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AI VS HUMANS DEALING WITH LANGUAGE TASKS: UNLOCKING SOME NEW PEDAGOGICAL DIMENSIONS IN TEFL PRACTICES

In the era where AI has become an omnipresent phenomenon influencing many spheres of human endeavour, it appears that education, and within its borders, language teaching-learning practices, are no exception. With the strong potential of AI in mind, but also taking into consideration the fact that language is a fluid, and delicate concept, the paper aims to contrast some AI with human practices. Namely, it sheds light on how potentially successful the compared entities, i.e. AI supported technology and EFL students, can be when solving some language tasks brimming with collocations and idioms, known as challenging and usually requiring deeper understanding of the intended message. Upon comparing the collected samples, and commenting on strengths and weaknesses of both sides, the paper concludes by pointing to some pedagogical implications that could potentially improve our existing TEFL practices.

Keywords: TEFL; language tasks; idiomatic expressions; collocations; AI; students

1. INTRODUCTION

We have already witnessed the dawn of the artificial intelligence era and no matter whether ready or not, we are now able to see it spreading over all the spheres of human endeavour – education included (Owoc, Sawicka & Weichbroth 2021). The field of education – both teaching and learning practices included has always welcomed novelties; the shelf belonging to language teaching seems to be at the forefront

– information and communication technologies are at the heart of many language teaching methods¹ and can, undoubtedly, enhance many of such practices.

In order to develop both receptive and productive skills, language teachers usually rely on all the tools available – and it has been like that for decades; while e.g. cassettes, CDs, tapes, Walkman and MP3 players, projectors, translation booths, etc. were among the first that entered our classrooms, and were succeeded by more developed PC, whiteboards, interactive boards, and an ocean of applications available and aimed to facilitate, improve or make our teaching-learning experiences more engaging (Mullamaa 2010; Prodanovic & Gavranovic 2021a; Prodanovic 2022). Among those that have recently knocked on our door – there is the one of artificial intelligence – underpinning many of the novelties we both want and sometimes dread to explore.

Adequate recognition, interpretation, translation, and transfer – they are all needed when we (irrespective of our roles) deal with the extensive world of (abstract) language patterns; TEFL practices offer an abundance of ways that show/evaluate whether we have acquired such language material properly (Gavranovic & Prodanovic 2024; Prodanovic & Gavranovic 2021b; Weir 2005). While some of the assessment tasks are open, others are of more closed nature, providing us with a helping hand; anyhow, whatever the form is – the underpinning goals are pretty similar – evaluating language proficiency with regard to four language skills – where, the realm of metaphorical language has always seemed to be very challenging (Chen 2019; Gyllstad 2009)

As suggested earlier, ICT have penetrated foreign language teaching-learning practices and have proved to be successful in many regards; apart from relying on machines to share some video, audio, and other visual or auditory materials with their students, teachers also have also started relying on some novel ideas, keeping pace with the developments around us; and the same goes for students when working independently. None of them, in this respect, have failed to notice the expansion and AI in the modern era and the fact that it is at the doors of our classrooms.

Resting on selected theoretical views, and assuming that, despite all the growing potential and popularity – students might outperform, the paper has set the objectives – to expose AI and EFL students to a language task, compare the answers obtained, and contrast their respective strengths and weaknesses.

¹ Explore further in Lightbown & Spada (2021)

2. LANGUAGE SUPPORTED BY MACHINES

Long before we have started using all the interactive, digital tools in our language classrooms around the world, there was machine translation. The introduction of machine translation, that, at first, seemed rather extra-terrestrial, came as a source of vast possibilities – for teachers, practitioners, language learners, translators themselves, linguistics and all the other people who might opt for using it just to communicate in a foreign language.

