

The Role of AI in Teaching Low-Resource Languages: The Case of the Georgian Language

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Abstract

Artificial intelligence is actively integrated into language teaching to enhance material production, personalise lessons and increase learner engagement. While many studies have examined the role of AI in language teaching, most focus primarily on high-resource languages, such as English. Low-resource languages like Georgian, which belongs to the Caucasian language family and lacks digital presence as well as teaching materials, remain unexplored. This article aims to investigate the practices of using AI in teaching Georgian as a foreign language while focusing on its pedagogical strengths and limitations. The study applied a quantitative approach. Through a questionnaire, this research explored the experiences, practices and attitudes of 40 Georgian language teachers regarding AI and AI-generated classroom activities. Participants reported on how, why and to what extent they use chatbots while also reflecting on the advantages and challenges they encounter. The results showed that some teachers are reluctant to use AI, revealing that it makes grammatical, spelling and structural inaccuracies, occasional hallucinations and misleading content derived from the translation of English data; however, others greatly rely on AI, noting that it personalises learning, adapts and creates new materials to match students' needs. The study provides novel insights into the pedagogical value and restrictions of AI in teaching low-resource languages compared to high-resource languages based on the case of Georgian.

Keywords: artificial intelligence, foreign language acquisition, Georgian language, low-resource languages

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Introduction

The emergence of artificial intelligence was quickly met with its implementation across different fields. Education, and especially language teaching, has not been an exception. Although generative AI and chatbots still raise questions, and educational centres are in the process of readjusting ethical rules and guidelines, this has not stopped the process of reshaping language education practices through AI. In such a reality, it is important to question if this process is reflected in the same way around the globe. While chatbots have been integrated into English language education (Chuah & Kabilan, 2021; Kim et al., 2019) and many studies discuss their effect in English, the technological transition has not been the same across different languages, and they are underrepresented (Suárez & García-Mariño, 2025; Vassilakopoulou & Hustad, 2023). Therefore, it is interesting to investigate the role of AI in teaching low-resource languages.

The Georgian language belongs to the category of extremely low-resource languages. It is a South Caucasian agglutinative language spoken only in Georgia. It has a distinctive writing system and contains 33 sounds. As Georgia is home to many minorities, such as Russians, Ukrainians, Azeris, Turks and Armenians, there is a demand to teach Georgian as a foreign language. However, teaching materials are scarce, and it is interesting to see how AI is being integrated into the teaching process. As there are not many studies that examine the effectiveness of chatbots in teaching low-resource languages, especially the Georgian language, this article aims to investigate how teachers utilise AI and what its strengths and weaknesses are.

Literature Review

Generative artificial intelligence has been developing throughout the years, but it quickly became popular and practical in 2022 when ChatGPT was released (Rahimi & Abadi, 2023). Generative AI refers to the technologies that can produce and generate new meaningful content, such as texts, images, or audio, based on a given prompt (Feuerriegel et al., 2024). Therefore, Gen AI includes chatbots like ChatGPT, Gemini, DeepSeek, Copilot, and others (Barnes & Tour, 2026).

Chatbots have great pedagogical potential to enhance teaching practices, especially for language learning (Agustini, 2023). Integrating AI into teaching supports both students and teachers. As many researchers note, AI can have a positive influence on enhancing critical thinking (Tafazoli, 2024), intercultural knowledge (Bonner et al., 2023), creativity (Creely, 2024), motivation, and engagement (Ali et al., 2023; Mohamed, 2024) in students. On the other hand, Gen AI greatly helps teachers to generate a variety of resources and teaching materials like lesson plans, texts or activities (Jeon & Lee, 2023; Kohnke et al., 2023; Koraishi, 2023; Law, 2024; Mohamed, 2024). It not only saves time but also addresses students' vast needs (Koraishi, 2023). It is also noted that chatbots modify existing materials according to teachers' wishes (Kohnke et al., 2023). Additionally, teachers also use AI to check and provide feedback on students' work (Han & Li, 2024). AI is also reported to improve learners' writing (Liu et al., 2024), speaking (Qiao & Zhao, 2023), and vocabulary skills (Hsu et al., 2024). Based on the productivity of Gen AI, it is clear that the scarcity of materials is no longer a problem, and teachers can adjust lessons according to specific situations (Jeon & Lee, 2023). However, as AI and chatbots have not been widely used for many years, there are still a plethora of teachers who are not familiar with their usage and view their integration with doubt (Jeon & Lee, 2023; Kohnke et al., 2023).

There is no surprise that the role of AI in teaching foreign languages is even more important. Chatbots support teachers in bringing different cultures together and teach students specific and particular cultural information (Othman, 2023). This effect is even more vivid in languages that are not as popular and well-represented as English. The emergence of AI became the key to producing better foreign language education resources in developing countries, where traditional educational resources are usually scarce and limited (Yang, 2024). As Jiasheng and Yajuan (2023) note, ChatGPT works like an “online encyclopedia” and gives teachers access to vast materials which were only accessible to developed countries. AI has been proven to be very effective in teaching foreign languages (Jurinjak et al., 2024).

High-Resource Languages Versus Low-Resource Languages

In order to see how Gen AI and chatbots work, it is important to note that Gen AI heavily depends on the availability of linguistic data (Wang, 2025). Chatbots are neural networks which are trained on unannotated texts taken from different online sources (Jakubiček & Rundell, 2023). Through generative language models, chatbots analyse text and word patterns to generate plausible responses. Therefore, it does not think or deduce; it just creates possible word sequences (McGiff & Nikolov, 2025).

