НАУЧНЫЙ ЖУРНАЛ

СТУДЕНЧЕСКИЙ ФОРУМ

УДК 08
ББК 94
    С88

Электронный научный журнал «Студенческий форум» отражает результаты научных исследований, проведенных представителями различных школ и направлений современной науки.

Данное издание будет полезно магистрам, студентам, исследователям и всем интересующимся актуальным состоянием и тенденциями развития современной науки.

Содержание

PAPERS IN ENGLISH

RUBRIC

«PEDAGOGY»

STUDENTS' EXPERIENCES AND PERCEPTIONS OF USING MULTIMEDIA TOOLS IN ENGLISH LANGUAGE LEARNING

Kobeisynkyzy Balgali Minaya

Student,
Kazakh Ablai Khan International University
of Relations and World Languages, Kazakhstan, Almaty

Sembayeva Zhanagul Kostanaykyzy

Master, educator,
Kazakh Ablai Khan International University
of Relations and World Languages, Kazakhstan, Almaty

Introduction

Multimedia tools have become a fundamental component of modern English language learning. Multimedia is defined as instructional content that integrates words (printed or spoken text) and pictures (static images, videos, animations) to enhance comprehension, retention, and engagement (Mayer & Fiorella, 2021). These tools provide diverse ways for students to practice English both inside and outside traditional classroom settings, including videos, mobile applications, online exercises, audio resources, and social media platforms. The incorporation of multimedia allows for flexible learning, accommodates varied learning styles, and enables students to progress at their own pace. Cognitive theories, such as Mayer's Cognitive Theory of Multimedia Learning, suggest that learners process information more effectively when verbal and visual channels are engaged simultaneously (Sweller, 2022). Multimodal learning strategies leverage this by combining auditory, visual, and interactive elements to facilitate deeper understanding. Recent studies indicate that multimedia tools enhance engagement, motivation, and comprehension (Benlaghrissi & Ouahidi, 2024; Osadchaya, 2024). For instance, short educational videos support pronunciation, grammar, and vocabulary learning in authentic contexts, while mobile apps offer self-paced practice and instant feedback. Social media platforms expose learners to authentic language through captions, conversations, and user-generated content, making learning feel connected to real-world communication (Liu, 2023; Mingli & Lertlit, 2024). Despite these advantages, some students encounter challenges such as technical difficulties, comprehension problems, or insufficient guidance from instructors. Moreover, not all learners integrate digital tools with traditional methods, which can influence overall learning outcomes. Understanding students' actual experiences and perceptions of multimedia is therefore essential. Investigating the frequency of use, preferred tools, perceived usefulness, confidence, motivation, and challenges can provide insights into effective instructional strategies. This study examines these aspects among undergraduate students to determine how multimedia can enhance English learning in higher education and support engaging, personalized, and effective pedagogical approaches.

Methodology

A descriptive survey research design was used to explore undergraduate students' experiences and perceptions of multimedia tools in English learning. The study involved 61 students from KazUIR&WL who had prior experience using multimedia resources for language learning. Participation was completely voluntary, and students were free to withdraw at any time. To ensure confidentiality, no personal identifying information was collected. Data were gathered through an online questionnaire, which took about five to seven minutes to complete. The survey included a mix of closed-ended questions and open-ended items, allowing students to describe their experiences in their own words. Some of the questions asked students how often they use multimedia tools such as videos, language apps, and interactive exercises; which tools they use most often; how helpful they find them for improving English skills; which language skills they focus on (reading, writing, listening, speaking, vocabulary/grammar); and whether they combine multimedia with traditional learning methods like textbooks or classroom activities. Additional questions explored students' confidence in using these tools independently, their motivation to continue using them, and challenges they face while learning with multimedia. Ethical standards were carefully observed. Participants were informed about the purpose of the study, assured of confidentiality, and gave informed consent before completing the questionnaire. Survey responses were analyzed using descriptive statistics. Frequencies and percentages were calculated to identify trends in multimedia usage, preferences, perceived usefulness, confidence, motivation, and challenges. The results provided a comprehensive picture of how students engage with multimedia tools in English learning contexts and how these tools support their language development.

Results. The survey examined nine areas: frequency of multimedia use, preferred tools, perceived usefulness, practiced, confidence, challenges, motivation, and integration with traditional learning methods. Results indicate that most students incorporated multimedia into their daily learning routines, demonstrating the tools' widespread acceptance. Videos and language apps were the most frequently used resources, whereas podcasts and interactive exercises were less common but still perceived as helpful. Students primarily used multimedia for practicing speaking and listening, highlighting a focus on real-life communication rather than grammar or vocabulary in isolation. Most participants expressed confidence in using these tools independently. Reported challenges included limited guidance, occasional difficulty understanding content, and technical issues. Despite these challenges, motivation to continue using multimedia was high, and many students reported combining digital tools with conventional learning strategies. Students frequently noted that videos helped clarify pronunciation and grammar concepts, while apps facilitated self-paced vocabulary practice.

Table 1.

Frequency and Preference of Multimedia Tools

Indicator	Daily (%)	2–3 times/week (%)	Once a week (%)	Strongly prefer (%)	Somewhat prefer (%)
Students	42.6	41.0	14.9	77.0	18.0

Table 2.

Usage of Multimedia Tools

Tool	Users (%)	Approx. Number of Students
Videos (YouTube, TED, etc.)	60.7	37
Language Apps	23.0	14
Podcasts	9.8	6
Interactive Exercises	3.5	2

Table 3.

Challenges and Confidence

Indicator	Very Confident (%)	Confident (%)	Lack of Guidance (%)	Lack of Motivation (%)	Content Difficulty (%)	Technical Issues (%)
Students	62.3	31.1	62.3	52.5	45.9	26.2

Table 4.

Motivation and Integration of Multimedia

Indicator	Very Motivated (%)	Motivated (%)	Sometimes Combine (%)	Often Combine (%)
Students	72.1	26.2	52.5	13.1

Analysis of the data shows that daily use of multimedia tools was high, particularly for videos, reflecting students' preference for visual and auditory learning. While apps were less frequently used than videos, they were strongly valued for their interactive features and self-paced exercises. Podcasts and interactive exercises, though less popular, were still recognized as effective for skill development. The survey also revealed that students who combined multimedia with traditional methods reported higher confidence and motivation, emphasizing the complementary role of digital and conventional learning approaches.