Machine translation came at play during the middle of the previous century, commonly defined as “the process by which computer software is used to translate” (Al-haisoni & Alhasyony 2017: 73). Back in 1954, IBM proved that a machine can actually translate whole sentences – but despite the enormous potential, there was still so much room for improvement (Hutchins 1995). The early stages of machine translation development experienced both positive and negative critics; However, although the first decades into its development were pretty rocky, AI – in the background of such practices, did not cease to develop.

It seems that the world we visualised and connected with the computer-assisted practices (language learning included) and machine supported language processing has taken a totally new direction in 2022, with the launch of ChatGPT. This generative pre-training transformer, in the form of an AI-chatbot that can communicate with humans, providing them with human-like answers to all the questions they pose, has found its use among those posing questions pertaining to language; we do know that ChatGPT can successfully paraphrase, summarise, give synonyms, antonyms, word definitions, illustrative examples, and many more; language-wise, it is equally knowledgeable about grammatical concepts as it is when it comes to those of lexical nature. It is expected that our usage of this newly-discovered potential can have both positive and negative sides; anyhow, it has also become clear that the sooner we all (both as students and teachers, parents, and instructors) learn how to deal with it – the better; this need has been embodied via the fact that many educational systems around the globe have started addressing it via their guidelines, as a medium the power of which we should be aware and ready to use it for improvement of our classroom practices not for their weakening. The cutting-edge phenomenon encompasses it all when it comes to language – it helps you with word order, corrects your mistakes, fills out the gaps, transforms, reorganises, etc. the list is almost a limitless one. Unequivocally, we can all benefit from this immense potential – although constantly aware of the threat it might impose on transparency, authenticity, originality, as well as critical and creative thinking processes we would like to activate.

2.1 Some Pros and Cons We Are Aware of

Both advantages and disadvantages have always characterised both human and machine-run processes; as for the latter, what we have discovered so far is that it can help us (whatever the position/role we hold is) with several perspectives – it alleviates stress, giving us some starting points in our work; it could enhance our lexical and grammatical competences and skills; also, working with machines in this regard, might give us more independence in self-studying activities; then, it can facilitate reading comprehension procedures as well, etc. (Alhaisoni & Alhaysony 2017; Amaral & Meurers 2011; Baraniello et al. 2016; Groves & Mundt 2015; Lewis 1997; Wong & Lee 2016).

This all took place prior to the introduction of ChatGPT – and given the fact it has been with us for less than two years now, there is not much research to rely on; anyhow, an available study by Ngo (2023) has revealed that students in Vietnam are aware of ChatGPT mechanisms and believe it can facilitate their practice by, inter alia, translating, offering definitions, making it all less time-consuming at the same time.

Haglund (2023) explored the views of Swedish students who also find ChatGPT rather useful, highlighting its potential vis-à-vis research of information, problem solving tasks, as well as work on their texts, i.e. composing or modifying them.

In a similar vein, Liu and Ma (2023), as well as Zeng and Mahmud (2023), investigating the views of Chinese and Swedish EFL learners respectively, concluded that students opt for using ChatGPT with the goal of improving their writing and/or reading skills.

In a slightly different TEFL surrounding, Jeon (2022) examined the attitudes of young learners towards the use of AI supported chatbot in the process of language learning; the interviewed Korean primary students showed *mixed feelings*, i.e. the chatbot convenience was seen through the eyes of their individual preferences.

Song and Song (2023) explored the efficiency of ChatGPT in the context of the productive language skill of writing; it was found that Chinese EFL learners show greater motivation and progress in writing when supported by AI instructions; apart from that, however, the participants shared their doubts concerning AI precision, context recognition, and spoke in favour of a constant need for it to be further developed.

On the other side of the fence, however, it seems that teachers are not thrilled to see the engine as an active participant in their classrooms; The study of Iqbal, Ahmed, and Azhar (2022), observing the sector of higher education in Pakistan, and the views of teachers vis-à-vis ChatGPT use, showed somewhat hesitant attitudes towards the

novelty – usually justified by fears of misconduct, i.e. its use to enable some cheating practices rather than purely educational purposes. Taking into account the fact that the engine has just arrived among us – it remains to be tested by both teachers and students – meaning that only the future holds some more reliable answers pertaining to both advantages and disadvantages.