According to the availability of data, there are high-resource and low-resource languages. High-resource languages have a plethora of digital corpora and texts. Due to the demand, high-resource languages also have rich technological support to further develop natural language processing (Ferber, 2020; Stanford HAI, 2025). Low-resource languages are quite the opposite. They are characterised by data scarcity and limited tools or materials (Wang, 2025). The distinction between them is also determined by socio-political aspects and the global demand (Nigatu et al., 2024). According to Zhong et al. (2024), statistical differences between these two groups of languages are yet to be defined. However, it is clear that high-resource languages hold a prestigious position, while low-resource languages are underrepresented with many limitations and errors (Wang, 2025).

Nigatu et al. (2024) perfectly describe their relationship, stating: “This framing of high- vs. low-resource languages resembles Zeno’s Achilles paradox: ‘high-resourced languages’ are the tortoise, which has been given a head start in the research community and continues to receive much of the attention, and ‘low-resource languages’ are Achilles.” Such a major gap can be reflected in current studies that mainly cover high-resource languages, such as English, and do not evaluate low-resource languages. It certainly raises issues regarding linguistic equity (Onan et al., 2026).

The performance of chatbots can degrade based on the language coverage and linguistic differences. According to Wang (2025), teachers of high-resource languages were pleased with Gen AI, while the pedagogues of low-resource languages were more reserved. A large majority of teachers who teach ESOL (Chinese, French, Spanish) rated AI’s performance as satisfactory, while teachers of low-resource languages stated that AI is not suitable for their needs. Additionally, as researchers note, rather than generating incorrect information, producing persuasive text that may mislead teachers is the bigger problem (Onan et al., 2026). Studies on some low-resource languages like Arabic or Turkish show that in low-resource languages, AI brings biases from unreliable sources (Moustafa et al., 2026). Therefore, there is a major gap in current studies that mainly cover high-resource languages, such as English, and do not evaluate low-resource languages. Therefore, it raises issues regarding linguistic equity (Onan et al., 2026).

Performance of AI in the Georgian language

When it comes to the Georgian language, the scarcity of sources is apparent. Some research can be found on the overall usage of AI in education, but there is very little focus on language teaching. According to older studies, AI was not popular in teaching, and the shift towards a technology-friendly environment was slow. From the perspective of EFL teaching, in Georgian public and private schools, 79.3% of teachers do not use AI technologies in teaching practices (Tskhakaia, 2024). However, one of the recent studies shows a slight divergence and a growing tendency towards the use of AI in teaching (Gogberashvili et al., 2026). ESL educators in universities seem to attend training sessions on AI and learn how to utilise it for learning practices. Concerns about limited funding and technical difficulties are also highlighted (Gogberashvili et al., 2026).

Strengths and limitations concerning Gen AI's performance in the Georgian language seem to be greatly underrepresented. No specific articles could be found that discuss how chatbots perform in Georgian, especially for teaching purposes. According to Lomidze's (2025) research on the use of AI in lexicography, Gen AI (ChatGPT in particular) generates incorrect and ungrammatical Georgian sentences. It often hallucinates nonexistent Georgian words, misspells, and cannot effectively conjugate verbs (Lomidze, 2025). The generated texts are often biased toward English (Trap-Jensen, 2024), and Georgian sentences follow English grammar structure or semantics (Lomidze, 2025). The effectiveness of AI in the Georgian language is better if prompts are simple. Therefore, the generated output may need thorough editing. Munjishvili and Shugliashvili (2025) note that the complexity of the Georgian language makes the NLP process harder, and chatbots lack precision. The reason for Gen AI's limitations is the scarcity of Georgian data (Lomidze, 2025). ChatGPT-3 was trained on only 0.0006% Georgian data (Walsh, 2025), while 93% of its training data was in English. On the other hand, it identifies parts of speech fairly well. It can determine formal, informal, neutral or derogatory phrases and has an overall grasp of the language (Lomidze, 2025).

Methodology

This research applied a mixed-methods approach to examine AI's pedagogical strengths and weaknesses in teaching Georgian, a low-resource language, as a foreign language. In order to analyse teachers' attitudes and experience, a survey was conducted. The questionnaire was created in Google Forms and contained 22 questions, mainly multiple-choice questions and a linear scale rating for quantitative analysis, along with a small number of open-ended questions to collect qualitative data on participants' opinions. The survey was originally written in English, but it was also translated into Georgian, as some teachers did not know English. 7 questions out of 22 involved demographic information, and 15 questions examined the usage of AI tools in teaching. The questions focused on identifying the purpose, frequency and effectiveness of using AI tools in teaching. The questionnaire took approximately 5–7 minutes.

Participants

The research participants were 40 (36 female and 4 male) teachers of the Georgian language. The majority of the participants (37.5%) were between 20–25 years old, while 22.5% were 31–40, 15% were 26–30 and 51+, and others were between 41–50. Most of the participants (30%) had 1-3 years of teaching experience, 22.5% had 4-7 years of experience, 17.5% had more than 10 years of experience, 15% had 8–10 years, and another 15% had less than 1 year. The participants varied according to their teaching environment. The vast majority (47.5%) were

freelance tutors, 20% were working in private language schools, 15% worked in schools, and others worked in universities and on online platforms. Interestingly, almost all of the participants (32) usually teach beginner level students (A1–A2), a little more than half (23) only teach intermediate (B1–B2) level, and only 8 people teach advanced level. 65% of the participants were familiar with AI tools, 15% were somewhat familiar, and others were not. The participants were part of a convenience sample, and a questionnaire was sent to them.