Discussion. The findings support recent research indicating that multimedia and mobile learning enhance engagement, skill development, and communicative competence in English (Benlaghrissi & Ouahidi, 2024; Liu, 2023; Osadchaya, 2024). Videos, apps, and interactive exercises provide authentic practice opportunities, increase learners' confidence, and make learning enjoyable. Combining multimedia with traditional teaching strategies appears most effective, fostering both independent learning and sustained motivation. Students' high confidence and motivation suggest that when multimedia tools are accessible and user-friendly, they contribute to personalized and self-directed learning experiences. However, challenges such as content difficulty and lack of guidance underscore the importance of structured support from instructors. Providing brief tutorials, step-by-step instructions, or in-class demonstrations could enhance students' ability to navigate digital resources effectively. The results also indicate that different tools serve distinct pedagogical purposes. Videos are particularly useful for listening comprehension and pronunciation, while apps facilitate vocabulary acquisition and self-paced practice. Less commonly used tools, such as podcasts and interactive exercises, can still provide meaningful learning opportunities if integrated thoughtfully. These findings have implications for curriculum design, suggesting that educators should combine multimedia resources with guided instruction to maximize benefits. In addition, integrating multimedia into English curricula supports cognitive and affective dimensions of learning. Cognitive benefits include improved retention, comprehension, and multimodal processing, while affective benefits involve increased engagement, motivation, and confidence. The combination of digital and traditional approaches creates a dynamic, student-centered learning environment that encourages experimentation, curiosity, and sustained participation.

Conclusion. Multimedia tools, when used thoughtfully and with some guidance, can greatly enhance both understanding and motivation in English learning. Students reported enjoying videos and apps the most, especially for listening and speaking practice, and combining these tools with traditional lessons appeared to be the most effective approach. Using the right tool for the right skill–like videos for pronunciation and apps for vocabulary–helps make learning more engaging, flexible, and personal. While students appreciated the freedom of self-paced practice, teacher support and clear guidance remain important to overcome challenges such as technical issues or content difficulty. The study also shows that multimedia can help students develop real-world language skills, not just academic knowledge, by exposing them to authentic contexts through videos, social media, and interactive exercises. Students felt more confident and motivated when they could see tangible progress,

which suggests that consistent use of multimedia encourages self-directed learning. Teachers and institutions can maximize these benefits by providing short tutorials, examples, or blended activities that combine digital tools with classroom instruction. Overall, multimedia creates a dynamic, student-centered learning environment where learners can experiment, practice, and stay engaged. Future research could explore the long-term effects of multimedia use, differences across proficiency levels, and strategies for integrating digital and traditional methods to ensure effective, enjoyable, and personalized English learning experiences for all students.

References:

1. Benlaghrissi, H., & Ouahidi, L. M. (2024). The impact of mobile-assisted project-based learning on developing EFL students' speaking skills. Smart Learning Environments, 11, 18. https://doi.org/10.1186/s40561-024-00303-y

2. Liu, R. (2023). Analysis of multimedia technology and mobile learning in English teaching in colleges and universities. Nonlinear Engineering, 12(1). https://www.degruyterbrill.com/document/doi/10.1515/nleng-2022-0300/html

3. Mayer, R. E., & Fiorella, L. (2021). The Cambridge Handbook of Multimedia Learning (3rd ed.). Cambridge University Press.

4. Mingli, X., & Lertlit, S. (2024). The role of multimedia technologies in teaching foreign languages in an international context. Scientific Herald of Uzhhorod University, Series "Physics", 55. https://doi.org/10.54919/physics/55.2024.158gb9

5. Osadchaya, I. Y. (2024). Multimodal learning of university students in foreign-language classes. Mir Pedagogiki i Psikhologii, 01(90). https://scipress.ru/pedagogy/articles/multimodalnoe-obuchenie-studentov-na-zanyatiyakh-inostrannogo-yazyka-v-vuze.html

6. Sweller, J. (2022). Cognitive load theory and instructional design: Recent developments. Educational Psychology Review, 34(2), 663–683. https://doi.org/10.1007/s10648-021-09633-6

THE IMPACT OF SECOND LANGUAGE LEARNING ON SELF-PERCEPTION AND WORLDVIEW FORMATION IN SECONDARY SCHOOL STUDENTS

Berikkyzy Makhmut Zhamila

Student,
Kazakh Ablai Khan International University
of Relations and World Languages,
Kazakhstan, Almaty

Sembayeva Zhanagul Kostanaykyzy

MS, educator,
Kazakh Ablai Khan International University
of Relations and World Languages, Kazakhstan, Almaty

Abstract. This study investigates the subjective and transformative experiences of multilingual learners acquiring English as a second language in Kazakhstan. Grounded in sociocultural theory and the concept of transformative experience, the research explores how language learning influences self-perception, worldview, and linguistic identity. A custom-designed survey was administered to 45 secondary school students. The findings reveal a dual-faceted journey: learners experience significant personal empowerment and expanded global consciousness, yet face persistent challenges in authentic emotional expression in the second language. The study concludes that second language acquisition is a profound transformative process that extends beyond academic goals, affecting the learner's internal world and identity formation.

Keywords: multilingualism, second language acquisition, linguistic identity, transformative experience, self-perception, global citizenship, language learning motivation, affective factors.

Introduction

This is the question at the heart of our research. Any language that an individual learns after their first language (or mother tongue) is second language. In this context, it refers to a foreign language being studied in a secondary school classroom.

That work posits that for teenagers, learning a second language is a deeply human experience that goes far beyond vocabulary lists. It's a process that can build confidence, foster empathy, and fundamentally expand a young person's understanding of their place in the world. This study is grounded in the framework of Sociocultural Theory (SCT) (Vygotsky, 1978), which posits that human learning is a socially mediated process. As extensively reviewed by Lantolf (2000), learning is not an isolated event but occurs through interaction with others, with oneself, and with cultural tools. Key concepts from this body of work are highly relevant. The idea that language learning is more than a cognitive task is supported by significant scholarship. The foundational work of philosophers like L.A. Paul (2014) on "transformative experiences" provides a powerful framework. Paul argues that some experiences are "epistemically transformative" because they teach you something you could not have learned without having them, and "personally transformative" because they change your core preferences and sense of self. Building on this, Min Tang's (2016) thesis, "Speaking Through It: Being Fluent in a New Language as a Transformative Experience," directly argues that achieving fluency in a new language is one such experience. Tang proposes that it is irreplaceable (cannot be understood without doing it), grants new capacities for understanding the world, and allows access to concepts locked within that language. The Zone of Proximal Development (ZPD) (Vygotsky, 1978) is a foundational concept that moves beyond what a learner can do alone to focus on what they can achieve with guidance and collaboration. In the context of the secondary school language classroom, the ZPD is not a fixed space but a dynamic, social process of growth.

