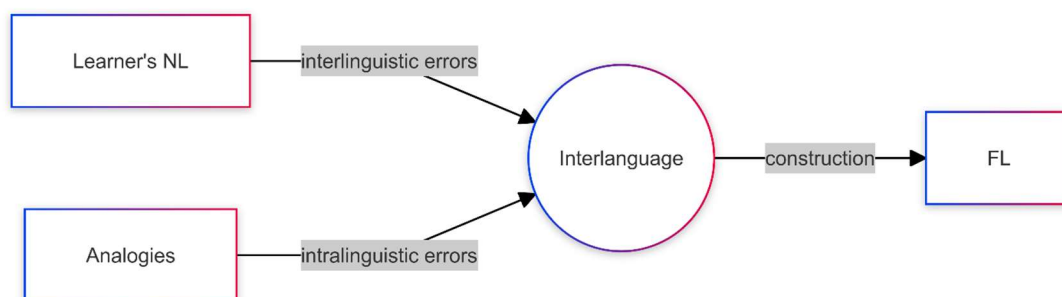


Figure 1: Interlanguage Theory

However, Interlanguage Theory is not completely confined to native language interferences. It also pinpoints intralinguistic errors, such as mistakes incurred by over-extension, when the rules of the foreign language are carried out inappropriately. Learners have an 'interlanguage', a system of errors that is a temporary system that is between the two systems. This dynamic system seems to represent the inner work of learners in the process of learning a new language. This interlanguage may become frozen if the errors are not attended to, and then development ceases in the wrong direction. The theory that underpins L1 focuses on how learners construct their learning meanings and how balancing involves mistakes that point to how much of their native language habits and the new grammar rules are interdependent (Frith, 1977).

Computer-Assisted Language Learning (CALL):

The introduction of Computer-Assisted Language Learning (CALL) in the late 1990s marked a technological shift in foreign language teaching (FLT). CALL, evolving from earlier computer-assisted instruction, offers learners both a supplementary tool and a self-contained digital platform for independent learning (Warschauer, 2012). Research shows that students who frequently use CALL find it motivating and effective for language acquisition. Key features of CALL include access to blogs, social networking platforms, podcasts, virtual worlds, and language games, fostering interaction with native speakers and exposure to authentic content. However, CALL's effectiveness depends on guided learning, as students may struggle without proper teacher involvement. This led to a blended pedagogy, integrating technology with traditional classroom methods to maximize learning outcomes (Mirani et al., 2019).

AI in Foreign Language Teaching (FLT):

The current phase of technological change in FLT is Artificial Intelligence (AI). AI social interfaces such as ChatGPT provide the interactivity of real-time chat and the real-time response, which resembles natural language communication (Hetler, 2024). Using the information about the learners' performance, AI develops specific lessons that will be useful for the learners. However, using AI tools as part of language practice does not replace the social/multimodal and communicational aspects (Multimodal Discourse and Generative AI, 2024). Teachers create a favorable student environment, meaning that there should be a moderation of the use of AI-supported techniques and traditional methods of teaching.

REVIEW OF RELATED LITERATURE:

The available AI supporting language learning has spurred great promise in increasing the practical aptitude of language and intercultural communication. These tools provide flexible and friendly learning to individual learners where each learner gets what he or she wants/needs (Rugaiyah, 2023). Machine language understanding, along with Natural language processing, has been proven to enhance the understanding of vocabulary, grammatical rules, and fluency of the learners (Mulyanto et al., 2024). The like of; Cross-Cultural Intelligent Language Learning System (CILS) has been effective in improving the interface interaction and communication abilities of the learners (Xia et al., 2024). AI interventions give immediate response, work rate, and varieties of materials and thus enhance more functional language learning (Rugaiyah, 2023). However, there are still concerns, for example, more human interaction is required, besides more context awareness is still an issue for an automated translating system. Future enhancements can be the addition of VR and AR elements to the system and the enhancement of the algorithms used for natural language processing (Rebolledo Font de la Vall et al., 2023). The existing AI-driven language learning tools, which can increase the level of foreign language proficiency and improve intercultural communicative competence in native and non-native contexts, lack sufficient discovery of conceptual competence among Urdu learners. Previous works mostly concern enhancements in lexical and conversational skills (Mulyanto et al., 2024), while the role of these tools in enhancing the advanced understanding of idioms and contextual meanings remains barely studied. The effectiveness of AI in language learning has been demonstrated through learners' gains in language abilities and knowledge

(Woo et al., 2021). Moreover, although AI technologies such as Cross-Cultural Intelligent Language Learning Systems (CILS) have enhanced the learner interaction level (Xia et al., 2024), there is inadequate investigation of the methods through which AI may encourage critical thinking and the clarity of concepts in Urdu. The challenges of limited human interaction and the need to address contextual nuances further emphasize the necessity for research that integrates AI with traditional teaching methods. As advancements in VR, AR, and natural language processing continue to emerge, it becomes crucial to investigate their potential to support learners in mastering the complexities of the Urdu language.