Results

The questions will be grouped according to three topics: frequency and purpose of AI tools usage, strengths and weaknesses of AI tools, and teachers' attitudes.

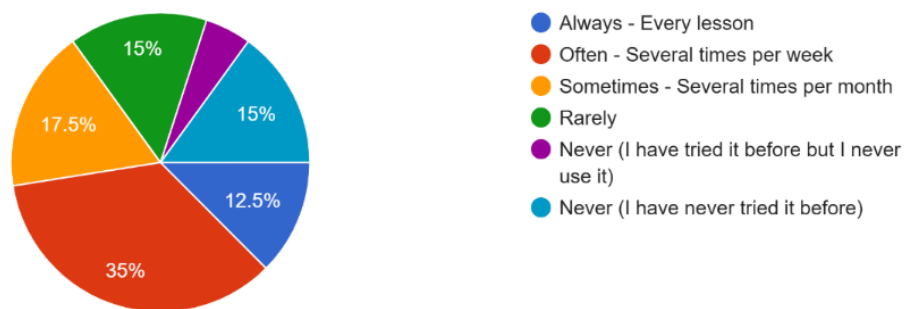
Frequency and Purpose of AI Tools Usage

Figure 1

Question 1 Concerning Frequency and Purpose of AI Tools Usage

How often do you use AI tools in your teaching?

40 responses



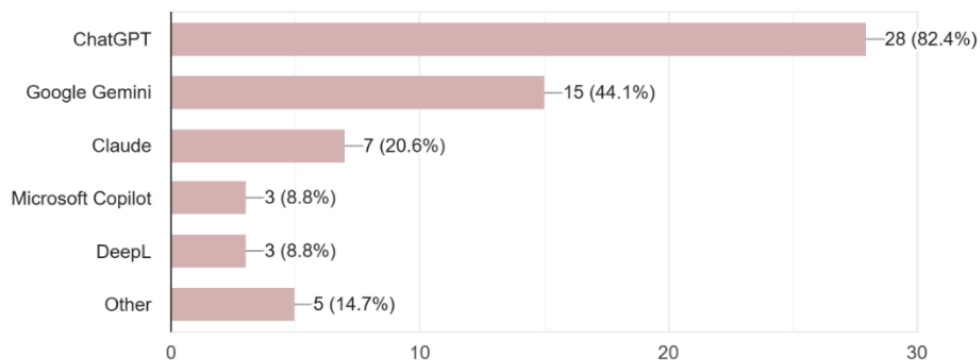
Out of 40 teachers, 35% use AI tools often (several times per week), 17.5% use it sometimes (several times per month), 15% - rarely, and 12.5% always utilise it. 2 participants never use it, although they have tried it before. 6 participants never tried it before; therefore, they were not able to complete all the questions.

Figure 2

Question 2 Concerning Frequency and Purpose of AI Tools Usage

Which AI tools have you used for teaching Georgian?

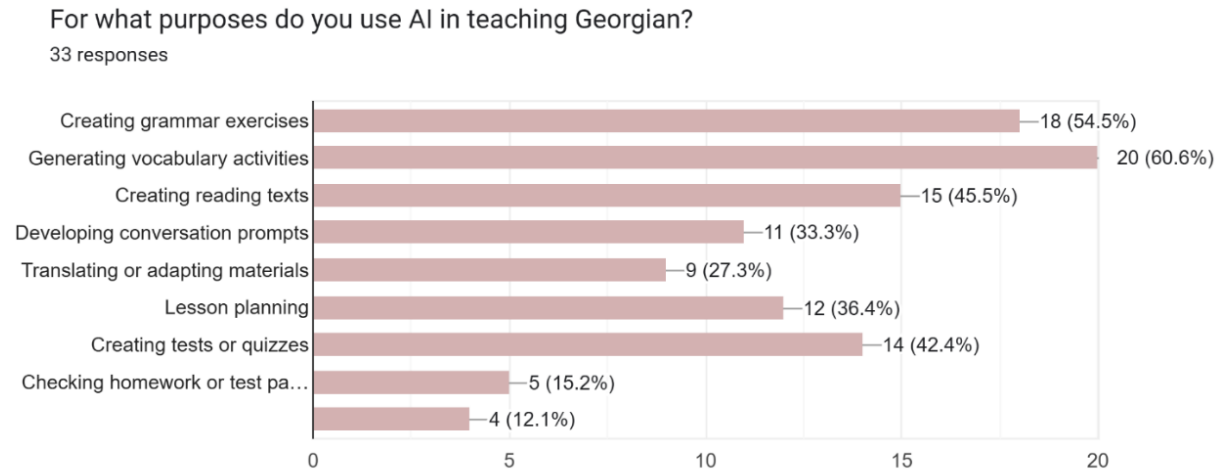
34 responses



The most popular AI tool seems to be ChatGPT, as 82,4% of teachers use it. 44.1% use Google Gemini, 20.6% use Claude, and only a small number use Microsoft Copilot and DeepL. 14.7% utilize other sources but did not specify which ones. This question used a checkbox question type, and the participants could choose several answers.