Scaffolding from Teachers and Peers: Effective learning occurs when a more knowledgeable other be it a teacher or a peer provides the right kind of assistance at the right time. This is known as scaffolding. For instance, a teacher might use a raised eyebrow to signal a grammatical error, allowing the student to self-correct, or a classmate might provide a needed vocabulary word during a paired activity. This process, as seen in studies by Aljaafreh and Lantolf (1994) and Nassaji and Swain (2000) , is most effective when the help is "contingent," meaning it is offered when needed and withdrawn as the learner gains competence. This collaborative support does more than teach grammar; it builds a student's confidence and reinforces the idea that they are not alone in their learning journey. While social interaction is crucial, learning is also deeply personal. This is where the role of the inner voice, or private speech, becomes critical. Private speech is the self-talk learners use to regulate their own behavior and thinking, often emerging as quiet murmurs or internal dialogue when they face a challenge. Based on the theoretical framework of transformative experience established by L.A. Paul (2014) and applied to language learning by Min Tang (2016), and inspired by regional studies like those conducted in Sindh, Pakistan, this study designs a research project to investigate the impact of second language learning on students in Kazakhstan. This study will focus on secondary school students in Kazakhstan, a multilingual context where learning a second language (often Russian or English) is a key part of the curriculum. The research will explore how this process influences their self-perception, worldview, and value orientations.

Methodology

This chapter details the methodological framework employed to investigate the impact of second language learning on students in Kazakhstan. It describes the research design, participant selection process, and the specific instruments developed for data collection. Furthermore, it outlines the procedures for gathering data on students' personal experiences and the planned statistical analyses for interpreting the results. The careful consideration of these methodological components is essential for ensuring the validity and reliability of the study's findings.

To be included in this study, participants had to be:
- Students in grades 8 or 9 at the participating public school in Kazakhstan.
- Enrolled in English language classes as part of the standard curriculum.

A convenience sampling method was used. The research was conducted in one rural public school in Kazakhstan. All students from grades 8 and 9 were invited to participate in the study. A total of approximately 45 students were approached. The final sample consisted of 45 students who completed the survey, resulting in a participation rate of 100 %. Data collection took place on the school premises during a regular school day in November 2025. The survey was administered in a classroom setting during a designated time slot agreed upon with the school administration. No agreements or payments were made to the participants. The study protocol was reviewed and approved by the Ethics Committee of Kazakh Ablai Khan University of International Relations and World Languages. The study adhered to ethical standards for research with minors; written informed consent was obtained from parents/guardians, and assent was obtained from all student participants. All data were anonymized to ensure confidentiality. The primary outcomes were students' personal experiences, self-perception, and worldview formation related to learning English. These were assessed using a 9-item questionnaire developed for this study. Items measured experiences such as understanding media, feeling when speaking, and changes in self-identity.

Demographic and topic-specific characteristics were collected as covariates. These included:
- Grade Level (8 or 9)
- Biological Sex (Male/Female)
- Native Language (Kazakh/Russian/Other)
- Duration of English Study (e.g., less than 1 year, 1-3 years, more than 3 years)

The data was collected using a single questionnaire that could be filled out independently using a phone. The questionnaire was compiled in two languages (English and Kazakh) to ensure complete understanding. The study utilized a purpose-built survey, constructed from a theoretical framework of transformative experience and linguistic identity. The results section will include an analysis of

the scale's psychometric properties, including its internal consistency reliability. The use of masking (blinding) was deemed not applicable for this research design. As the study involved a single cohort completing the same protocol, both the participants and the research administrator were cognizant of the study's focus on English language learning experiences.

Result

This study aimed to investigate the subjective experiences of language learners, specifically examining how second language acquisition influences self-perception and worldview. The following section presents the findings in a sequence aligned with the research aims: first, descriptive statistics of the participant demographics and survey responses, followed by results from the inferential analyses testing the primary hypotheses, and concluding with the findings from the exploratory factor analysis.

A total of 45 participants completed the survey. The sample characteristics are summarized in Table 1 and in Diagram 1 and 2.
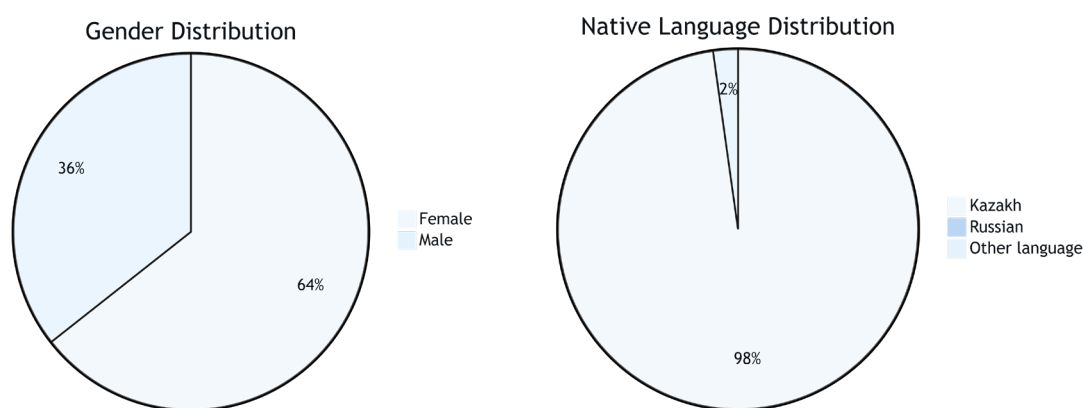
Figure 1. Gender Distribution   ***Figure 2. Native Language Distribution***

Most participants (91.1%) were in 9th grade. Nearly half (48.9%) had studied English for ≤1 year, 20% for 1-3 years, and 31.1% for >3 years.

Table 1.

Grade Level and Years of Studying English

Characteristic	Category	N	Percent
Grade Level	8 grade	4	8,9 %
	9 grade	41	91,1 %
Years Studying English	up to 1 year	22	48,9 %
	1-3 years old	9	20 %
	more than 3 years	14	31,1 %

These results provide a clear overview of the sample demographics and English learning experience. Tables and diagrams (e.g., bar charts for gender distribution or years of study) can be included to visually highlight these trends. Primary motivations for learning English were: future employment (37.8%), understanding media without translation (35.6%), travel communication (17.8%), and academic grades (8.9%). When metaphorically describing English ability, 46.7% chose "a superpower for global connection," 26.7% "a key to information," 15.6% "a new way of thinking," and 11.1% "a mandatory school subject."Participants reported their primary motivations for learning English, as shown in Table 2.

Table 2.

Primary Motivations and Perception of English Ability (N=45)

Motivation	%
Getting a better job in the future	37.8%
Understanding English movies and music without translation	35.6%
Being able to communicate when traveling abroad	17.8%
Getting good grades in school	8.9%
Perception	**%**
A superpower that lets me connect with the world	46.7%
A useful key for the internet and information	26.7%
A new way of thinking	15.6%
A school subject I have to study	11.1%

Table 3.

Vocabulary Learning Strategies (N=45)

Strategy	%
Create pictures and associations in my mind	37.8%
Use them immediately in conversation	37.8%
Relate them to similar words in Kazakh/Russian	17.8%
Write them down and practice multiple times	6.7%

A series of questions explored the relationship between language and identity.