RESEARCH QUESTIONS:

The research questions as supported by the review of related literature for this research paper were as follows:

- 1) How does using AI applications help in linguistic competence for Urdu learners, especially in the four Skills Listening, Speaking, Reading, and Writing?
- 2) How can the implementation of the AI-based system help the Urdu learners to enhance their spontaneous and meaningful interaction more effectively?
- 3) How useful are AI tools for proficiency in fluency and conversational context?
- 4) How does AI aids the Urdu learners in understanding and using abstract concepts in language for example, idioms, metonymy, and other contextual meanings?

RESEARCH OBJECTIVES:

The following research objectives were framed to explore the research questions of this research paper:

- 1) To examine the role of AI tools in language learning to support the linguistic development of Urdu learners.
- 2) To explore the contribution of AI in enhancing the interactional competence of Urdu learners regarding the achievement of meaning in EFL communication.
- 3) To determine the extent to which AI learning tools enhance a learner's understanding of complex ideas and the ability to use the Urdu language.
- 4) To explore the effectiveness of learning with AI, including the extent to which it improves learners' understanding of concepts and their performance in language in context in Urdu.

RESEARCH METHODOLOGY:

This research used a qualitative method to understand how AI tools can support Urdu language learning. The focus was on how well these tools help learners improve their skills in reading, writing, speaking, and understanding cultural meanings such as idioms and metaphors. Different AI Tools (ChatGPT, Bhashini, SayAI, Google Translate) were provided with the prompts to collect and analyze the data. This helped gather more relevant and meaningful insights. Content analysis was done to analyze the data that helped understand how AI tools help, where they struggle, and what learners and teachers felt about using them.

RESULTS AND DISCUSSION:

For Effective language achievement in Urdu as a foreign language, the integration of linguistic, communicative, and conceptual competencies is necessary. Linguistic competence involves mastering the phonology, grammar, and semantic structures of the language. AI tools such as ChatGPT offer targeted support in this area by providing learners with grammar exercises, thematic vocabulary lists, and pronunciation-focused tasks. Like, the challenges in identifying sounds like “گ” (g) and “غ” (gh) can be managed with the help of continuous audio drills and providing them a corrective feedback. This enables learners to self-monitor and improve themselves with time.

In comparison to the traditional language labs that rely on static recorded content, AI-driven platforms constantly adapt to learners' inputs, identifying, recognizing, and addressing to resolve specific problem areas. These imitation settings do not completely replicate and provide the authentic human interactions (lacking emotional nuance and spontaneity) to offer a relaxed space to students in which they develop confidence and fluency at their own pace. These dimensions of AI-supported language learning are reflected in Table 1, which outlines how AI tools contribute across various skill areas.

Table 1: AI-Driven Strategies for Urdu Language Learning

Skill Area	Activity/Strategy	Objectives	Implementation Details
Listening	Engaging in active listening activities using AI chatbots.	Enhance listening comprehension and identify pronunciation nuances.	Use a chatbot to provide audio or text prompts. Have students listen and respond, focusing on understanding context, pronunciation, and intonation. Use real-world examples for contextual listening practice.
Speaking	Conversational practice with AI chatbots.	Develop speaking fluency and confidence in using the language.	Set up dialogues where students converse with chatbots, focusing on real-life scenarios. Encourage students to ask follow-up questions and engage in back-and-forth dialogue, providing instant feedback on grammar and pronunciation.
Reading	Using chatbots to generate reading materials on varied topics.	Improve reading comprehension and vocabulary acquisition.	Chatbots can create texts tailored to students' proficiency levels. Follow up with comprehension questions and vocabulary exercises.
Writing	Writing prompts generated by AI chatbots, followed by feedback.	Enhance writing skills and develop grammatical accuracy.	Students write responses to prompts generated by chatbots. The chatbot then provides feedback on grammar, structure, and clarity, enabling personalized revision opportunities.
Grammar	Chatbot-driven grammar exercises.	Improve understanding of grammatical rules and application.	Students can request grammar exercises, receive personalized feedback on specific grammatical structures, and ask clarifying questions about verb tenses, sentence structures, and agreement.
Vocabulary	Vocabulary lists and thematic vocabulary	Expand vocabulary and understanding of word usage in context.	Chatbots can generate vocabulary lists based on themes, create sentences using new vocabulary, and design exercises