Hang (2023) looked at EFL teachers' views concerning ChatGPT in writing classes, at university level. The study revealed the interviewed teachers' readiness for embracing the novelties that might support teaching-learning practices; nevertheless, the EFL teachers also highlighted the need to obtain more training in the field of AI tools application – so that they can use the potential adequately, as well as prevent any possible misconduct.

Bin-Hady et. al (2023), relying on data obtained from views of a limited set of respondents, international EFL teachers, confirmed the vast potential of AI, embodied via ChatGPT, in today's language classrooms; learner's autonomy, language support, fostering and organising the existing knowledge were listed as some of ChatGPT strengths; in this regard, the study raised additional questions about the application of AIALL model – and closed by underlining the need for it all to be further elaborated, engrained into our teaching-learning practices and tested on more complex sets.

3. THE CASE

With the aim to shed some light on language potential of EFL students and AI supported tools, namely a chatbot ChatGPT², in the process of recognising the language of metaphors – i.e. idioms, collocations, and phrasal constructions, while assuming that human potential, despite all the AI developments, will yield better results, a research was conducted;

A total of 76 students, with English language proficiency ranging from Level B2 to C1, were tasked with reading two original (designed specifically for the purpose of this study) texts related to the tourism industry (travelling in general) and completing gap-fill exercises (illustrated with answers below) in a pen-and-paper form. The students participating in the investigation come from the study fields of *language studies* – English for Public Relations, Business English. The same texts were tested by the said artificial intelligence system, which was first assigned the identical task, with the prompt *Fill the gaps in the text below*; to test its potential of working with items in both context and isolation – the chatbot was also given another prompt *Com-*

² A free version of ChatGPT was used.

plete the expression below (repeated for all the expression appearing in the two texts). The methodology employed in this research focused on evaluating the comprehension of the aspects of figurative language among humans in contrast to artificial intelligence.

TEXT 1

Dear Sarah,

I hope you're doing well, savouring the final days of the summer somewhere tranquil and warm.

I'm writing to tell you something more about our recent Spanish experience. We've just returned and keep reminiscing _____ (ABOUT) the days well spent there.

For the very first time, instead _____ (OF) opting for some urban areas, we visited a quaint Spanish village that took our _____ (BREATH) away.

Despite the fact el pueblo is literally _____ (OFF) the _____ (BEATEN) track, we enjoyed the fortnight spent there to _____ (BITS).

Hiking, fresh, mountain air, organic, local food – it was just like what the _____ (DOCTOR) ordered. My decision to travel _____ (LIGHT)

proved to be the right one, since el pueblo is not rich _____ (IN) night life – even if they wanted, our hosts couldn't wine and _____ (DINE) us.

However, if John contacts you, his words can take you by _____ (SURPRISE), so get ready! He's actually the only one who didn't like the adventure of ours and I bet he'll tell you el pueblo is nothing to _____ (WRITE) home about, but don't forget that's his teenage spirit seeking adventure. Anyways, should you decide to _____ (RECHARGE) your batteries, you have my biggest recommendation.

Hope to see you soon and enjoy a relaxing chat over a cup of coffee.

XOXO,

Jane

TEXT 2

When it comes to travelling, what is on your _____ (BUCKET) list? Choosing a dream vacation spot could be challenging – as it seems that the offer has never been so rich. While some people book their trips _____ (ON) a whim, some other people, anyhow, always think _____ (TWICE) before spending any money. Also, there are, on the one hand, those adventur-

ous who usually prefer exploring every nook and _____ (CRANNY) of the place they visit; on the other hand, many of us, tired of everyday dynamics, just want some peace and quiet, and to _____ (GET) away from it _____ (ALL). The available budget certainly plays an important role and one always questions himself whether the chosen destination will give _____ (BANG) for your buck. People on limited budgets often travel on a _____ (SHOESTRING) and during _____ (LOW) season. They think that _____ (HIGH) season, when the prices generally go through the _____ (CEILING), is for people _____ (ROLLING) in dough. Whatever you choose, what matters is you have a _____ (WHALE) of a time, enjoy it to the _____ (FULLEST) and _____ (MAKE) some remarkable memories.

