

ТІЛАРАЛЫҚ ИНТЕГРАЦИЯ, ЛИНГВИСТИКАЛЫҚ ЖӘНЕ ЛИНГВОДИДАКТИКАЛЫҚ ЗЕРТТЕУЛЕРДІҢ МӘСЕЛЕЛЕРІ
ХАЛЫҚАРАЛЫҚ ҒЫЛЫМИ КОНФЕРЕНЦИЯ ЖИНАҒЫ

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Исина Г.И., филология ғылымдарының докторы Қарағанды мемлекеттік университетінің профессоры

Кугунуров В.В., филология ғылымдарының кандидаты Ресей Сол-Түстік Федералды университетінің профессоры

Ерік Г., PhD, Еуразия ұлттық университетінің аға оқытушысы

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ӘДІСТЕМЕ ЖӘНЕ ЛИНГВОДИДАКТИКА СҰРАҚТАРЫ

ADVANTAGES AND DISADVANTAGES OF AI APPLICATION IN ENGLISH
LANGUAGE LEARNING

M.K. Adilkhan

M.Zhambylkyzy

KazNU named after Al-Farabi

Түйіндеме: Бұл мақала ағылшын тілін үйренудегі жасанды интеллекттің (ЖИ) ролін зерттеуге арналған. Сапалы зерттеу әдісін, атап айтқанда мазмұнды талдауды қолдана отырып, сенімді мәліметтер базасынан алынған тиісті мақалаларды талдау және шолу арқылы жасанды интеллектті оқу процесінде қолданудың оң және теріс әсері анықталды.

Abstract: This paper focuses on examining the role of Artificial Intelligence (AI) in English language learning. By analyzing and reviewing relevant articles obtained from reliable databases with the help of qualitative research method, specifically content analysis, the positive and negative sides of AI integration into the learning process were revealed.

Аннотация: Данная статья посвящена изучению роли искусственного интеллекта (ИИ) в изучении английского языка. Путем анализа и обзора соответствующих статей, полученных из надежных баз данных, с помощью метода качественного исследования, в частности контент-анализа, были выявлены положительные и отрицательные стороны интеграции искусственного интеллекта в данный учебный процесс.

Keywords: Artificial Intelligence, English language learning, advantages and disadvantages, AI in education, AI in EFL.

Ключевые слова: Искусственный интеллект, изучение английского языка, преимущества и недостатки, ИИ в образовании, ИИ в обучении английскому языку (EFL).

Түйін сөздер: жасанды интеллект, ағылшын тілін үйрену, артықшылықтары мен кемшіліктері, білім берудегі ЖИ, ағылшын тілін оқытудағы ЖИ.

The continuous evolution of AI sparks anticipation, prompting contemplation about its future applications and the profound impact it will have on society. Every year, the digital world experiences increasing complexity as scientists and researchers introduce innovations in technology. A significant breakthrough in digital technology, which raises more and more interest, is Artificial Intelligence (AI) [1]. From researchers' labs to our homes and gadgets, AI is penetrating our lives [2].

An American scientist John McCarthy invented the term Artificial Intelligence in 1956 and he is credited as the founder of Artificial Intelligence. There are many different definitions of what exactly AI is. However, there seems to be a certain semantic lowest common denominator: "Artificial intelligence (AI) is a broad term used to describe a collection of technologies that can solve problems and perform tasks to achieve defined objectives without explicit human guidance" [3]. In simple terms, Artificial Intelligence has the capability to imitate human intelligence, perform various tasks that require thinking and learning, solve problems, and make various decisions [4]. Due to these means, Artificial Intelligence (AI) is believed to be transforming industries by broadly applying across various domains, from healthcare and finance to entertainment and smart technologies.

AI is becoming a crucial component of contemporary educational systems as well, changing traditional patterns of instruction methods, personalizing learning experiences, and optimizing resource allocation [5]. Computer devices use machine learning concepts that help students to understand academic content [1]. Using the possibilities of artificial intelligence, students can study multiple courses and curricula worldwide [2], in fact at any time provided that online learning has become an accustomed part of our lives. AI enables students to engage with their teachers and professors from where they are, thus facilitating education [1]. Moreover, Artificial intelligence is used not only to support learning but also in many different areas such as teaching, assessment, classroom management, administrative affairs, teacher duties, and school management as it was reported by Hovsepian [6].