	exercises created by AI chatbots.		that include idiomatic expressions or synonyms, providing context and deeper understanding of usage.
Polysemy	Exploring multiple meanings of words through chatbot interactions.	Develop understanding of polysemic words and contextual usage.	Engage students in discussions about words with multiple meanings. Students can prompt chatbots for examples and clarification on the distinctions between denotative, connotative, and figurative meanings.
Thematic Vocabulary	Generating theme-specific vocabulary for various subjects, including idiomatic expressions.	Build thematic vocabulary knowledge and contextual understanding.	Chatbots can create vocabulary lists for specific themes (e.g., cooking, politics) and suggest idiomatic expressions related to those themes, facilitating deeper learning through context.
Interactive Games	Gamified learning experiences through puzzles and games created by AI chatbots.	Encourage engagement and make learning enjoyable while reinforcing language skills.	Implement interactive vocabulary games, word matching, and fill-in-the-blank exercises using chatbots. This enhances motivation and allows students to apply their knowledge in fun and meaningful ways.
Feedback and Support	Real-time feedback and adaptive learning through AI chatbots.	Provide immediate corrections and personalized support to enhance learning outcomes.	Chatbots can analyze learner data to provide tailored feedback on pronunciation, grammar, and vocabulary, ensuring a responsive learning experience that addresses individual needs. This includes real-time assessments and tailored exercises.
Teacher Support	Leveraging AI tools for teachers to enhance lesson planning and provide additional resources.	Support teachers in creating personalized learning experiences and access to diverse materials.	Teachers can use AI chatbots to generate lesson plans, exercises, and quizzes, as well as to gain insights into students' learning patterns and needs, enabling more effective instruction.

Continuing from the strategies discussed in Table 1, Table 2 gives us a closer look at how students actually interact with ChatGPT during Urdu learning.

Table 2: Prompts and Responses Given by ChatGPT for Urdu Language Learning

Language Learning Area	Prompt	Response in Urdu
Pronunciation and Spelling	"Please explain the difference between 'گ' and 'غ' and give examples."	ہی فرق یم آواز یک 'غ' اور 'گ' "ہے آواز سخت کی 'گ' کہ ہے سے بیقر کے حلق 'غ' جبکہ طور کے مثال ہے یجات ینکال 'غار' (Ghar) vs. 'گھر' (Ghaar), 'گل' (Gul) vs. 'غل' (Ghul)۔ بار بار کو الفاظ ان "ہوگا دیف دہرانا"
Listening and Speaking	"Can you teach me some basic phrases used in everyday conversation?"	آپ: یم جملے کچھ ہاں! ضرور "آپ کسے ہیں؟" (Ap kaise hain?), "میری مدد یری" (Meri madad karein.), "میں چاہ یمان مجھے" (Mujhe pani chahiye.) ان آپ تے سک کر مشق یک جملوں "ہی"
Writing	"Explain the difference between 'کتاب' and 'کتاب' and how to use them."	ہے شکل واحد کی 'کتاب' "مثال ہے جمع 'کتاب' جبکہ 'کتاب یری' ہے: پر طور کے 'ہی' اور (Yeh meri kitaab hai.) 'کتاب یری' (Yeh meri kitaabein hain.) ان لکھ کو جملوں ان "ہی کر مشق کر"
Grammar	"Can you explain the different types of verbs in Urdu?"	نیت یک فعل یم اردو! ہاں یج "اور، یماض، حاضر: یم اقسام یم: پر طور کے مثال مسقبل (Main khata hoon) - 'ہوں کھاتا' (Main ne khaya) - 'ایکھانے یم'، حاضر - 'گا کھاؤں یم'، یماض - (Main khaoonga) - 'مسقبل"
Words and Sentences	"Give me examples of using 'کتاب' and 'پڑھنا'."	"پڑھنا" اور ہے اسم کی 'کتاب' "ہی: یم مثال ہے فعل کی (Main kitaab padhta hoon.) 'ہوں پڑھتا کتاب' اور (Kitaab mere liye bohat dilchasp hai.) 'ہے دلچسپ بہت یم"