Figure 3

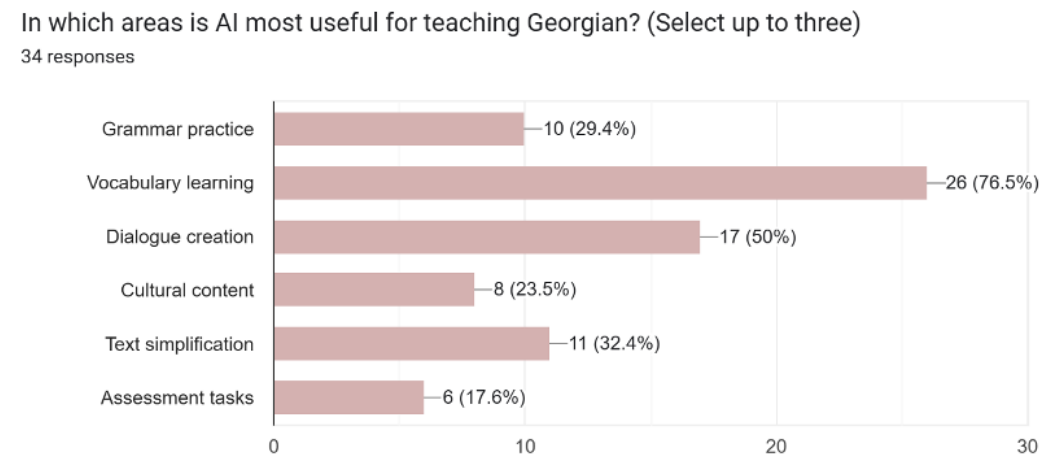
Question 3 Concerning Frequency and Purpose of AI Tools Usage



It is important to analyse the purpose of using AI in teaching Georgian to understand the demand for AI tools. The participants could choose several answers and add other options. The majority of the participants (60.6%) generate vocabulary activities. A little more than half of the participants create grammar exercises. 45.5% create reading texts, and 42.4% generate tests or quizzes. 36.4% of teachers use it for lesson planning, and 33.3% develop conversation prompts. 27.3% translate and adapt materials with AI tools, 15.2% check homework and test papers. 12.1% use it for other purposes.

Figure 4

Question 4 Concerning Frequency and Purpose of AI Tools Usage



In order to determine in which aspects teachers considered AI to be most useful, they had to select up to three proposed areas involving grammar practice, vocabulary learning, dialogue creation, cultural content, text simplification and assessment tasks. 76.5% of the teachers

picked vocabulary learning, half of the participants chose dialogue creation, 32.4% selected text simplification, 29.4% chose grammar practice, 23.5% picked cultural content, and only 17.6% chose assessment tasks.

Strengths and Weaknesses of AI Tools

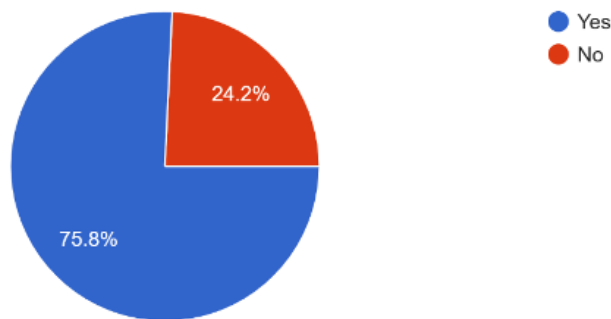
In the next section, this research tried to identify how well AI tools worked for the Georgian language, which is a low-resource language. Teachers were asked a set of questions concerning the potential strengths and limitations of AI, which they had to answer according to their experience.

Figure 5

Question 5 Concerning Strengths and Weaknesses of AI Tools

Have you encountered any problems when using AI tools for teaching Georgian?

33 responses



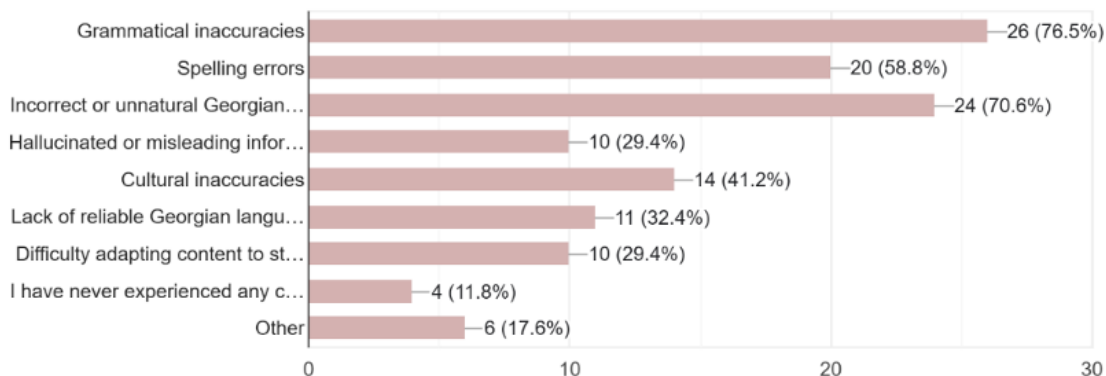
Interestingly, a significant number of participants (75.8%) encountered problems while using AI for teaching Georgian. Only 24.2% said otherwise.

