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Eureka Journal of Language, Culture & Social Change (EJLCSC)

ISSN 2760-4926 (Online) Volume 2, Issue 6, June 2026

https://eurekaoa.com/index.php/3

THE EFFECTIVENESS OF OPEN AI AND CORPUS-BASED TOOLS IN LANGUAGE LEARNING

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Abstract:
This article explores the combined effectiveness of Open AI technologies, particularly ChatGPT, and corpus-based tools such as COCA, Corpora and YouGlish in the field of language learning. As artificial intelligence and authentic language corpora become increasingly integrated into educational settings, their pedagogical potential warrants thorough investigation. This study examines how these tools support language learners in areas such as vocabulary acquisition, pronunciation, grammar, and pragmatic language use. It draws on recent research and case studies to evaluate their usability, accuracy, and motivational impact. Findings suggest that while both AI-driven interaction and corpus-informed exposure significantly enhance learner engagement and understanding, their effectiveness is maximized when used complementarily. The paper concludes with pedagogical recommendations and identifies areas for further research, particularly regarding long-term language retention and the role of human facilitation in AI-supported learning environments.

Keywords: Corpus-based tools, authentic language use, YouGlish, artificial intelligence, natural language processing (NLP), language acquisition, technology-enhanced language learning (TELL).

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Introduction

The intersection of artificial intelligence (AI) and corpus linguistics has transformed the landscape of second language acquisition. Tools like ChatGPT, developed by OpenAI, now offer learners the opportunity to engage in human-like conversations, receive immediate feedback, and explore grammatical structures in real-time. Meanwhile, corpus-based platforms such as YouGlish provide learners with access to authentic, real-world examples of language usage drawn from media like YouTube, fostering a better understanding of pronunciation, context, and collocation patterns. These developments align with the broader trend of technology-enhanced language learning (TELL), which emphasizes the personalization and accessibility of learning environments. However, questions remain about the pedagogical effectiveness of these tools, particularly when they are used in isolation or without sufficient instructional guidance. This paper investigates the role of AI and corpus-informed tools in language learning, focusing on how they contribute to vocabulary development, grammatical accuracy, and contextual language use. Through a review of current literature and applied examples, the study evaluates how learners can benefit from combining the interactive features of AI (like ChatGPT) with the empirical, usage-based insights of corpora (like YouGlish). It also addresses limitations, such as the risk of learner over-reliance, and discusses implications for language educators and curriculum designers.

Open AI and Corpus-Based Tools help students to learn the target language with enhancing their all four skills. This study adopts a qualitative, descriptive approach to investigate the effectiveness of OpenAI and corpus-based tools specifically, ChatGPT and YouGlish in language learning. The methodology integrates literature analysis, tool evaluation, and case-based insights drawn from prior empirical studies to provide a comprehensive understanding of how these digital tools function pedagogically.

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The research is exploratory and interpretive in nature, aiming to synthesize findings from academic literature and practical case studies rather than conduct experimental testing. The analysis focuses on how learners interact with AI and corpus-based tools in educational contexts, and how these interactions affect their linguistic development.

Two primary tools were selected based on their widespread use and relevance to language education:

1. Chatgpt (OpenAI): A conversational AI that assists learners through dialogue, explanations, translation, and writing support. Evaluated based on accessibility, interaction quality, linguistic feedback, and learner autonomy. Sometimes, students couldn't find an appropriate partner to evaluate their speech, and properly feedback. In this case, AI tools could be helpful for learners. Moreover, these possibilities provide teachers with customize instruction for students' needs both inside and outside of the classroom (Bikowski, 2018).

2. YouGlish: A corpus-based video search tool that provides real-world pronunciation and usage examples through YouTube. Analyzed for its authenticity, contextual richness, and impact on pronunciation and phrase awareness (Davies, 2020; Munday, 2021).

Supplementary references to other corpus tools, such as COCA (Davies, 2008), were also considered to contrast traditional corpora with user-facing platforms like YouGlish.