A plurality (48.9%) felt both their native language and English were "equally close." Code-switching was predominantly viewed positively: 46.7% felt "creative and flexible," and 28.9% felt "belonging to multiple worlds." When thinking in English, 37.8% reported thoughts as "more direct and faster," while 31.1% felt "no difference" from thinking in their native language.

Table 4.

The Internalization of a Bilingual Identity (N=45)

Choice	%
Both languages feel equally close to me	48.9%
My native language	28.9%
English	22.2%
I've never thought about this	8.9%
Feeling	**%**
Creative and flexible	46.7%
Like I belong to multiple worlds	28.9%
It happens automatically without special feeling	15.6%
Confused and lost	8.9%
Description	**%**
More direct and faster	37.8%
No different from thinking in my native language	31.1%
Like I'm playing a role	17.8%
Unnatural and forced	13.3%

The perceived challenges of being oneself in English were also explored. The greatest challenge, reported by 46.7% of participants, was "Not finding the right words for my feelings" (Table 4). Other challenges included "Not being able to joke naturally" (24.4%), "Feeling like I have a simpler personality" (17.8%), while 11.1% reported "I don't feel this difference." Finally, regarding the impact on social relationships, participants were nearly evenly split on whether learning English

helped them understand their Kazakh/Russian-speaking friends better: 31.1% cited the ability to "notice differences in how we express emotions," and another 31.1% reported they could "help translate and explain things to them" (Table 4). Meanwhile, 20.0% stated "It hasn't really affected my relationships," and 17.8% selected "I understand cultural references in both languages."

Table 5.

Psychosocial Dimensions of English Proficiency (N=45)

Feeling	%
A sense of achievement	40.0%
More confident in myself	33.3%
Like a part of my identity	15.6%
Relieved that it's over	11.1%
Challenge	**%**
Not finding the right words for my feelings	46.7%
Not being able to joke naturally	24.4%
Feeling like I have a simpler personality	17.8%
I don't feel this difference	11.1%
Impact	**%**
I can notice differences in how we express emotions	31.1%
I can help translate and explain things to them	31.1%
It hasn't really affected my relationships	20.0%
I understand cultural references in both languages	17.8%

The findings from this study present a multifaceted picture of the language learning experience among multilingual students. The data indicate that a significant proportion of participants perceive English not merely as an academic subject, but as a vital tool for global connection and future opportunity, with a strong motivation being career advancement. This is coupled with a complex linguistic identity, where a large number of respondents feel equally connected to both their native language and English, and view code switching as a creative and flexible skill.

Discussion

The results confirm that second language learning is a mediated and transformative experience (Lantolf, 2000; Tang, 2016), characterized by a fundamental duality: empowerment alongside enduring challenges. Participants' view of English as a "superpower" for connection aligns with its role as a tool for mediated participation in global networks. Strong instrumental motivations (career, media access) reflect a drive for unmediated cultural engagement. Feelings of achievement and confidence after using English support Tang's (2016) assertion that fluency development is personally empowering and contributes to a global citizen identity. The development of a multicompetent linguistic identity is evident, with many students feeling equally connected to both languages and viewing code-switching as a flexible skill. However, the predominant challenge difficulty in affective self-expression highlights a critical gap. This aligns with research on affective barriers in language learning (Maitlo et al., 2022), suggesting that the most significant hurdle may not be linguistic accuracy but the capacity for authentic emotional conveyance in the L2. This emotional dimension completes the picture of transformation, which involves not only gains but also negotiation of loss and limitation. Limitations include a small, single-sample size (N=45), use of a non-validated instrument, and a cross-sectional design limiting causal inferences. Future research should validate the survey with larger, diverse populations, employ longitudinal designs to track identity evolution, and use qualitative methods to explore the lived experience of emotional expression in an L2. Pedagogical interventions focusing on emotional literacy and identity negotiation in the language classroom are recommended.

Conclusion

This study demonstrates that for secondary school students in Kazakhstan, learning English is a profoundly transformative journey that catalyzes personal growth, reshapes aspirations, and fosters a sense of global citizenship. It facilitates the development of a complex, multicompetent linguistic identity. However, this empowering process is accompanied by a significant personal challenge: the struggle to express one's authentic self emotionally in the new language. The findings underscore that second language acquisition is far more than an academic pursuit; it is a deeply human experience that continuously shapes and reconstructs the learner's identity and worldview.

References:

1. Aljaafreh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. The Modern Language Journal, 78(4), 465–483.

2. Lantolf, J. P. (2000). Second language learning as a mediated process. Language Teaching, 33(2), 79–96.

3. Maitlo, S. K., Tumrani, G. A., & Ali, S. (2022). Factors affecting speaking and listening skills of English language learners at secondary school level in Sindh, Pakistan. Journal of Development and Social Sciences, 3(2), 875–884.

4. Nassaji, H., & Swain, M. (2000). A Vygotskian perspective on corrective feedback in L2: The effect of random versus negotiated help on the learning of English articles. Language Awareness, 9(1), 34–51.

5. Paul, L. A. (2014). Transformative experience. Oxford University Press.

6. Tang, M. (2016). Speaking through it: Being fluent in a new language as a transformative experience [Master's thesis, University of North Carolina at Chapel Hill].

7. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

THE IMPACT OF ARTIFICIAL INTELLIGENCE ON LANGUAGE LEARNING AND TEACHING

Tulegen Albina Nurlybekkyzy
Student,
L.N. Gumilyov Eurasian National University,
Kazakhstan, Astana

Abstract. Artificial intelligence is transforming modern foreign language education by enhancing communication practice, personalizing learning, and supporting teachers with automated tools. This article examines the effectiveness of ai in developing communicative competence and teaching practices while identifying key challenges in its integration. The study synthesizes recent research to evaluate how ai reshapes language learning processes.

Keywords: artificial intelligence; language learning; communicative competence; educational technologies; ai tools; language teaching; personalization

Introduction

The last decade has been marked by unprecedented advancements in Artificial Intelligence (AI), bringing transformative effects across all levels of education. Language learning and teaching, in particular, have undergone significant change as AI tools increasingly enter classrooms, digital platforms, and teacher practices. A comprehensive scoping review conducted by Law shows that research on generative AI (GenAI) in language education has surged since 2022, reflecting global interest in understanding its pedagogical impact and practical applications [1]. As institutions integrate AI into curricula, teachers and learners encounter both new opportunities and new responsibilities.

AI's appeal in language education lies in its ability to automate routine tasks, facilitate communication practice, and offer personalized learning experiences. Studies demonstrate that AI supports linguistic, communicative, cognitive, and affective dimensions of language acquisition. Zhumatayeva et al. note that AI significantly contributes to developing learners' communicative competence by enabling continuous practice, cultural awareness, and instant feedback, which are essential for proficiency in a foreign language [2]. At the same time, conversational AI helps reduce learning anxiety, a psychological barrier that hinders speaking performance in many learners.