Figure 6

Question 6 Concerning Strengths and Weaknesses of AI Tools

What challenges have you experienced? (Select all that apply)

34 responses



Furthermore, teachers had to specify what challenges they had encountered. The suggested answers included grammatical inaccuracies, spelling errors, incorrect or unnatural Georgian sentence structures, hallucinated or misleading information, cultural inaccuracies, lack of reliable Georgian language data, difficulty adapting content to student levels, other problems

and no issues at all. One of the greatest problems appears to be grammatical inaccuracies, as 76.5% of teachers stated. Another significant issue is incorrect or unnatural Georgian sentence structures (70.6%). A little more than half (58.8%) chose spelling errors, 41.2% opted for cultural inaccuracies, 32.4% selected lack of reliable Georgian language data, and 29.4% chose hallucinated or misleading information, as well as difficulty adapting content to student levels. 17.6% indicated other issues, and only 11.8% said that they had never encountered any challenges.

Figure 7

Participants' Experience Concerning Strengths and Weaknesses of AI Tools

The biggest errors are connected to lack of awareness of Georgian language proficiency levels. It doesn't understand which ones are difficult words or grammar and creates same kind of texts.

Grammar mistakes mainly and incorrect context, translation

It cannot understand parts of speech, especially verbs and . It creates awkward sentences where there is no grammatical agreement. I believe it translates English sentences word by word and that is why it makes many mistakes.

Georgian allows relatively flexible word order, while English usually follows a more fixed sentence structure. Because of this difference, AI translation tools sometimes produce unnatural English sentences. For example, the Georgian sentence „მე გუშინ ვნახე ის“ may be translated by AI as “I saw yesterday him.” This translation reflects the original Georgian word order rather than natural English syntax. However, the correct English sentence should be “I saw him yesterday.”

Additionally, through open-ended questions, teachers were asked to specify and give examples of errors they had encountered. One of the most frequently mentioned errors was grammatical inaccuracies. Several participants mentioned awkward and unnatural sentence structures that often follow English word order. Teachers also indicated ungrammatical word agreements, difficulty in identifying parts of speech, incorrect verb conjugation and noun case errors.

Incorrect translation and equivalence were also frequently noted. Some participants even added that AI tools hallucinate nonexistent or strange words. Interestingly, two of the teachers also mentioned that AI uses foreign words between Georgian sentences: “I always have problems with incorrect Georgian sentences full of strange Georgian words that do not exist or foreign words from Hindi or Arabic.”

Another common issue is spelling mistakes. One of the teachers gave specific example of misspelled words: “ტებერვალი, ფანკარი, მკავს, სქამი” (t'ebervali, pank'ari, mk'av's, skami). In this example, the letters in bold are incorrect. The correct spelling of these words is: “tebervali, pankari, mq'av's, sk'ami.” It is evident that AI could not differentiate between t and t', k' and q', and k' and k, which are distinct sounds in Georgian. In addition, t', q', and k sounds do not exist in English.

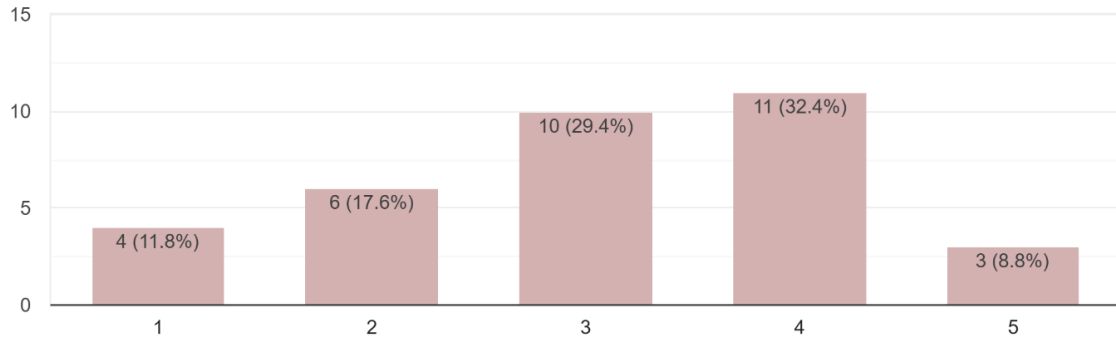
Another problem involved cultural inaccuracies and the use of unreliable sources. One of the participants commented, “It often provides incorrect cultural examples. It uses unreliable sources.” Lastly, mispronunciation of words and AI's inability to distinguish between proficiency levels were also mentioned.

Figure 8

Question 8 Concerning Strengths and Weaknesses of AI Tools

How effective do you find AI-generated materials for teaching Georgian?

34 responses



In the last question concerning strengths and weaknesses of AI Tools, teachers had to assess AI's productivity as a teaching tool for the Georgian language on a 1–5 linear scale (1 being the lowest and 5 being the highest efficiency). Interestingly, the majority of the participants (32.4%) rated the effectiveness of AI-generated materials as 4, 29.4% opted for 3. 17.6% of the teachers answered that it was not effective by opting for 2 and 11.8% chose 1. Only 8.8% thought that its effectiveness was 5.