3.1 Results and Discussion

Table 1. Overview of students' responses to Task/Text 1

<i>TEXT 1</i>		
IDIOM	MEANING (Oxford Learner's dictionary)	RESULTS
Reminisce ABOUT	to think, talk or write about a happy time in your past	<ul style="list-style-type: none"> • 28 correct answers (mostly 3-year students) • A lot of empty gaps • Other provided answers: ON, OF, ALL
Instead OF		<ul style="list-style-type: none"> • All answers are correct
take one's BREATH away	to be very surprising or beautiful	<ul style="list-style-type: none"> • All answers are correct
OFF the BEATEN track	far away from other people, houses, etc.	<ul style="list-style-type: none"> • 2 correct answers • Other provided answers: ON, IN, RIGHT, MAIN, WRONG track • some gaps
Enjoyed there to BITS	<i>(informal)</i> very much	<ul style="list-style-type: none"> • No correct answers • Other provided answers: RELAX, EXPLORE, CHILLAX
DOCTOR ordered		<ul style="list-style-type: none"> • 8 correct answers • Other provided answers: GROUP, BOSS, LOCALS, MIND, HEART, WE, BODY
Travel LIGHT	to take very little with you when you go on a trip	<ul style="list-style-type: none"> • No correct answers • Other provided answers: THERE, TOGETHER, OFTEN, WAS, AROUND or HAS (present perfect)
Rich IN		<ul style="list-style-type: none"> • Most answers are correct • Other provided answers: OF, ON

Winne and DINE	to go to restaurants, etc. and enjoy good food and drink; to entertain somebody by buying them good food and drink	<ul style="list-style-type: none"> • Most answers are correct • Other provided answers: CHEER and FIND
By SURPRISE		<ul style="list-style-type: none"> • All answers are correct
nothing to WRITE home about	<i>(informal)</i> not especially good; ordinary	<ul style="list-style-type: none"> • 12 correct answers • Other provided answers: LEAVE, BRAG, TELL, BOAST
RECHARGE your batteries	to get back your strength and energy by resting for a while	<ul style="list-style-type: none"> • 51 answers are correct • Other provided answers: CHARGE (very common), TAKE, USE, GIVE, FEEL

Table 2. Overview of students' responses to Task/Text 2

<i>TEXT 2</i>		
IDIOM	MEANING (Oxford Lerner's dictionary)	RESULTS
BUCKET list	a list of things that you want to do before you die	<ul style="list-style-type: none"> • 18 correct answers • Other provided answers: MAIN, WISH, TRAVEL, TO DO, GO-TO, CHECK, TOP
ON a whim	a sudden wish to do or have something, especially when it is something unusual or unnecessary	<ul style="list-style-type: none"> • Either a lot of empty gaps • or correct answers 27 • Other provided answers: FOR, WITH, IN (just a few)
think TWICE	to think carefully before deciding to do something	<ul style="list-style-type: none"> • 4 correct answers • 19 empty gaps • Other provided answers: HARD, AHEAD, CAREFULLY, RIGHT, THROUGH, WELL
every nook and CRANNY	<i>(informal)</i> every part of a place	<ul style="list-style-type: none"> • 10 correct answers • 30 misspelled CRANNY • 15 gaps • Other provided answers: CORNER, INCH, HOOK, DETAIL