Despite its advantages, AI brings challenges that schools and educators must address. Questions related to accuracy, ethical use, overreliance, and teacher preparedness remain central to current debates. Teachers must learn to balance AI's role without compromising critical thinking, creativity, and authentic human interaction. Recognizing both the strengths and limitations of AI is therefore essential for understanding its overall impact on language teaching and learning.

Understanding AI in the Language Learning Context

AI encompasses a broad set of technologies capable of performing tasks that traditionally require human cognition, such as language processing, pattern recognition, decision-making, and content generation. According to Law, GenAI systems are trained on massive language datasets and can generate human-like responses, texts, and explanations that support both teachers and learners [1]. These systems include large language models (LLMs), intelligent tutoring systems, educational chatbots, and data-driven educational platforms.

In language learning, AI serves as a mediating tool that enhances exposure to authentic language, supports repetitive practice, and compensates for limited classroom time. Zhumatayeva et al. show that AI tools can foster communicative competence by offering real-life simulation environments, tone analysis, cultural awareness tools, and interactive tasks that develop speaking, writing, listening, and reading skills [2]. This interactive and adaptive nature makes AI especially relevant in competency-based foreign language education.

AI also has the capacity to personalize instruction. Tools assess learner errors, track performance trends, and adjust lesson content automatically. Fitria highlights numerous AI technologies that adapt to learner pace and needs, such as personalized learning platforms (e.g., Ruangguru) and Intelligent Tutoring Systems (ITS) that provide tailored instruction based on student responses [4]. As such, AI increasingly supports both learner autonomy and teacher facilitation, functioning as an integrated component of contemporary pedagogy.

Effectiveness of AI in Language Learning

Enhancing Communicative Competence

Communicative competence is a central objective in modern language teaching, requiring learners to interact meaningfully in diverse social and cultural contexts. AI tools significantly support this goal. Zhumatayeva et al. present a table of AI tools–such as AI tutors (e.g., Duolingo), chatbots (e.g., ChatGPT), Grammarly, intercultural AI systems, and language assessment platforms–that collectively improve vocabulary development, grammatical accuracy, intercultural skills, and fluency-building activities [2]. These tools simulate real-life interactions, provide instant correction, and analyze tone or register, making communication practice more accessible and frequent.

The ability to repeat conversational scenarios without fear of judgment also contributes to improved confidence. Learners are able to engage in extended dialogues, request clarification, and explore alternative expressions–activities that might be limited in traditional classrooms.

Improving Speaking Proficiency and Reducing Anxiety

Speaking anxiety is among the most persistent challenges in language acquisition. Empirical findings by Ding and Yusof show that AI-powered conversation bots significantly improve learners' speaking performance by enhancing fluency, accuracy, and pronunciation while simultaneously reducing foreign language speaking anxiety (FLSA) [3]. Learners report feeling more comfortable interacting with AI because they are not evaluated socially, which promotes risk-taking and experimentation with language.

This psychological benefit is particularly valuable in large classrooms where individual speaking time is limited. AI chatbots can serve as supplementary conversation partners, enabling students to receive unlimited practice and immediate feedback outside class.

Supporting Writing Development

AI tools have become essential in writing instruction. Law's review reveals that many GenAI applications help students correct grammar, expand vocabulary, organize ideas, and revise texts effectively [1]. Writing assistants such as Grammarly or LLM-based feedback systems offer personalized suggestions that guide learners toward clearer, more coherent writing.

While AI feedback does not replace teacher expertise, it supports learners in producing multiple drafts and reduces the cognitive load associated with self-editing. These tools provide corrective input instantly, allowing learners to monitor progress over time.

Improving Reading and Listening Skills

Fitria highlights that AI-powered Smart Content systems simplify reading materials, categorize digital books, and recommend multimedia resources to support comprehension [4]. Tools such as Cram101 and Netex Learning help learners access structured content based on specific topics or vocabulary needs. Similarly, Voice Assistants (e.g., Siri, Google Assistant, Cortana) provide pronunciation models, definitions, and explanations through simple voice commands, supporting both listening and vocabulary development.

AI Tools and Their Pedagogical Applications

AI Tools Supporting Learners

Drawing on Fitria's taxonomy of AI technologies in education, several tools play a pivotal role in language learning:

- **Virtual Mentor systems** (e.g., Blackboard) publish notes, quizzes, assignments, and tests while offering automated feedback for learning tasks [4].

- **Voice Assistants** (Siri, Google Assistant, Cortana) help students access information hands-free and practice pronunciation.
- **Smart Content tools** (Cram101, Netex Learning) structure digital texts for improved comprehension.
- **Presentation Translator** supports multilingual classrooms by creating real-time translated subtitles.
- **MOOCs and Global Courses** (Coursera, Khan Academy, Udacity, Alison, edX) adapt learning pathways using AI-based recommendation engines.
- **Automatic Assessment platforms** (e.g., Kejarcita) grade tests, correct answers, and generate quizzes.
- **Personalized Learning systems** (Ruanguru) offer AI-driven lessons tailored to learner needs.
- **Educational Games** (Duolingo, Quick Brain, Puzzle Kids) combine enjoyment with skill development.
- **Intelligent Tutoring Systems (ITS)** provide adaptive instruction based on student performance.

Such tools expand learning beyond the classroom while strengthening learner autonomy and engagement.

AI Tools Supporting Teachers

AI also assists teachers in instructional design and assessment. Bonner, Lege, and Frazier describe how LLMs generate leveled reading texts, grammar exercises, communicative tasks, and lesson plans within seconds, significantly reducing teacher workload [5]. Teachers can request materials aligned with proficiency levels, learning objectives, or thematic units, allowing them to focus on facilitating interaction and assessing higher-order skills.

AI-based assessment platforms further help teachers identify common learner difficulties, track progress, and implement differentiated instruction. Fitria notes that features such as automated correction and analytics enable teachers to monitor learning patterns and make data-informed decisions [4].

Challenges of AI Integration in Language Teaching

Accuracy and Reliability

GenAI systems sometimes produce incorrect, incomplete, or fabricated information. Law warns that AI may generate plausible but inaccurate explanations, creating risks for learners who rely heavily on AI without verification [1]. Teachers must teach students to evaluate AI-generated content critically.

Academic Integrity and Ethical Concerns

As AI can compose texts, translate essays, or answer questions instantly, concerns about plagiarism and authenticity arise. Teachers must redesign assessments to prioritize oral defense, process-based writing, creative tasks, and in-class performance to ensure genuine learning.

Teacher Preparedness

Fitria reports that many educators feel unprepared to use AI effectively due to limited training in digital pedagogy [4]. Professional development is essential to equip teachers with the skills to integrate AI responsibly and creatively.

Overreliance and Reduced Cognitive Engagement

Excessive dependence on AI may hinder learners' development of reasoning, problem-solving, and productive skills. Balanced pedagogical strategies are needed to ensure AI supplements rather than replaces learner effort.