As we witness the integration of AI into our educational systems, it becomes crucial to explore the implications of this technology, particularly in the context of English language learning. According to Mire, we need to be prepared to advance with AI even if we haven't even finished talking about how Internet and communication technology (ICT) is affecting our classrooms [7]. While the exploration of AI's efficacy in this particular process is in its initial phases, the initial results are promising. According to several studies, artificial intelligence (AI) has the power to completely change how English is taught and learned [5]. Radwan [8], in his research, indicates that AI can be used to overcome many of the difficulties of teaching/learning English.

Furthermore, it has been found by Kushmar et al. that students themselves were more positive in learning English with AI [2]. AI chatbots, AI language learning software, AI writing assistants, and personalized language materials and resources are the main examples of AI language learning [9]. AI significantly improves the quality of language learning by adapting to the individual features (talent and background) and expectations (aims and objectives) of each student [2]. However, apart from the many advantages, AI also has disadvantages [1] which also should be taken into account and despite the widespread acceptance of using educational technologies in English language teaching (ELT), it is our duty as language teachers to understand the advantages and difficulties of AI [5].

Having said that, this paper aims to critically analyze the positive and negative sides of using Artificial Intelligence in English language learning and teaching by reviewing and summarizing available research papers on the given topic.

Artificial Intelligence has a wide range of benefits that have increased its popularity and applications [1]. Artificial intelligence (AI) can assist students in learning a new language more quickly and successfully by offering individualized learning, real-time feedback, adaptability, access to resources, and cost-effectiveness [5]. It was observed by Verma that artificial intelligence makes a healing contribution to the learner, the instructor, and the learning process [9]. In general, providing a personalized perspective on the learning process, artificial intelligence aids language learners in recognizing their strengths and weaknesses, closely monitors their development processes, supports faster content production, and contributes to increased quality and streamlined access to information [9].

One of the greatest advantages of artificial intelligence in language learning is the immediate correction of mistakes in tests and exercises. AI systems can analyze vast amounts of data in real-time, enabling rapid assessments and responses. Instead of waiting for days to receive feedback, learners receive on-the-spot responses that they can take immediate action to fix [9]. When evaluated from this aspect, they help learners to realize their deficiencies and to undertake complementary tasks [9]. AI-based systems respond to the needs of the student, putting greater emphasis on certain topics, repeating things that students haven't mastered, and generally helping students to work at their own pace, whatever that may be [10]. In other words, according to Kuprenko students can choose a variety of topics to learn about, thus helping them in their areas of weakness [10].

One more point that is ignored in language education classes is individual differences, and in this respect, artificial intelligence creates an alternative for personalized education programs in language learning classes [9]. So from kindergarten to graduate school, one of the key ways artificial intelligence will impact education is through the application of greater levels of individualized learning [10]. Thanks to data collection and predictive analytics software, AI tools allow learners to create their own learning paths, adapting to the user's personal needs and interests [10]. We rarely even notice the AI systems that affect the information we see and find on a daily basis: Google adapts results to users based on location, Amazon makes recommendations based on previous purchases, Siri adapts to your needs and commands, and nearly all web ads are geared toward your interests and shopping preferences. A similar situation is already happening regarding language learning through growing numbers of adaptive learning programs, games, and software [10]. Learners can choose the level and topics they're interested in, and most language apps will offer personalized curriculums with personalized games and quizzes [9]. Moreover, one of critical the results obtained in language teaching using artificial intelligence is the reservation system; that is, artificial intelligence

automatically matches trainers and coaches according to many variables such as learning behaviors, language levels, trainer profile, and interests [9].

Another interesting development in this regard is Chatbot Applications for learning English. In general, chatbots intend to imitate the discursive behavior of humans. Since chatbots have access to massive linguistic corpora, they are becoming increasingly intelligent [12]. These robots, which are said to be built with the logic of artificial intelligence, chat with the individuals they will communicate with after determining their English level [9]. It is also worth mentioning that, AI makes it easy for instructors to measure their students' level precisely, which is something often difficult to achieve [2]. Artificial intelligence could offer students with language barriers or fears of making mistakes a way to experiment and learn in a relatively judgment-free environment. In fact, AI is the perfect format for supporting this kind of learning, as AI systems themselves often learn by a trial-and-error method [10]. Especially anxious students, eager to avoid face-to-face conversation in the real-life classroom, might benefit from these conversational scenarios with a relatively anonymous chatbot since mistakes or personal details will not be made public and paralinguistic indications of boredom or judgment are absent [12].