GET away from it ALL	<i>(informal)</i> to have a short holiday in a place where you can relax	<ul style="list-style-type: none"> • Almost all correct answers with GET away • some variations: RUN away (5) • it ALL 65 correct • the others are empty or one variation: FOR A WHILE
BANG for your buck	better value for the money you spend	<ul style="list-style-type: none"> • 4 correct answers • A lot of empty gaps • Other provided answers: ADVICE, ALL
travel on a SHOESTRING	<i>(informal)</i> using very little money	<ul style="list-style-type: none"> • 1 correct answer • Other provided answers: BUDGET, WHIM, TRAIN, PLANE • A lot of empty gaps (23)
LOW season	the time of year when a hotel or tourist area receives fewest visitors	<ul style="list-style-type: none"> • No correct answers • Other provided answers: OFF, COLD, WARM, SUMMER, HOLIDAY, PEAK
go through the CEILING	suddenly increase very rapidly	<ul style="list-style-type: none"> • No correct answers • Other provided answers: ROOF (a lot of answers), DOWNFALL
ROLLING in dough	Rich, very prosperous	<ul style="list-style-type: none"> • 14 correct answers • A lot of empty gaps • Other provided answers: SHOWERING, STUCK, SWIMMING
Enjoy to the FULLEST	As much as possible	<ul style="list-style-type: none"> • Most answers are correct • Other provided answers: MAXIMUM, LIMITS
Have a WHALE of time	<i>(informal)</i> to enjoy yourself very much; to have a very good time	<ul style="list-style-type: none"> • 2 correct answers • Other provided answers: HELL (a lot of cases), MATTER, LOT, PLENTY, HECK
MAKE some remarkable memories		<ul style="list-style-type: none"> • a lot of correct answers • Other provided answers: DO, EXPERIENCE, CREATE

First of all, the data analysis based on students' responses reveals a high level of their comprehension and accuracy in understanding and completing collocations with prepositions. Specifically, the prepositions used in conjunction with the phrases "instead OF" and "rich IN" were predominantly correct, with most students providing the correct answer. This suggests a solid comprehension of the syntactic structures associated with these linguistic units.

However, less common phrases, such as "reminisce ABOUT" and "ON a whim" posed some challenge to students, especially of lower level, with only half providing

the correct preposition. Additionally, a significant number of cases remained unanswered, indicating potential uncertainty or lack of familiarity with the phrase. Furthermore, variations in responses were observed, including the prepositions “reminisce ON”, “reminisce OF”, “reminisce ALL” or “FOR a whim”, “WITH a whim”, “IN a whim”, suggesting a degree of confusion or divergence in understanding among the student cohort.

Furthermore, in the case of the expression “by surprise”, the students demonstrated a strong understanding of the phrase, as the word “SURPRISE” was consistently used correctly. This indicates that the students were able to recognize and appropriately pair the preposition “by” with the noun “surprise” in the given context reflecting a thorough understanding of this particular idiomatic construction.

A similar pattern was observed in some other idiomatic expressions characterized by strong collocability. Notably, idiomatic phrases such as “take one’s BREATH away”, “wine and DINE”, “RECHARGE your batteries” and “enjoy to the FULLEST” were quite accurately understood and employed by the students.

In the case of “take one’s breath away” which refers to experiencing something very surprising or beautiful, all students correctly utilized the word “BREATH” indicating a comprehensive understanding of this idiomatic expression. Similarly, with “wine and dine” all students accurately identified the term “WINE”, while in the expression “enjoy to the fullest”, the superlative form “FULLEST” was recognized by the vast majority of students, demonstrating a consistent accuracy in their ability to recognize these idioms.

Moreover, the students’ proficiency is evident in their correct use of “RECHARGE” in the expression “recharge your batteries”. Although some variations were observed among the provided answers, such as a frequent use of “charge” and occasional cases of “use” and “take”.

The data analysis also revealed variations in the recognition and completion of certain idiomatic expressions among students. For instance, in the case of “bucket list”, while most students correctly identified the word “BUCKET”, a number of alternative responses were provided as well, including “MAIN list”, “WISH list”, “TRAVEL list”, “TO DO list”, “GO-TO list”, “CHECK list”, and “TOP list” among others.