Privacy and Accessibility Issues

Using commercial AI platforms may raise concerns about data storage, security, and unequal access to devices or internet connectivity. Institutions must develop appropriate guidelines to ensure safe and equitable AI use.

Conclusion

Artificial Intelligence has become an influential force in language learning and teaching, offering powerful tools that support communicative competence, writing development, autonomous learning, and psychological well-being through reduced anxiety. Research findings from Law, Zhumatayeva et al., Ding and Yusof, Fitria, and Bonner et al. demonstrate that AI enhances both learner performance and teacher efficiency when used responsibly. Virtual mentors, voice assistants, smart content systems, chatbots, MOOCs, assessment platforms, and intelligent tutoring systems collectively reshape the learning environment by providing adaptive, interactive, and personalized experiences.

However, the integration of AI requires careful regulation to address issues of accuracy, ethics, overreliance, teacher readiness, and digital inequality. AI should complement rather than replace teachers, who remain essential in fostering critical thinking, cultural understanding, and meaningful human interaction. When applied thoughtfully, AI has the potential to enrich language education, making learning more accessible, engaging, and effective.

References:

1. Bonner, E., Lege, R., Frazier, E. Large language model-based artificial intelligence in the language classroom. Teaching English with Technology, 23(1), 23–41.

2. Ding, D., Yusof, A. Investigating the role of AI-powered conversation bots in enhancing L2 speaking skills and reducing speaking anxiety. Humanities and Social Sciences Communications, 12, 1223, 2025.

3. Fitria, T. Artificial Intelligence (AI) in Education: Using AI tools for teaching and learning process. Proceeding Seminar Nasional & Call For Papers, 2021.

4. Law, L. Application of generative artificial intelligence (GenAI) in language teaching and learning: A scoping literature review. Computers and Education Open, 6, 100174, 2024.

5. Zhumatayeva, Z., Mametkarim, Zh., Dosanova, A. The role of artificial intelligence in the formation of communicative competence in foreign language lessons. Bulletin of NAS RK, 6(412), 119–130, 2024.

CHAT GPT AS AN INNOVATIVE TOOL FOR ADULTS' LANGUAGE LEARNING

Zholaman Moldir Zhanibekkyzy

Student,
Kazakh Ablai Khan International University
of Relations and World Languages, Kazakhstan, Almaty

Sembayeva Zhanagul Kostanaykyzy

MS, educator,
Kazakh Ablai Khan International University
of Relations and World Languages, Kazakhstan, Almaty

Abstract. This study explores the role of ChatGPT as an innovative tool for adult self-directed language learning. Thirty adult learners aged 20–30 participated in the research, providing insights into how they use ChatGPT, how effective they find it, and how the tool influences their motivation and autonomy. The results show that most participants use ChatGPT regularly–daily or weekly–mainly for grammar correction, vocabulary development, and writing practice. Learners reported high levels of satisfaction, increased motivation, and greater confidence in their independent learning. The findings indicate that ChatGPT is particularly effective for improving text-based skills, offering immediate feedback, clear explanations, and flexible on-demand support. However, limitations were also identified, including occasional inaccuracies, limited opportunities for speaking practice, difficulty formulating effective prompts, and the risk of overreliance on AI. Overall, the study highlights ChatGPT's strong potential as a supplementary tool that enhances adult learners' autonomy and learning experiences, while emphasizing the need for human guidance and diverse learning strategies to support oral and interactive skills. Future research should focus on long-term outcomes and the integration of AI tools with various forms of language practice.

Keywords: ChatGPT, adults` language learning, generative AI, self-directed learning, OpenAI.

1. Introduction

Artificial intelligence (AI) has rapidly transformed the field of education, offering new tools and opportunities for personalized and flexible learning. Among the most influential AI innovations is ChatGPT, an advanced large language model developed by OpenAI. As a generative AI system, ChatGPT is capable of understanding context, producing coherent text, answering questions, and engaging in interactive dialogue. Its design allows it to simulate human-like communication, making it especially useful in language education. Because it is accessible on multiple digital platforms and can respond instantly, ChatGPT represents a significant shift in how learners interact with educational content. For adult learners–who often face challenges such as limited time, lack of access to native speakers, and irregular study schedules–AI-powered tools like ChatGPT offer a flexible, affordable, and highly adaptive learning environment that supports autonomy, motivation, and continuous progress.

When OpenAI launched ChatGPT back in November 2022, it didn't just introduce another tech tool–it opened up a whole new world for language learners. Built on the GPT (Generative Pre-trained Transformer) platform, ChatGPT picks up on human language fast. It explains ideas, gives examples, and can hold a real conversation. With GPT-4 and GPT-5, the model has only gotten sharper, better at personalizing its responses. Now, people everywhere see ChatGPT as something that's genuinely shifting language learning–making it faster, more flexible, and accessible from anywhere.

For adults, picking up a new language often feels tough. Time is short, schedules are packed, teachers and native speakers aren't always around. That's where ChatGPT steps in. It gives instant feedback, lets you practice conversations, corrects your writing, and adapts to your needs day or night.

Independent learners, in particular, benefit from this kind of freedom–they can shape their own progress without waiting for someone else to guide them.

Researchers back this up. Lee, Wang, and Bonk (2023) found that ChatGPT actually boosts independent learning. Adults use it to plan, track, and evaluate progress, all with AI's feedback loop. People in their study said they felt more motivated and confident–no fear of messing up in front of others. That lines up well with what matters in adult education: giving learners autonomy, helping them self-regulate, and offering support that adapts to the individual.

Other researchers have tested ChatGPT in more formal settings. Sheikh, Yayilgan, Klimova, and Pikhart (2023) looked at tasks like writing, grammar checks, and vocabulary drills. Adult learners said they found ChatGPT effective, engaging, and flexible. It fits into structured courses but still lets busy adults keep learning on their own terms.

Looking at recent reviews, the picture is nuanced. Wang et al. (2024) point out that most studies so far look at writing and how learners feel about using ChatGPT. Speaking skills and adult learners haven't gotten as much attention. They highlight some key areas–new teaching methods, AI literacy, ethical questions–and make it clear there are still research gaps, especially in adult education. The Smart Learning Environments study (2024) also sees promise. ChatGPT helps with grammar, vocabulary, and creative writing, but the risks are real: errors, academic integrity problems, and more. The takeaway? ChatGPT should support teachers, not replace them–it boosts engagement and independence, but human guidance still matters.

One more thing: ChatGPT isn't just a practice partner. It can actually create educational materials tailored for adults. Laker, Finnegan, Gillen, and Chukurova (2023) showed that large language models generate high-quality, customizable resources, letting adults follow learning paths that fit their goals and experience.