These prompts and responses are simple, yet they show how helpful the tool can be when used well. For example, when learners ask about the difference between “گ” and “غ,” the model provides not only an explanation of the sound difference but also well-known terms like “گھر” and “غار” to make it easier to understand. This kind of repetition and comparison is especially useful for learners who don’t have access to live phonetic guidance. In the same way, asking some common phrases like “آپ کیسے ہیں؟” or “مجھے پانی چاہی ہے” gives students a chance to quickly start using Urdu in real life situations. It helps in reducing hesitation and increases confidence in the students/learners. Through this capability, learners can subscribe beyond the literal translations and therefore can get a deeper understanding of high-level

concepts. In addition, AI helps learn to correct mistakes in the process of calquing, which means the translated idea is transferred from one language to another; that is why learners avoid using incorrect translations. This, in turn, enhances their ability to use Urdu fluently in different communicational contexts. Besides ChatGPT, Bhashini, an initiative by the Indian government aimed at supporting regional languages, may not provide in-depth explanations like ChatGPT, yet it enables users to converse in Urdu and receive immediate translations or transform Urdu speech into written text. This benefits learners who feel more at ease speaking than reading or writing. It is currently utilized in certain public applications where Urdu speakers require assistance with digital forms or guidance. Likewise, Google Translate provides fast Urdu translations and pronunciation assistance, aiding learners in acquiring vocabulary quickly, though it frequently has difficulty with grammar and idiomatic expressions. Microsoft Azure Cognitive Services offers support for Urdu with its speech and language APIs, enabling developers to create applications that can understand, listen to, and respond in Urdu. SayAI and Reverie Language Technologies are additionally focused on enhancing the accessibility of AI tools in regional languages, particularly within the realms of education and government services. Although these tools do not provide extensive instruction, they are beneficial for practicing fundamental communication, listening abilities, and common expressions. What sets ChatGPT apart is its capability to provide comprehensive feedback, cultural insights, and tailored examples, making it more beneficial for learners seeking to grasp the “why” of language principles. Combined, these resources do not supplant an educator but establish various avenues for students to engage with Urdu via voice, text, translation, and clarification. There is no doubt that AI tools play an essential role in generating content and lesson plans that meet most of the teachers’ needs and requirements for developing customized content and assessments. ChatGPT, for instance, can generate thematic vocabulary lists relevant to specific contexts, such as politics, cooking, or literature, helping students engage more meaningfully with various topics. This adaptability improves both conceptual understanding and practical language use.

LIMITATIONS OF CONTEMPORARY AI TECHNOLOGIES IN ADDRESSING THE COMPLEXITIES OF THE URDU LANGUAGE:

As the use of AI in language acquisition rises, it may be helpful to look at whether the tools and technologies are effective when it comes to learning complex languages like Urdu. Although apps like ChatGPT have myriad uses with regard to learning a language, from grammar drills to conversation practice, they tend to often fail when it comes to providing the complex linguistic and cultural nuances unique to Urdu. This shortage has appeared to be more acute in their work with metaphors, idioms, proverbs, and other cultural-linguistic features that are crucial for advanced understanding of the language.

Metaphors: Bridging Language and Culture: Metaphorical language remains the best foundation that helps to understand the cultural values of a given language. Urdu, fondly acclaimed for its poetic texture, employs metaphors not only as semiotic figures but as the fundamental modality through which cognition is performed and reality is apprehended. Suppressive of complex philosophical musings of life, phrases like “ہے سفر کی ایزندگ” (Zindagi ek safar hai), are very common. Nevertheless, the current AI models used for translation mainly insist on the definitional aspects of those metaphors and seem to take little notice of the contextual real importance of such figures of speech. This reliance on the direct translation models threatens to negate the ability to convey these cultural connotations and hence, limits the ability of learners to engage with the things at hand. It hails these expressions by relying on specific and literal direct translation models that can easily alienate learners from the core of the language. In other words, while AI may give you the words themselves, it doesn’t often give the wisdom behind them.

Idiomatic Expressions: The Heart of Everyday Communication: Idiomatic expressions are a very important constituent of everyday speech, being a special kind of phrases, which are used for expressing

many-sided and rather complicated ideas and perceptions. This is well illustrated by proverbs of Urdu, including “ایگ بو خوش دل” which means “The heart becomes happy”. However, owing mostly to their linear processing capacity, current AI tools are not very good at interpreting these expressions. While AI is focused on word-by-word translation and fails to take the perception of language as the speakers of the same language. This limitation not only limits the learner’s ability to understand such fine details as interpersonal communication but also prevents them from achieving any real depth of language knowledge. As a result, learners are likely to have a vocabulary relevant to real-life communication only in the shallow sense that enables them to completely misinterpret situations and offend people.

