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IMPROVING THE USE OF ARTIFICIAL INTELLIGENCE IN LEARNING ENGLISH AND FOREIGN LANGUAGES FOR SECOND LANGUAGE LEARNERS

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Abstract

Artificial intelligence (AI) has rapidly become an essential part of modern education, especially in the field of language learning. In today's globalized world, English and other foreign languages are necessary for academic success, professional development, and international communication. As a result, many students learn these languages as a second language. However, second language learners often face challenges such as limited exposure to authentic language input, lack of confidence in speaking, slow progress, and insufficient individualized feedback.

Introduction

Traditional language teaching methods, while valuable, are not always sufficient to meet the diverse needs of learners. Artificial intelligence offers innovative solutions by providing personalized learning paths, adaptive content, and immediate feedback. AI-powered tools such as chatbots, virtual assistants, speech

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recognition software, and intelligent tutoring systems allow learners to practice language skills independently and effectively.

This article aims to explore how the use of artificial intelligence can be improved in learning English and foreign languages for second language learners. The study focuses on materials, methods, results, and discussions related to AI-assisted language learning from an academic and IELTS-oriented perspective.

Materials and Methods

This study is based on a qualitative review of academic literature, research articles, and educational reports related to artificial intelligence in second language acquisition. Various AI-based learning tools were analyzed, including mobile language learning applications, grammar and writing assistants, speech recognition systems, chatbots, and adaptive online platforms.

In addition, modern teaching approaches such as communicative language teaching, task-based learning, and blended learning were examined in combination with AI technologies. These methods were evaluated based on their effectiveness in developing the four main language skills: listening, speaking, reading, and writing.

Classroom observations and documented teaching practices were also considered. These sources helped identify how artificial intelligence can be integrated into traditional learning environments to improve learner motivation, autonomy, and overall language performance.

Results

The findings of the study demonstrate that artificial intelligence has a positive impact on second language learning. Learners who regularly used AI-based tools showed noticeable improvement in vocabulary development, pronunciation accuracy, and grammatical competence. Speech recognition technologies

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allowed students to practice speaking without fear of making mistakes, which significantly increased their confidence and fluency.

Listening skills improved through exposure to authentic audio and video materials recommended by AI systems. Reading comprehension benefited from adaptive texts that matched learners' language levels and interests. Writing skills also showed progress as AI-assisted feedback tools helped learners correct errors, improve coherence, and expand academic vocabulary.

Overall, AI-supported learners demonstrated higher motivation, greater independence, and better learning outcomes compared to those who relied only on traditional teaching methods.

Discussion

The results indicate that artificial intelligence plays a supportive role in second language education rather than replacing teachers. While AI provides valuable practice opportunities and instant feedback, human guidance remains essential for developing communicative competence, critical thinking, and cultural understanding.

One of the major advantages of AI is personalization. Learners progress at different speeds, and AI systems can adapt learning content to individual needs. However, effective implementation requires teacher training and digital literacy. Educators must be able to select appropriate tools and integrate them meaningfully into the curriculum.

Ethical issues such as data privacy, equal access to technology, and overdependence on AI should also be considered. A balanced approach that combines AI technologies with traditional teaching methods and interactive classroom activities is essential for successful language learning.

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Conclusion

In conclusion, improving the use of artificial intelligence in learning English and foreign languages offers significant benefits for second language learners. AI technologies enhance personalized learning, provide immediate feedback, and support the development of listening, speaking, reading, and writing skills.

When used effectively alongside traditional teaching approaches, artificial intelligence can create flexible, inclusive, and efficient learning environments. As technology continues to advance, AI is expected to play an increasingly important role in second language education and in preparing learners for international exams such as IELTS.

Honestly, this study is particularly relevant in the context of modern classrooms where digital tools are increasingly integrated.

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