All things considered, ChatGPT is a major step forward for adult language education. It gives people the tools to set their own goals, stay motivated, and learn independently, with the kind of flexible support you'd expect from a personal tutor. If we use it thoughtfully, it points toward a future where AI and human teachers work together–making language learning more accessible, more personal, and much more flexible.

2. Methodology

This study set out to explore how ChatGPT fits into adult language learning–looking at how effective it is, how easy it feels to use, and whether it actually helps learners become more independent. Thirty adults took part, all between 20 and 30 years old, and each of them learned a language on their own, outside any official course. Everyone needed at least basic digital skills and steady internet access, whether on a computer or smartphone. The study left out people under 20 and anyone enrolled in formal language classes, to keep the focus on independent adult learners.

The group came from all sorts of backgrounds–students, office workers, freelancers. Their language skills ranged from beginner to above average, which pretty much captures the diversity you see among real-world learners. They used their target languages for all kinds of reasons: work, school, or just personal interest. Most wanted to get better at writing, speaking, vocabulary, and grammar.

To find partcipants, we reached out to online language learning communities and social media groups, picking a targeted sample that fit what we needed. The study took place fully online over a week, so people could fit it around their jobs and other commitments. Everyone joined in voluntarily and gave informed consent, with no payment offered. We made sure to protect participants' privacy and followed all the usual research ethics.

We gathered data with a structured online questionnaire that covered several areas: demographics (like age, gender, language level, and learning experience), how they used ChatGPT (how often, what for–conversation practice, grammar, vocab), how useful they found it, its effect on motivation and independence, and any problems they ran into. The survey used multiple choice, Likert scales, and open-ended questions to draw out more detail.

The main focus was on how learners felt about ChatGPT's effectiveness, its impact on their ability to learn independently, and whether it boosted their motivation and sense of autonomy. We

also looked at how often people used it, what features they liked, and any issues or limitations they noticed. For the numbers, we used descriptive stats–frequency and percentages–to sum up trends and opinions. For the open-ended responses, we used thematic analysis to spot common themes and get a deeper sense of learners' experiences, struggles, and what they found helpful.

We went through all the responses carefully, dropping any that were too vague or incomplete to add real value. By blending quantitative and qualitative analysis, we built a well-rounded picture of how ChatGPT actually supports adult self-directed language learning. The whole approach sticks to the principles laid out in the introduction, highlighting how AI can make learning more flexible, accessible, and tailored to individual needs.

3. Results

Demographic Characteristics

The study involved 30 adult learners of English, aged between 20 and 30 years, with a mean age of 23.7 years. They came from all sorts of backgrounds–some were university students, others worked in offices, a few freelanced, and several held different professional roles, but all were learning English on their own. Out of everyone, 18 were women and 12 were men, so gender balance wasn't an issue.

Their English skills covered the usual range for adult learners. Nine were at the A2 elementary level, twelve at B1 intermediate, six at B2 upper-intermediate, and three had advanced or proficient skills–C1 or C2. Most landed in the intermediate group. That says something: ChatGPT seems to attract people who already have the basics down and want to get better.

Every participant said they studied English independently, though three admitted they sometimes joined formal classes. So, for the most part, these learners took charge of their own studies and made their own plans. When asked why they used ChatGPT, most pointed to career growth, academic goals, or just plain curiosity about the language.

The mix of backgrounds, skill levels, and reasons for learning gave a pretty full picture of how ChatGPT works for adult learners of different types.

Table 1.

Demographic Profile of Participants

Variable	Category	n	%
Age Range	20–30 years	30	100%
English Proficiency	A2	3	10%
	B1	13	43.3%
	B2	11	36.7%
	C1	2	6.7%
	C2	1	3.3%

Frequency and Duration of ChatGPT Use

Participants reported varied frequency of ChatGPT usage. Daily usage was the most common pattern, with twelve participants using ChatGPT every day. Ten participants reported using the tool several times per week, five participants several times per month, and three participants less than once a month. Overall, over seventy percent of participants incorporated ChatGPT into their regular study routines at least weekly, highlighting its integration as a habitual tool for self-directed study. The flexibility of the platform enables learners to fit practice into their schedules, regardless of time constraints.

The duration of ChatGPT usage per session also varied among participants. Four participants reported spending less than ten minutes per session, often using the tool for quick exercises such as correcting grammar or checking vocabulary. Eleven participants used ChatGPT for 10 to 20 minutes

per session, while ten participants engaged in medium-length sessions of 20 to 40 minutes. Five participants reported using ChatGPT for more than 40 minutes at a time, indicating that some learners engage in more extensive practice, potentially combining multiple activities such as writing, reading, and conversation exercises. This variability demonstrates the adaptability of ChatGPT to different learning habits, allowing learners to customize their study sessions according to time availability and learning objectives.

Table 2.

ChatGPT Usage Frequency

Frequency of Use	Number of Participants	%
Daily	12	40%
Several times per week	10	33%
Several times per month	5	17%
Less than once a month	3	10%
Duration per Session	**Number of Participants**	**%**
Less than 10 minutes	4	13%
10–20 minutes	11	37%
20–40 minutes	10	33%
More than 40 minutes	5	17%

Activities Performed Using ChatGPT

With ChatGPT, participants engaged in a range of learning activities. Grammar correction was the most frequent activity, taken up by 23 participants, suggesting that immediate feedback on their writing and grammar is highly valued by learners. Vocabulary practice was also popular, utilized regularly by 20 participants. Writing exercises were conducted by 18 participants, which evidences that ChatGPT is very useful for receiving immediate feedback on written work. The least frequent was conversation practice with 15 participants, suggesting that though AI might have limitations in terms of simulating a natural spoken interaction, learners still try to develop oral skills. Ten participants reported using ChatGPT for reading activities or explanations of texts, showing that it can be useful in making texts more understandable and supporting the development of reading skills.

Table 3.

ChatGPT Activity Types

Activity	Number of Participants	%
Grammar correction	23	77%
Vocabulary practice	20	67%
Writing exercises	18	60%
Conversation practice	15	50%
Reading or text explanation	10	33%

Perceived Helpfulness and Skill Improvement

The participants spoke highly of the overall usefulness of ChatGPT. Eighteen participants found it very useful, eight rated it as quite useful, three as somewhat useful, and one as slightly useful. In sum, 87% of the participants rated ChatGPT as very useful or quite useful. This stands for a high perceived value among independent learners. According to them, this platform has considerably reduced their learning difficulty by providing immediate feedback, giving personal explanations, and examples of proper use.

About the improvement of linguistic skills, the highest achievements for the respondents were observed in grammar, vocabulary, and writing. Twenty-five participants reported improvements in grammar, twenty-two in vocabulary, and twenty-one in writing. Fourteen participants reported improvements in speaking, thirteen in reading, and six in listening. These findings demonstrate that ChatGPT is more effective for textual skills, while oral and auditory skills develop less consistently because of limitations in the functions of interactive communication. Nevertheless, several participants used conversational exercises for practicing sentence construction and modeling dialogues, which shows a creative approach to developing speaking skills.