Teachers' Attitudes

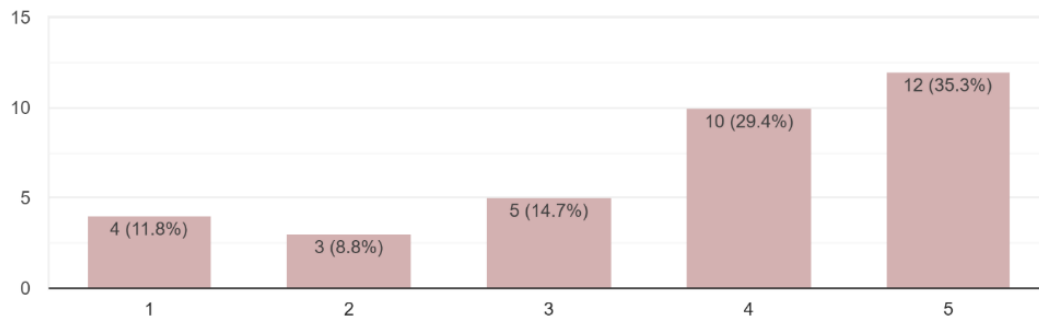
The last set of questions aimed to provide an overview of teachers' attitudes and perspectives regarding the usage of AI in their professional field of teaching Georgian as a foreign language. They had to answer linear scale questions and indicate to what extent they agreed with the proposed statements on a scale between 1–5 points (1 being the lowest and 5 being the highest).

Figure 9

Question 9 Concerning Teachers' Attitudes

To what extent do you agree with the following statements? AI helps me create teaching materials faster.

34 responses



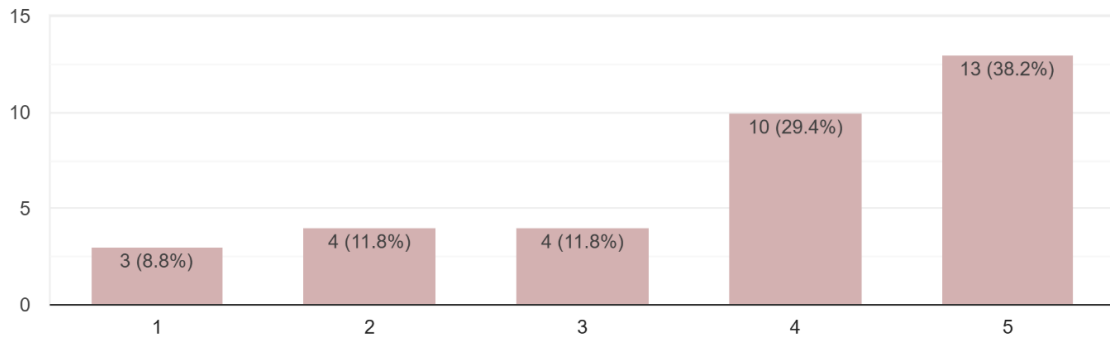
For the first statement, "AI helps me create teaching materials faster," 35.3% of the teachers strongly agreed by selecting 5 points. 29.4% chose 4, while 14.7% were neutral and picked 3. 11.8% chose 1 and 8.8% opted for 2, leaning towards disagreement.

Figure 10

Question 10 Concerning Teachers' Attitudes

To what extent do you agree with the following statements? AI chatbots support teachers in personalising learning activities according to students' needs and learning pace.

34 responses



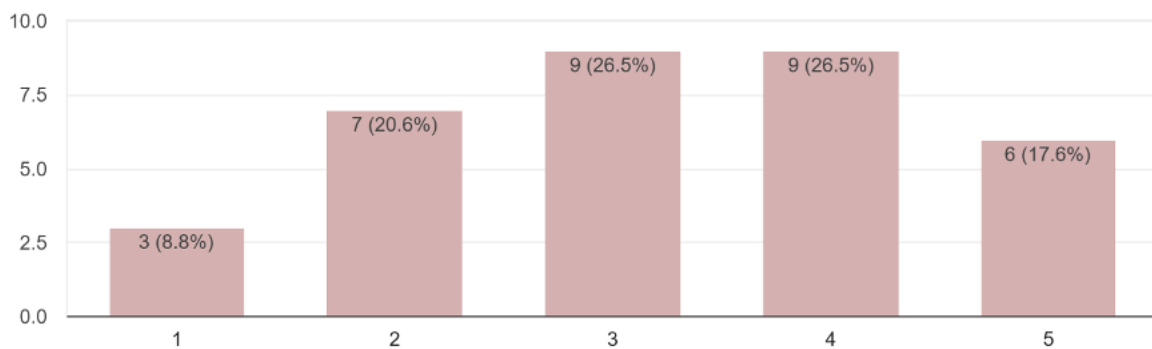
The next question involved the statement: “AI chatbots support teachers in personalising learning activities according to students’ needs and learning pace.” The majority of the participants 38.2% opted for 5, and 29.4% chose 4. 11.8% neither agreed nor disagreed and selected 3. 11.8% and 8.8% chose 2 and 1.

Figure 11

Question 11 Concerning Teachers' Attitudes

To what extent do you agree with the following statements? AI increases student engagement.