Similarly, while completing the phrase “MAKE some remarkable memories together”, besides the correct responses, students gave other variations, such as “DO”, “EXPERIENCE” and “CREATE”. Likewise, in the context of “every nook and CRANNY” while some students used “CRANNY” accurately, others misspelled it

as “CRANY” and provided alternatives “CORNER”, “INCH”, “HOOK”, and “DE-TAIL”. Furthermore, in the phrase “nothing to WRITE home about”, variations such as “LEAVE”, “BRAG”, “TELL” and “BOAST” were indicated by student. This variety in responses indicates individual interpretations and understandings of the idiomatic expression among the students.

There were also instances where students struggled to grasp the intended meaning of idiomatic expressions, with only a minority correctly identifying them. For instance, the phrase “DOCTOR ordered” was accurately responded to by only a minority of students, while others provided alternative responses such as “GROUP ordered”, “BOSS ordered”, “LOCALS ordered”, “MIND/HEART/BODY ordered”, etc. Similarly, with the phrase “think TWICE,” only a few students provided correct answers, while many offered variations including “think HARD”, “think AHEAD”, “think CAREFULLY”, “think RIGHT”, “think THROUGH” and “think WELL”.

Finally, certain idiomatic expressions proved to be particularly challenging for all students, as no correct responses were provided. For instance, “spent there to BITS” yielded variations such as “RELAX”, “EXPLORE”, and “CHILLAX”. Similarly, “travel LIGHT” prompted alternatives like “THERE”, “TOGETHER”, “OFTEN”, “WAS”, and “AROUND”; “LOW season” provided responses such as “COLD”, “WARM”, “SUMMER”, “HOLIDAY” and “PEAK”; “go through the CEILING” was answered with “ROOF” and “travel on a SHOESTRING” elicited responses like “BUDGET”, “WHIM” or a means of transport, like “TRAIN” and “PLANE”. These instances underscore the considerable difficulty students encountered in accurately interpreting and responding to these specific idiomatic expressions.

The following expressions proved to be particularly challenging for all students, as no correct responses were provided.

- “Spent there to BITS” yielded variations such as “RELAX”, “EXPLORE”, and “CHILLAX”.
- “travel LIGHT” prompted alternatives like “THERE”, “TOGETHER”, “OFTEN”, “WAS”, and “AROUND”.
- “LOW season” provided responses such as “COLD”, “WARM”, “SUMMER”, “HOLIDAY” and “PEAK”.
- “go through the CEILING” was answered with “ROOF”.
- “travel on a SHOESTRING” elicited responses like “BUDGET”, “WHIM” or a means of transport, like “TRAIN” and “PLANE”.

The inability of students to recognise these idiomatic expressions could stem from several factors. Firstly, idiomatic expressions often rely on cultural context or colloquial usage, which may not be familiar to all students, especially those from different linguistic or cultural backgrounds. Secondly, the complexity or obscurity of the idioms themselves may have posed a challenge, particularly if they are less commonly encountered in everyday language or if their meanings are not immediately apparent.

The testing of the same activity using the tool of artificial intelligence (specifically, the free version of ChatGPT) demonstrates that nearly all responses were provided accurately. The chatbot was given the prompt to *Fill the gaps in the text below* and proved very successful in all the aspects – collocations, idioms, phrasal constructions included. All highly collocable idioms were identified precisely, with only minor variations in certain phrases. For example, “travel LIGHT” was referred to as “travel THERE”, “BANG for your buck” was indicated as “VALUE for your buck”, “LOW season” was substituted with “OFF season”, and “a WHALE of a time” was presented as “a BLAST of a time”.