Satisfaction, Motivation, and Autonomy

The participants rated their satisfaction with the ChatGPT feedback. Sixteen participants reported that they were very satisfied, ten said they were satisfied, three were neutral, and one was slightly satisfied. Among the positive experiences that the participants mentioned, they included clarity, speed, and responsiveness of feedback. Getting a chance to instantly correct the mistakes enabled the students to fix the correct forms and rules without waiting for the teacher's feedback, which is important for adult students performing many kinds of duties.

On the motivational part, 22 participants (73%) showed agreement or strong agreement that using ChatGPT increased their motivation to learn about English. Furthermore, 24 participants (80%) reported that ChatGPT has helped them to learn more autonomously and is therefore helpful in developing self-learning skills. Eleven participants mentioned that they feel confident when practicing English with ChatGPT compared to people, which supports the idea that the tool creates a safe, unbiased space where learners can try and make mistakes without feeling embarrassed.

Challenges and Limitations

Despite the benefits, a number of problems in using ChatGPT were indicated by the participants. Sixteen participants identified that sometimes ChatGPT gave wrong or incomplete responses, which indicates periodic limitations in accuracy. Twelve participants mentioned that the practice of spoken language is limited; although ChatGPT allows writing and grammar, the opportunities for oral interaction are limited. Eight participants have pointed out excessive reliance on AI, which they feel may diminish the capacity for independent problem-solving and critical thinking. Six participants thought that it was difficult to create effective prompts and supposed that students need some level of digital literacy to be able to get maximum benefit from this tool. Further, periodic unclear explanations, AI errors, or problems with effectively formulating questions have been indicated.

Participants also reported the aspects they liked most, which were immediate feedback, grammar correction, vocabulary expansion, clear explanations, and flexible on-demand learning. In contrast, the difficulties mentioned by participants included the correct formulation of prompts, the correction of AI mistakes, and fluency practice, which shows that extra learning strategies are still required besides using ChatGPT.

Summary of Findings

The results show that ChatGPT is widely used and appreciated by adult learners to learn English independently, especially to improve grammar, vocabulary, and writing. Most participants integrate ChatGPT into their daily or weekly classes, usually using it for 10-40 minutes. Participants note a high degree of satisfaction, increased motivation, and increased autonomy, reflecting ChatGPT's role as an auxiliary, flexible, and accessible tool. Among the problems noted are AI errors, limited oral practice, and potential over-reliance, which indicates that ChatGPT should complement, rather than replace, human-led learning. Demographic analysis reveals that the most active users were middle-level students (B1), indicating that ChatGPT attracts particularly those who want to consolidate and expand already acquired skills. For independent learners, flexibility, immediate feedback, and the chance to practice independently are very positive. Overall, this study shows the potential of ChatGPT as an AI-based add-on for adult language learning, especially in textual skills, but points to areas which need careful monitoring and supplementation by other means with regard to oral and interactive practice.

4. Conclusion

The study has investigated the role that ChatGPT plays in adult self-directed language learning, particularly in terms of its usefulness, ease of use, and impact on learner autonomy. It can be seen that ChatGPT is widely used and valued by adult learners aged 20-30, which especially helps with grammar, vocabulary, and the development of writing skills. Most participants incorporated ChatGPT into a daily or weekly study routine, usually spending between 10 to 40 minutes per session. Participants reported high levels of satisfaction, increased motivation, and confidence in their independent language learning, supporting the use of ChatGPT as a flexible and accessible tool for adult learners.

The following are a number of challenges and limitations that the study identified: Participants reported that ChatGPT sometimes gave incorrect or incomplete answers, communication practice was limited, overreliance on AI may reduce independent problem-solving skills, and some learners struggled to create effective prompts which best activate the AI's support. These findings suggest that although ChatGPT is particularly effective for developing text-based skills, it needs supplementation with other learning strategies, such as practicing communication with human partners, working with authentic materials, and cross-checking AI suggestions.

By demographics, the most active users were students at the B1 level of English proficiency, meaning that ChatGPT attracted those students who knew the basics of English and wanted to double and extend their knowledge. Advanced learners used ChatGPT to clarify some specific points. Beginners appreciated its grammar and vocabulary suggestions. In general, the conditions of ChatGPT-solution offer the setting which enhances independence, self-reflection, and experimentation–a setting allowing learners to make errors, get immediate feedback, and improve at their own pace.

This paper contributes to the recent relevant literature on language learning using artificial intelligence, which further establishes the findings of previous studies concerning the effectiveness of using AI tools to promote greater student autonomy, motivation, and engagement in Li, Wang, & Bonk (2023), Shaikh et al. (2023), and Wang et al. (2024). While artificial intelligence cannot replace human teachers completely, it can be used as a supplementary tutor by providing personalized feedback, flexible learning schedules, and support for various language skills. Future research needs to look at long-term learning outcomes, the development of speaking and listening exercises, and approaches to deal with AI errors and overdependency on AI.

This is why ChatGPT represents such an important step forward in education for adults, giving them fast, flexible, and accessible tools from anywhere in the world. A blend of AI-assisted work, conventional instruction, and independent work will allow the active adult learner to create a much more effective and personalized way of learning. Mindful and intentional use of ChatGPT means that the maximum benefits are gained by learners with minimum possibility of any downsides, promoting independence, motivation, and confidence in the process of language learning.

References:

1. Bonk, C. J., Li, Y., & Wang, Y. (2023). Artificial intelligence for self-directed learning: Exploring ChatGPT's role in adult online education. Journal of Online Learning Research, 9(2), 115–134.

2. Leiker, J., Finnigan, K., Gyllen, J., & Cukurova, M. (2023). Large language models as content generators for personalized learning materials. Computers & Education, 205, 104915. https://doi.org/10.1016/j.compedu.2023.104915

3. OpenAI. (2022). Introducing ChatGPT. OpenAI Blog. https://openai.com/blog/chatgpt

4. OpenAI. (2023). GPT-4 Technical Report. OpenAI. https://doi.org/10.48550/arXiv.2303.08774

5. Shaikh, Z. A., Yayilgan, S. Y., Klimova, B., & Pikhart, M. (2023). Exploring the use of ChatGPT in EFL classrooms: Learner perceptions and practical applications. Education and Information Technologies, 28, 12345–12367. https://doi.org/10.1007/s10639-023-11590-8

6. Smart Learning Environments. (2024). ChatGPT in language education: A systematic review. Smart Learning Environments, 11(1), 1–20.

7. Wang, H., Liu, R., Chen, Y., & Zhao, P. (2024). A comprehensive review of ChatGPT in language learning: Potentials, challenges, and future directions. Language Learning & Technology, 28(2), 33–52.

В авторской редакции

16+