34 responses



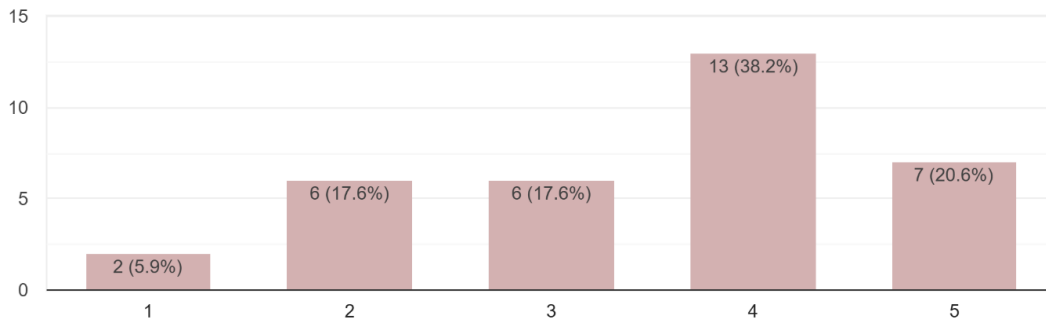
The answers varied regarding the statement “AI increases student engagement.” 26.5% chose both 3 and 4. 20.6% opted for 2, 17.6% picked 5, and only 8.8% disagreed by selecting 1.

Figure 12

Question 12 Concerning Teachers' Attitudes

To what extent do you agree with the following statements? AI can support teachers in teaching Georgian effectively.

34 responses



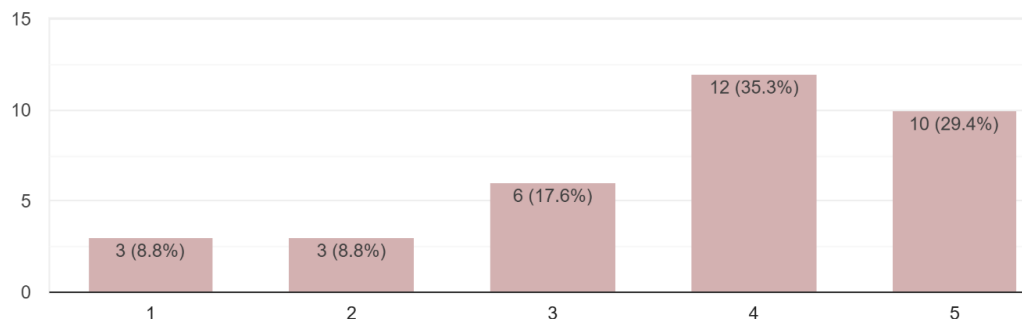
A significant number of the participants (38.2%) chose 4 and agreed that “AI can support teachers in teaching Georgian effectively.” 20.6% opted for 5, 17.6% were neutral and picked 3, while 17.6% and 5.9% selected 2 and 1.

Figure 13

Question 13 Concerning Teachers' Attitudes

To what extent do you agree with the following statements? Using AI chatbots helps generate a greater variety of classroom activities (e.g., dialogues, exercises, texts) for teaching Georgian.

34 responses



Concerning the statement “Using AI chatbots helps generate a greater variety of classroom activities (e.g., dialogues, exercises, texts) for teaching Georgian,” the majority of the participants agreed, and chose 4 (35.3%) and 5 (29.4%). 17.6% chose 3. 8.8% of the teachers chose 1 and 2.

It was interesting to see what teachers of the Georgian language needed from AI beyond errors or challenges. Through a short open-ended question, they had to share their opinions.

Most of the teachers gave similar answers to the question above: they would like AI to generate perfect grammatical and natural sentences. One of the interesting answers included the need for AI to generate accurate grammatical explanations, natural dialogues and culturally relevant examples. One of the teachers added, “AI should explain Georgian idioms, expressions, and cultural nuances, since direct translation often does not convey the real meaning,” emphasising that AI’s translations from Georgian into students' first language are often awkward. Some

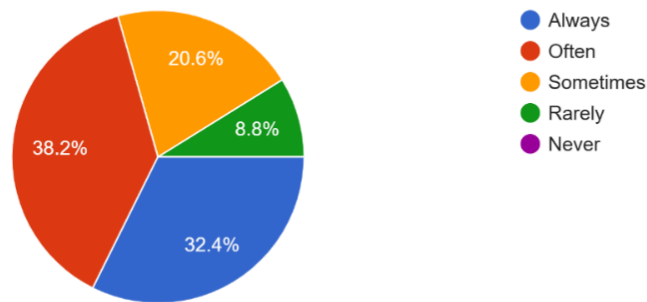
teachers noted that AI tools lack interactivity and effective feedback to support teachers and students. A similar comment mentioned the lack of creativity in the generated teaching materials. One of the responses also noted that AI requires more training and data in Georgian. On the other hand, four teachers stated that AI does not need improvement and it is a useful tool for quickly generating materials.

Figure 14

Question 14 Concerning Teachers' Attitudes

How often do you need to edit AI-generated materials before using them?

34 responses



In order to determine how often teachers encounter problems and need to edit AI-generated materials, they were asked to specify the frequency. 38.2% and 32.4% answered that they often and always edit materials. 20.6% said that it only happens sometimes, 8.8% opted for rarely. None chose “never.”

Figure 15

Participants' Opinions

Despite the flaws that AI has, it is also a great tool for making good exercises and activities for students, which makes learning less stressful and challenging.

AI can be a very useful supportive tool in teaching Georgian as a second language. It can help learners practice vocabulary, pronunciation, and basic structures independently. However, due to the complexity of Georgian grammar and verb system, guidance from a teacher is still essential. AI works best as a complementary resource that supports structured teaching rather than replacing it

It is good for immediate use and it can be taught to avoid the same mistakes.