Idioms are stable expressions or phrases that have a fixed meaning that is different from the literal interpretation of the individual words. There is no doubt that AI models have been trained on vast amounts of text data, which includes numerous instances of idiomatic expressions. They can learn the patterns and contexts in which idioms are used, enabling them to recognise and understand them more effectively. Anyhow, the texts distributed to the students and ChatGPT are of original nature, created for the purpose of this research; it was due to that reason, less precision of the chatbot in context had been anticipated. To examine its potential when dealing with constructions in both isolation and context, the engine was asked to complete each of the used expression line by line – without any context provided. This task yielded spotless outcome as well – it proved equally potent when recognising idiomatic, prepositional expressions, as well as collocations in context as it was when seeing them without it.

4. CONCLUSION

All the technological developments have facilitated many of our practices – both those we regard as major, and those we see as minor – some of which belong to our everyday lives. Among them – how we communicate in a foreign language has also been hugely simplified – many business meetings, email exchanges, just like conversations run in hotels, shops, cafes – have been supported by an ocean of applica-

tions available today. While some of them are used to help us acquire language patterns, others provide us with instant translation from one language to another – offering a wide spectrum of languages to choose from. Communicating in a foreign language – with or without any support of modern technologies, can go without a hitch – before the moment some culture-bound, abstract, metaphorical components come to forefront. It is then when we might become lost – not knowing what some of the exchanged messages actually mean. Previous decades have also shown that, just like humans, machines (we might rely on when translating language material) can struggle with the world of abstract language. Given the rapid developments that have taken place in recent time, this paper wanted to explore whether machines and humans are on a par when recognising such language, complex, intangible language constructions. Contrary to the initial assumption that, in spite of all the AI progress, humans (EFL students) are still superior, the results showed that machines, i.e. AI overperform, with almost no mistakes made. Through the TEFL prism – although we must not generalise, given the limitations of the research (only two texts containing several metaphorical expressions examined, and with only 76 students whose work has been observed), the conclusion could be a worthy one – showing us we might trust AI more than we might have thought and even integrate it in some educational practices – student projects, flipped classroom, just-in-time teaching practices, etc. On a different note, from the angle of intercultural communication, such results (again taken with a pinch of salt) prove that intercultural encounters do not have to rely on some simplified, Globish-like language versions, anymore, i.e. that some more complex, even abstract notions might come at play. What, however, should not be neglected is the fact that AI, in this case, has been exposed to the patterns depicting the English language, undoubtedly the one, prevailing over exchanges, as well as the world of AI; some future research could focus on testing this potential on some other, less productive languages, that, it is expected, might lead to some rather different outcome.

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KO SE BOLJE SNALAZI SA JEZIČKIM ZADACIMA – VEŠTAČKA INTELIGENCIJA ILI STUDENTI: NEKI NOVI PEDAGOŠKI UVIDI U NASTAVI STRANOG JEZIKA

Sažetak:

U vremenu kada je veštačka inteligencija, bez ikakve sumnje, postala fenomen koji nas okružuje u svim sferama delovanja, čini se da ni sfera obrazovanja, a u njenim okvirima i nastava stranog jezika, ne uspeva da odoli njenoj integraciji. Imajući u vidu snažan potencijal koji veštačka inteligencija nosi, ali i činjenicu da je jezik jedan fluidan, živ i istovremeno osetljivi organizam, ovaj rad nastoji da kontrastira neke od mogućnosti veštačke inteligencije sa aktivnostima čoveka – studenata. Na tom putu, rad dodatno osvetljava koliko su dve suprotstavljene strane uspešne u rešavanju jezičkih zadataka koji obiluju metaforičnim, apstraktnim izrazima, koji se kriju iza kolokacija, idioma, predloških konstrukcija itd., a imajući u vidu kako upravo pobrojane mogu zahtevati posebnu pažnju i poznavanje jezičkih nijansi. Nakon upoređivanja učinka, rad se zaokružuje ukazivanjem na određenje pedagoške implikacije koje bi mogle unaprediti praksu nastave stranog jezika.

Ključne reči: nastava stranog jezika; jezički zadaci; idiomatski izrazi; veštačka inteligencija; studenti

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