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**Contributors:** Hyangeun Ji; Insook Han; Soyeon Park;

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**Abstract:** This study investigated the usage of conversational artificial intelligence (CAI) to support learners in foreign language classrooms. It employed Google Assistant and focused on the interactions between the teacher, learners, and CAI, as well as the teacher's collaboration with CAI. Using social network and content analyses of two 50-minute language classes and group interviews, this study revealed that the teacher and CAI played a significant role during classroom interactions. The teacher employed various talk moves to facilitate interactions between the students and CAI. There were several instances of collaboration between the teacher and CAI during classroom facilitation. This study highlights the implications of the collaboration between human teachers and CAI in classrooms for teaching foreign languages and suggests avenues for future research.

**Language:** eng

**Subjects:** Second Language Learning; Artificial Intelligence; Computer Mediated Communication; Natural Language Processing; Cooperation; Teacher Student Relationship; Technology Uses in Education; Facilitators (Individuals); Foreign Countries; English (Second Language); Tutoring; Private Education; Interaction; Adult Education; Young Adults; South Korea;

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