Cultural References: Navigating Contextual Richness: Language and culture are by nature, inseparable, and being able to comprehend cultural associations is always crucial. Urdu like many other languages of South Asia, with its vast history of literature and diverse cultures, is problematic for AI. Proverbs that have to do with historical personalities, local customs, or social conventions are semantically filled with meanings different from the primary ones. However, as it stands with the current AI models, most thereof struggle to interpret such references appropriately, and therefore provide unfaithful translations. This deficiency results in an isolation of the learners from the social perspective of the language, hence leaving the learners empty-handed when it comes to interaction in social-real life situations.

Emotions, Poetic Dimensions and the Artistic Essence of Urdu: Urdu poetry is melancholic and musically rich with references, and its powerful aesthetic potential is achieved with the help of such widely used stylistic devices. Urdu poetry is not famous for its message or authors, but for the energies and feelings that it can produce by appropriate words and sometimes rhymes. However, AI technologies often fail to capture this artistic element as often depicted. In other words, following algorithmic protocols that regulate the structural aspects of meanings means that AI can fail to account for the emotional and artistic aspects of language. Therefore, learners may use it in a very rigid way, a way that denies it the natural vibrancy that is observed in natural communication. A lack of rhythmic education would mean that learners can only see the language for what it is without being able to feel the heritage.

The Risk of Oversimplification and A Call for Enhanced Models: The current AI technologies can be seen to lack sufficient language models, and for good reason, the language demands and structural hierarchies of the Urdu language are not met by the application of contemporary AI technologies and approaches. Regarding translation that extends beyond the direct interpretation approach, context, culture, and especially emotions must be incorporated into AI algorithms. This means that there has to be a shift from word-to-word translation to the word-as-used approach to word, language, and context. Due to incremental enhancements in natural language skills and machine learning, AI can be fine-tuned in a manner that reforms the idiom, metaphorical language, and cultural aspects to create better learning.

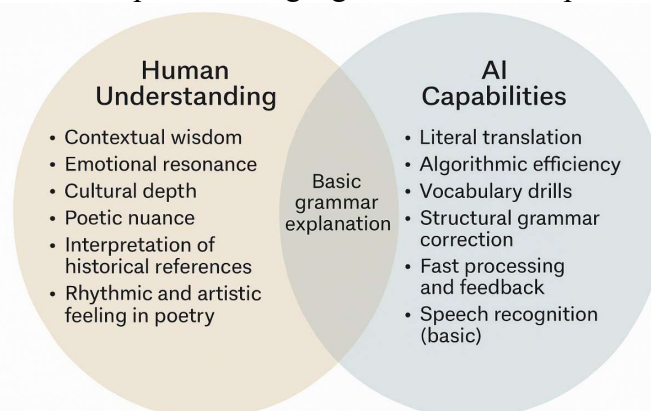


Figure 2: Human Understanding vs AI Capabilities

Hence, from figure 2 it can be said that although AI technologies have many benefits for language learners, their current technical constraints cannot be ignored in the context of the Urdu language. This has a huge effect since straightforward translation models are employed hence college students are confined to stressing or worrying about metaphors, idiomatic expressions, and culture references paramount to communication. In order, therefore, to get the most out of the application of AI in the teaching of languages, more elaborate models are required that incorporate context, culture, and emotions. Thus, the proposed approach allows for the development of a more extensive situ and inclusive, and effective learning environment as learners become aware of how to effectively learn Urdu.

CONCLUSION:

AI-supported learning, enhances the language, communicative, and conceptual proficiency students can develop in Urdu language learning through practice, immediate individualized feedback, and interaction. AI helps the learners to interact with the nuances of the distinct Urdu pronunciation, concepts' metaphors, and grammatical rules, as well as acquire relevant cultural knowledge and language fluidity. This is because teachers are provided with automated lesson plans and teaching/ learning resources all in a bid to enhance efficiency as well as the ability to respond to the learner's needs and or characteristics. However, some critical questions remain: One has to wonder if AI can mimic the subtleties in people's communication that are so necessary to memorize a language. In what ways can teaching professionals develop an effective instructional design that would not reduce the students' potential for creativity and critical thinking to replicate what an AI tutor can do? And how can institutions ensure technological progress does not come at the cost of narrowing the gap between the use of AI tools for learners in school and those outside the school setting? These questions prompt a critical discussion of the place of AI in teaching and learning, and how it could enhance, instead of supplant, conventional approaches to language acquisition.

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