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THE ROLE OF ARTIFICIAL INTELLIGENCE IN STUDENTS' ENGLISH LANGUAGE LEARNING

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Abstract: This article examines the role of artificial intelligence (AI) in improving students' English language learning. The rapid development of digital technologies has created new opportunities for foreign language education, particularly through AI-based applications, intelligent tutoring systems, chatbots, automated writing assistants, speech-recognition tools, and adaptive learning platforms. The study discusses how these technologies can support the development of students' speaking, writing, reading, listening, vocabulary, and grammar skills. Particular attention is given to personalized learning, immediate feedback, autonomous practice, and increased learner engagement. At the same time, the article considers challenges associated with excessive dependence on AI, inaccurate generated information, academic integrity, data privacy, and the reduced role of independent thinking. It is concluded that artificial intelligence is most effective when it complements rather than replaces teacher-guided instruction and when students use AI critically and responsibly.

Keywords: artificial intelligence, English language learning, foreign language education, digital technologies, students, personalized learning, ChatGPT, language skills, digital competence.

INTRODUCTION

Artificial intelligence has become one of the most rapidly developing technologies in contemporary education. The emergence of generative AI systems, intelligent language-learning applications, automated assessment tools, and speech-recognition technologies has significantly changed the ways in which students can acquire knowledge and develop practical skills. Foreign language education is one of the areas in which these technologies have particularly broad applications.

English is widely used in international education, science, technology, business, and academic communication. Therefore, developing students' English-language competence remains an important objective of higher education. Traditional classroom instruction provides students with systematic knowledge and direct interaction with teachers; however, classroom time alone may not always provide sufficient opportunities for individual practice. AI-supported learning environments can supplement formal instruction by enabling students to practise language skills beyond the classroom.

Artificial intelligence can provide explanations, generate exercises, simulate dialogues, analyse written texts, identify grammatical errors, assist with pronunciation, and adapt educational materials to learners' proficiency levels. Generative AI tools can also create examples, questions, vocabulary exercises, role-playing scenarios, and writing prompts within seconds.

Nevertheless, the educational value of AI depends largely on how it is used. Students who simply copy AI-generated answers may weaken rather than develop their independent language skills. Consequently, the integration of artificial intelligence into English-language education requires both technological competence and appropriate pedagogical strategies.

The **purpose of this article** is to analyse the role and educational potential of artificial intelligence in students' English-language learning and to identify its major advantages, limitations, and effective applications in higher education.

LITERATURE REVIEW

The application of artificial intelligence in language education is closely connected with the broader development of computer-assisted language learning (CALL), mobile-assisted language learning (MALL), intelligent tutoring systems, and adaptive educational technologies.

Research in this field indicates that AI can contribute to personalized learning by adapting instructional materials, tasks, and feedback to individual learners' needs. Unlike conventional educational materials, AI-supported systems can respond dynamically to learners' inputs and provide immediate assistance.

One of the most important developments in recent years has been the widespread availability of generative artificial intelligence. Large language models can conduct conversations, explain grammatical structures, generate texts at different proficiency levels, provide vocabulary examples, and assist learners during writing activities. This has expanded the possibilities for autonomous foreign-language practice.

UNESCO has emphasized both the educational potential and the risks associated with generative AI. Effective implementation requires attention to human agency, privacy, transparency, age-appropriate use, and academic integrity. Therefore, educational institutions should not consider AI merely as a technological innovation; its use should be accompanied by clear pedagogical and ethical principles.

From a language-learning perspective, AI technologies are especially relevant because language acquisition requires regular interaction, repetition, feedback, and exposure to authentic or realistic communicative situations. AI-based conversational systems can provide additional opportunities for such practice.

RESEARCH METHODOLOGY

The study employed **descriptive, analytical, comparative, and literature-review methods**. Scientific publications and methodological literature concerning artificial intelligence, digital education, foreign-language teaching, and technology-enhanced learning were analysed.

The study focused on five major dimensions of AI-supported English-language learning:

1. development of language skills;
2. personalized and adaptive learning;
3. immediate feedback and error correction;
4. learner autonomy and motivation;
5. risks and limitations of artificial intelligence.

The analysis considered AI applications according to their potential contribution to reading, writing, listening, speaking, vocabulary, grammar, and pronunciation.

RESULTS AND DISCUSSION

The analysis indicates that artificial intelligence can support English-language learning in several interconnected areas.

AI in vocabulary and grammar learning

Vocabulary and grammar constitute fundamental components of foreign-language competence. AI systems can generate vocabulary lists according to specific topics, explain word meanings, provide synonyms and antonyms, create example sentences, and design exercises appropriate to different proficiency levels.

For example, a student learning vocabulary related to education can ask an AI system to generate words at A2, B1, or B2 level and subsequently practise them through gap-filling exercises, quizzes, dialogues, or short texts.

AI can also provide explanations of grammatical structures. Instead of receiving only a correction, students may request an explanation of why a particular form is incorrect and compare several correct examples.

However, AI-generated grammatical explanations should not automatically be regarded as authoritative. Students need to verify important information using reliable dictionaries, textbooks, or teacher guidance.

