

## ON HUMAN-COMPUTER RELATIONSHIP IN TEACHING FOREIGN LANGUAGES

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As is widely known from the recent investigations in the domain of blended technologies for teaching foreign languages via AI-based platforms over the last decade, there has been a noticeable shift in human-computer relationship towards speaking generation and assessment. These fields are viewed as subtler and more intangible in contrast to writing and grammar training, which became a widespread subject of using AI even in the 2020s.

The most common categories based on AI assessment have been Vocabulary, Grammar, Interaction, and Overall Level, while Speech Generation, Fluency and Pronunciation are still a barren land in terms of blended technologies, those developed by AI and their inevitable counterparts human experts. Most authors stress the subjective nature and their intangible character that explains their comparatively late penetration into foreign language acquisition [1].

It's quite evident that for AI tools the above-mentioned categories are harder to grasp due to their subjective nature and other sidetracks like intercultural interpersonal communication, especially in the most recent bias towards ecolinguistic perspective. This multifaceted nature of Speech Generation and Pronunciation Assessment has revealed noticeable discrepancies in their assessment by AI and human experts.

Thus, major revelations lied in overestimation and underestimation by AI of students' performance in different proficiency levels. Lower levels, A1, B1 and B2 were slightly overestimated, whereas the higher levels, in contrast, tended to be underestimated. One of the tentative explanations of this fact might be that AI predominantly focuses on high proficiency speech generation, and, accordingly, puts higher requirements these levels.

With time and new AI developments it's becoming more and more evident that further strengthening of human-machine partnership is inevitable, since every consecutive phase in AI advancement is highly dependent on other intangible sidetracks of communication, like social linguistics, psycholinguistics, and, more recently, ecolinguistics. Anyhow, all of the recent advancements in this area confirmed the need to be integrated with the efforts of human experts.

### **References:**

1. Hansol Lee, Jang Ho Lee, The effects of AI-guided individualized language learning: A meta-analysis, *Language Learning & Technology*, Volume 28, Issue 2, June 2024, 134–162