Nevertheless, students can receive additional support from instructors created with artificial intelligence, and it could positively change the way students access and interact with information [9]. Teachers may not always be aware of gaps in their lectures and educational materials that can leave students confused about certain concepts [10]. Artificial intelligence offers a way to solve that problem because rather than waiting to hear back from the professor about a question of their interest, students get immediate feedback that helps them to understand a concept [10]. With feedback, improving the levels of student achievement, and developing positive attitudes towards teaching/learning, AI also provides solutions to the problem of interaction in large classrooms, since it enables personalized learning experiences, facilitates real-time monitoring of student progress, and supports prompt identification and resolution of challenges [2].

It is true that many experts are doing research in the field of Artificial Intelligence and in the future machines will become more and more powerful but anything that has advantages also has disadvantages [10]. First of all, AI experiences many data difficulties that tend to affect its applications [1]. Data difficulties in AI occur due to the increase in unstructured data, usually from various sources such as social media and mobile devices, which in turn, may pose challenges for language learners due to varied language patterns, contextual nuances, non-standard vocabulary, lack of quality control, diverse cultural influences, and the dynamic evolution of language [1].

In addition, students fear an unnatural environment with native speakers of the language and an unnatural learning environment in institutions with no language speakers [2]. The common opinion is that AI tools may struggle to replicate the nuances of real conversations, cultural context, and diverse accents [2]. Overreliance on technology could diminish face-to-face interactions, limiting the development of interpersonal skills crucial for language use [13]. All in all, the emotional connection and adaptability required for navigating unpredictable scenarios in real-life communication may be lacking in AI-driven language learning environments.

Last but not least, the use of AI in the English language learning process raises ethical concerns, such as data privacy, security, and the potential for biases in algorithms. As AI systems collect and process user data for personalized learning experiences, there is a need for explicit measures to safeguard sensitive information. Additionally, the potential for biases in algorithms poses a challenge, as the AI may unintentionally reinforce or perpetuate existing language and cultural biases. To put it another way, the issue of data privacy needs to be explicitly addressed [12]. Even in a study [13], while collecting participants' self-reflections about the negative sides of AI responses contained mentions of data security, threats to personal information, and privacy issues. Mohammad et al. highlights that such risks are some issues that policymakers are required to consider and learn how they can avoid them to improve the effectiveness of the process in general [1].

To conclude, Artificial Intelligence has massively transformed the human population in terms of technology, leading to the rise of new devices and tools that are hugely important in many spheres of our lives. In this paper, its relations to the sphere of education with a special focus on the English

language learning process were explained, and the advantages of AI application into this process alongside with disadvantages were examined. The aforementioned information supports that AI in English language learning offers instant feedback, personalization, and additional support, enhancing efficiency and inclusivity. However, challenges like unstructured data, fear of an unnatural environment, and data privacy concerns necessitate careful consideration. Striking a balance between the advantages and disadvantages is crucial for realizing the full potential of AI in language education.

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ACTION RESEARCH IN TEACHING FOREIGN LANGUAGE IN MULTI-LEVEL CLASSROOMS

*Akzhigitova A.K., Zhambylkyzy M.
Al-Farabi Kazakh National University*

Түйіндемe: Мақалада шет тілінде, атап айтқанда 12-14 жастағы оқушылар үшін көп деңгейлі сыныптарда білім беруде әрекетті зерттеу қолданысы қарастырылады. Әрекетті зерттеу сипатын кеңейтуге ерекше назар аудара отырып, тақырыпқа қатысты түрлі зерттеулер, теориялар мен практикада жүзеге асыру қарастырылады. Әрекетті зерттеуді халықаралық зерттеулердің қорытындылары оқушылардың тіл меңгеруіне және оқытушылардың рефлексивті түрде оқытуға оң ықпалын көрсетеді.

Abstract: This article explores the use of action research in foreign language education, specifically in multi-level classrooms for students aged 12-14. It comprehensively examines various studies, theories, and practical implementations pertaining to this subject matter, with a specific focus on the empowering nature of action research. Insights from international studies highlight the positive impact of action research on student engagement, language acquisition, and reflective teaching.

Аннотация: В данной статье рассматривается применение исследования в действии в обучении иностранным языкам в контексте разноуровневых групп учеников в возрасте от 12 до 14 лет. В ней подробно анализируются различные исследования, теории и практические использования данного метода, с акцентом на расширении его