Development of writing skills

Writing is among the areas in which generative AI has particularly significant educational potential. AI tools can identify grammatical and stylistic problems, suggest alternative expressions, explain errors, and provide feedback on text organization.

A productive pedagogical approach is to use AI as a **feedback tool rather than a text-generation substitute**. For instance, students may first write an essay independently and then ask an AI system to identify grammatical errors without rewriting the entire text. The student can subsequently correct the mistakes independently.

This approach can help learners recognize recurring errors and develop editing skills. In contrast, submitting a completely AI-generated essay as one's own work undermines the learning process and raises academic-integrity concerns.

Development of speaking and pronunciation

One of the traditional difficulties in foreign-language learning is the limited amount of time available for individual speaking practice. Conversational AI and speech-recognition technologies can provide additional opportunities for students to practise spoken English outside the classroom.

Students can simulate situations such as job interviews, airport conversations, university discussions, hotel reservations, presentations, and everyday dialogues. Such practice may reduce anxiety because learners can repeat activities without the social pressure sometimes experienced in classroom communication.

Speech-recognition technologies can also assist learners in identifying pronunciation problems. Nevertheless, human interaction remains essential for developing pragmatic competence, cultural awareness, spontaneous communication, and sensitivity to real communicative contexts.

Reading and listening skills

Artificial intelligence can facilitate differentiated reading practice. A difficult text can be simplified for lower-level learners, unfamiliar vocabulary can be explained in context, and comprehension questions can be generated automatically.

AI-supported tools may also assist listening development through speech synthesis, transcripts, subtitles, and interactive comprehension activities. Students can work with the same material repeatedly and adjust the complexity according to their level.

These possibilities are particularly valuable for autonomous learning because students can practise at their own pace.

Personalized learning

One of the strongest advantages of AI is its potential for personalization. Students within the same classroom often differ considerably in proficiency, learning pace, vocabulary knowledge, interests, and weaknesses.

AI-supported systems can generate differentiated tasks. A learner experiencing difficulty with grammar can receive additional grammar practice, while another student may focus on academic vocabulary or speaking.

This can be expressed conceptually as:

Student needs → AI-supported task → Practice → Immediate feedback → Correction → Further practice

Such a cycle can make independent study more systematic and responsive to individual learning needs.

The changing role of the teacher

The development of artificial intelligence does not eliminate the need for teachers. Rather, it changes some aspects of the teacher's role.

In an AI-supported educational environment, teachers remain responsible for defining learning objectives, selecting appropriate methodologies, monitoring students' progress, evaluating learning outcomes, providing human interaction, and teaching students to use digital resources critically.

The teacher therefore increasingly performs the role of a **facilitator, evaluator, instructional designer, and digital-learning guide** in addition to traditional teaching functions.

Major benefits and limitations

The educational opportunities and associated risks can be summarized as follows:

Area	Potential benefits	Possible limitations
Vocabulary	Personalized exercises and examples	Incorrect contextual use
Grammar	Immediate explanation and correction	Overdependence on automated feedback
Writing	Editing and formative feedback	Plagiarism and loss of independent writing
Speaking	Unlimited dialogue practice	Limited authenticity of human interaction
Pronunciation	Speech-recognition feedback	Recognition errors
Reading	Text simplification and questions	Oversimplification
Independent learning	24/7 accessibility	Reduced learner effort
Assessment	Rapid feedback	Reliability and integrity concerns

The table demonstrates that almost every advantage of artificial intelligence is accompanied by a corresponding pedagogical risk. Consequently, effectiveness depends not simply on access to AI but on **responsible and methodologically appropriate use**.

RECOMMENDATIONS

To integrate artificial intelligence effectively into students' English-language learning, several principles should be observed:

- AI should supplement, not replace, teacher-led instruction;
- students should attempt learning tasks independently before requesting AI assistance;
- AI-generated information should be critically evaluated and verified;
- teachers should establish clear rules concerning acceptable and unacceptable AI use;
- AI should be used primarily for practice, feedback, explanation, and personalization;
- students should be taught appropriate prompting and digital literacy;
- personal and confidential information should not be entered into AI systems without appropriate safeguards;
- assessment methods should distinguish between students' own competence and AI-assisted output.

A particularly useful model can be formulated as:

Independent attempt → AI feedback → Student revision → Teacher evaluation → Reflection

This approach maintains the learner's active role while benefiting from the speed and flexibility of artificial intelligence.

CONCLUSION

Artificial intelligence is becoming an increasingly important component of contemporary English-language education. AI-based tools can provide students with personalized learning materials, immediate feedback, additional opportunities for communication, grammar and vocabulary practice, pronunciation support, and assistance with reading and writing.

At the same time, artificial intelligence should not be viewed as a replacement for teachers or independent learning. Excessive reliance on AI-generated answers can negatively affect critical thinking, writing competence, academic integrity, and learner autonomy. AI systems may also generate inaccurate or misleading information.

Therefore, the most appropriate approach is the **balanced integration of artificial intelligence with traditional and communicative language-teaching methods**. Teachers should guide students in selecting appropriate AI tools, verifying generated information, and maintaining academic integrity. When used critically and responsibly, artificial intelligence can serve as a powerful supplementary instrument for developing students' English-language competence and preparing them for learning in an increasingly digital educational environment.

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