The tools were assessed through the following educational lenses:

- **Pedagogical Effectiveness**: Ability to enhance vocabulary, grammar, pronunciation, and pragmatic awareness.
- **Learner Engagement**: Motivation, interactivity, and personalization of the learning experience.
- **Usability**: Accessibility, user interface, and integration into language learning environments.

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- **Limitations**: Ethical concerns, inaccuracies, and over-reliance on technology.

The integration of OpenAI tools and corpus-based resources offers significant pedagogical advantages in second language learning. OpenAI powered applications, such as ChatGPT, provide interactive writing support by offering real-time feedback on grammar, vocabulary, and discourse, thereby helping learners develop greater fluency and accuracy across various genres. Corpus-based tools, including COCA, BNC, and SKELL, supply authentic language input, allowing learners to explore patterns of real-world usage, such as collocations and discourse markers. This supports the development of noticing skills and enhances vocabulary acquisition and pragmatic competence. Furthermore, the use of these tools promotes data-driven learning (DDL), enabling students to engage as language researchers who analyze authentic texts and form hypotheses about language use. AI-driven chatbots and simulations also facilitate speaking and listening practice in low-anxiety environments, contributing to improved pronunciation, comprehension, and interactional skills. Both OpenAI and corpus tools support personalized learning paths, adapting to individual proficiency levels and providing targeted feedback, which is invaluable for differentiated instruction. Additionally, language teachers can leverage these technologies to design contextually rich materials and communicative tasks grounded in authentic usage. When integrated into task-based or communicative teaching approaches, these tools not only enhance learner autonomy but also foster meaningful engagement with the language, ultimately bridging the gap between classroom instruction and real-world communication. Green (2018) strongly notes that corpus-based pedagogy helps learners to comprehend and navigate the dissimilarity meaning of language structure and allows to find language rules and patterns through observation and deduction.

ChatGPT has shown notable effectiveness in supporting learners with grammar explanations, vocabulary development, and real-time writing feedback.

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According to Lin and Warschauer (2023), the tool fosters learner autonomy by enabling individualized pacing and practice, especially in environments lacking access to qualified instructors. Learners can repeatedly engage in written conversations, receive corrections, and ask for clarifications—benefits that mirror one-on-one tutoring.

Additionally, OpenAI's adaptive language modeling allows for varied difficulty levels, making it suitable for both beginner and advanced learners. However, occasional inaccuracies in content or overgeneralized explanations, as noted by Munday (2021), underscore the need for teacher mediation and critical digital literacy

YouGlish supplements AI interaction by offering real-world examples of pronunciation and usage, pulling from a vast multimedia corpus. Learners benefit from hearing phrases used naturally in different accents and contexts, reinforcing prosody and pragmatic understanding. Davies (2020) emphasizes that this exposure to authentic language input increases learners' collocational awareness and reduces reliance on artificial textbook language.

When combined with AI, corpus-based tools provide a dual approach: ChatGPT supplies interaction and explanation, while YouGlish anchors language in real, spoken usage. For example, a learner could use YouGlish to hear the phrase "take it for granted" and then ask ChatGPT for its meaning, synonyms, and how it differs from similar expressions creating a cycle of inquiry and reinforcement.

The interactive nature of ChatGPT and the immediate feedback from YouGlish significantly increase learner engagement. Research by Heller and Procter (2023) notes that learners using AI tools report higher motivation due to the gamified, responsive, and self-directed learning experience.

Conclusion: The integration of OpenAI's ChatGPT and corpus-based tools such as YouGlish represents a significant advancement in the field of language education. These technologies offer complementary strengths like ChatGPT provides interactive, adaptive feedback, while YouGlish grounds learning in

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authentic language use. When used together, they enhance key language skills including vocabulary acquisition, grammatical accuracy, pronunciation, and pragmatic competence. The findings of this study suggest that learners benefit most from a blended approach, where AI tools offer personalized interaction and corpora provide exposure to real-world usage. However, their effectiveness is contingent upon informed guidance and critical engagement. Educators play a crucial role in helping learners navigate these tools thoughtfully, ensuring that technology supports not replaces sound pedagogical practices.

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