For now AI hasn't taken any overly important role in teaching Georgian for me, i mostly use it as a helper to create some exercises and exams, which i often still have to correct before using

I believe it does quicken the process and helps me to do simple tasks fast without my involvement but in most cases I always need to recheck everything.

For closing remarks, teachers had the opportunity to comment on their attitudes towards AI's role in teaching Georgian as a foreign language. 14 teachers shared their opinions.

The responses diverged. More than half of the teachers were satisfied with AI tools because they can generate different materials concerning vocabulary, pronunciation and basic structure

practice. The participants also emphasised that AI brings a different perspective and provides the possibility to explore new methods. It was also frequently noted that AI is useful for immediate use, works quickly, and saves time. One of the teachers noted, “Sometimes, when the teacher is very tired, AI gives you the most creative idea. I have different chats for different students. So, AI knows exactly how to personalise the exercise for the student.” One of the teachers also highlighted that AI can be trained to avoid the same mistakes.

However, many teachers emphasised that their involvement is still necessary and they cannot fully rely on AI, as they often edit the generated texts: “Fully relying on it does not guarantee results.” Therefore, they stressed that it still requires improvements: “I think it has great potential to be a great tool for teachers, but it has to be improved.”

On the other hand, some teachers had more negative attitudes towards AI, and they prefer to use it rarely. One of the teachers commented, “My attitude towards AI is negative in general, but I try to use it in a reasonable way. I rarely use it for Georgian language... some languages that are less complicated can be taught and assisted by AI, I believe.”

Interestingly, three teachers indicated their negative feelings about AI and showcased their fears of being replaced by technology. One of them stated, “AI works best as a complementary resource that supports structured teaching rather than replacing it,” and another added, “It should support teachers, not replace them, because real communication and guidance from a teacher are still very important.” It is clear that AI tools are seen just as a supplementary teaching aid, and not all teachers are eager to use them.

Analysis and Discussion

The obtained data from the survey demonstrated the pedagogical role of AI in teaching Georgian as a foreign language. According to the results, the effectiveness and practicality of AI should be discussed separately.

The findings highlight that AI tools are being integrated into the teaching process of Georgian as a foreign language. Most teachers use it regularly and create materials. Teachers primarily utilise AI for generating reading texts, vocabulary activities and grammar exercises. According to the teachers' opinions, Gen AI seems to be most useful in vocabulary learning and dialogue creation. The most popular AI tool seems to be ChatGPT. Gen AI is seen as a practical tool to create creative and engaging classroom materials.

On the other hand, Gen AI has many limitations when it comes to generating correct Georgian sentences. While previous studies on high-resource languages like English do not frequently mention ungrammatical sentences or semantic issues, the survey showed that chatbots in Georgian struggle to conjugate verbs, do not distinguish between noun cases, produce incorrect word agreement, misspell words and create unnatural sentences. Another prominent issue is the hallucination of nonexistent words and cultural inaccuracies. It is clear that, due to a lack of training data, AI often generates texts via English and incorrectly transfers meaning in Georgian. Therefore, Gen AI does not seem as efficient in low-resource languages as it is in high-resource languages. These errors are quite frequent and require thorough editing by teachers.

Apart from linguistic inaccuracies, according to the data, AI cannot differentiate between proficiency levels and generates similar texts regardless of the target level. Therefore, output

needs to be carefully adjusted to students' needs. Additionally, cultural inaccuracies remain one of the most important concerns. As Gen AI lacks sufficient training data in low-resource languages, it cannot provide profound cultural information. It often “borrows” information from high-resource language datasets and hallucinates or brings biases.

Despite these limitations, AI is very practical. The results emphasise how Gen AI generates new and personalised materials for students very quickly. Due to its fast and creative responses, teachers may opt to use it even if its linguistic abilities are lacking. The results suggest that AI is viewed as a moderately effective tool. While it is not entirely reliable, it is still considered practical in an educational context. Despite concerns about AI’s limitations, teachers still use it as it saves time and supports teachers with various tasks. Additionally, Gen AI is appealing to teachers as it can be trained and adapted to one’s specific needs.

The findings indicate that AI has the potential to support Georgian language teachers, but due to its limitations, it is currently best as a supplementary tool. While it offers significant advantages in speed and content creation, its linguistic abilities remain weak and lack grammatical accuracy. Therefore, the importance of teacher vigilance must be emphasised. Generated materials in Georgian require thorough review and editing to ensure sentences are as natural and authentic as possible to avoid misleading students.

Conclusion

This research acknowledges AI’s usefulness while emphasising its limitations in the Georgian language that cannot be overlooked. The findings indicate that Gen AI still has a long way to go before it becomes as efficient in low-resource languages as it is in high-resource ones. While the generated content is useful, AI frequently makes semantic, grammatical and spelling mistakes, and requires human supervision. Consequently, the teacher’s role remains central in the process of teaching Georgian as a foreign language.

Despite the limitations, many teachers view AI as a supportive tool that enhances material creation and provides access to a wide range of resources. Hereby, the demand for AI continues to grow, and teachers are eager to utilise it due to its practicality and speed. While Gen AI is currently not pedagogically reliable for the Georgian language, future technological developments may contribute to more linguistically and culturally accurate content generation for low-resource languages.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The author declares that Grammarly was used to refine the article’s language and correct minor grammatical errors or punctuation. AI has not been used to generate content of the manuscript and the ideas, design, findings, analyses and discussion are original and written by the author through systematic conduct of the research.

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