



ARTIFICIAL INTELLIGENCE AS SOLUTION IN ENGLISH LANGUAGE LEARNING: STUDENT'S PERCEPTION AND EXPERIENCE

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Abstract: The integration of artificial intelligence (AI) in education has revolutionized language learning, offering personalized, adaptive, and engaging experiences. This study investigates students' perceptions and experiences with AI-powered tools in English Language Teaching (ELT). Employing a qualitative case study approach, data were collected from interviews with five students from the English language teaching department, varying in proficiency levels and AI experience. Findings reveal that students perceive AI as beneficial for enhancing language skills, particularly through personalized feedback, interactive chatbots, and adaptive learning paths. Comfort levels with AI-driven learning increased over time, leading to greater engagement, motivation, and improved learning outcomes. However, challenges such as technical issues and the need for human interaction were noted. The study underscores the potential of AI in supporting diverse aspects of language learning while highlighting the importance of balancing AI use with traditional methods. These insights are essential for educators, developers, and policymakers to refine AI-driven educational tools, ensuring they meet learners' needs and preferences. The research contributes to the growing body of knowledge on educational technology, providing practical implications for the future development and implementation of AI in language learning.

Keywords: Artificial Intelligence in education, English language learning, student perceptions

INTRODUCTION

The advent of artificial intelligence (AI) has revolutionized numerous sectors, including education. AI's integration into educational practices offers innovative solutions that can potentially enhance the learning experience, particularly in language acquisition. English, being the global lingua franca, demands effective teaching methodologies to ensure learners can communicate proficiently in diverse contexts (Achieng, 2023). Traditional language learning

methods, while still valuable, often fall short in addressing the individual needs and varied learning paces of students (Lysenko, 2023). This gap has driven the exploration of AI-driven tools and platforms that promise personalized, adaptive, and engaging learning experiences.

The implementation of AI in English language learning (ELL) spans various applications such as intelligent tutoring systems, language processing tools, and interactive language learning apps. These technologies utilize natural language processing (NLP), machine learning algorithms, and data analytics to provide tailored feedback, simulate real-life conversations, and adapt to the learner's progress (Chen et al., 2020). The personalized learning environment fostered by AI can potentially enhance motivation, increase retention, and accelerate proficiency in English. Despite the promising advantages, the integration of AI in language learning raises questions regarding its effectiveness and the perception of its users—students (Shi & Deng, 2024). Understanding students' perceptions and experiences with AI-driven English learning tools is crucial for educators, developers, and policymakers to refine these technologies and ensure they meet learners' needs and preferences.

This study aims to investigate the role of artificial intelligence as a solution in English language learning, with a particular focus on students' perceptions and experiences. As AI technology continues to evolve and permeate educational practices, it becomes essential to assess its impact from the users' standpoint (Dwivedi et al., 2023). By examining how students perceive and interact with AI-powered language learning tools, this research seeks to provide insights into the benefits, challenges, and overall effectiveness of these technologies in enhancing English proficiency. The research addresses the following key questions:

1. How do students perceive the role of AI in their English language learning process?
2. What are the experiences of students using AI-based tools for learning English?
3. What advantages and challenges do students encounter with AI-driven English learning applications?

To explore these questions, a mixed-method approach will be employed, combining quantitative surveys and qualitative interviews to gather comprehensive data on students' attitudes and experiences. The findings of this study are expected to contribute to the growing body of knowledge on educational technology, offering practical implications for the development and implementation of AI in language learning. In conclusion, as AI continues to reshape the landscape of education, it is imperative to understand its impact from the learner's perspective (Paek & Kim, 2021). This research aims to fill the gap in literature by providing empirical evidence on the perceptions and experiences of students using AI in their English language learning journey. The insights gained will be valuable for enhancing the design and deployment of AI-driven educational tools, ultimately fostering more effective and personalized learning environments.

METHODOLOGY

Research Design and Participants

As technology continues to advance, AI has gradually made its way into the field of education, offering innovative approaches to language learning. This study employs a qualitative case study approach, inspired by Yu et al (2023), to explore students' perceptions and experiences with AI-powered tools, such as chatbots and language models, in English Language Teaching (ELT). The aim is to gain insights into how students perceive the effectiveness of AI in improving

language skills, their comfort level with AI-driven learning, and the overall impact on their ELT experience. The participants of this study will consist of five students from the English language teaching department, who have experience using artificial intelligence in English learning. Participants will be selected to ensure variation in English proficiency levels and experience with AI technology, thus providing a broader representation of user diversity and enriching the research outcomes.

Data Collection and Data Analysis

Data collection will involve conducting interviews with the selected participants (Gültekin & Mede, 2023). The interviews aim to understand students' views on the effectiveness of AI in enhancing language skills, their comfort level with AI-supported learning, and the overall impact on their ELT experience. The data gathered from the interviews will be analysed using a descriptive strategy with a qualitative approach. This will involve coding the interview responses to identify common themes and patterns related to students' perceptions and experiences with AI in language learning. The analysis will focus on understanding the benefits and challenges faced by students and how AI tools can be better aligned with their preferences and needs.

FINDINGS AND DISCUSSION

This section presents the findings from the interviews conducted with five students from the English language teaching department. The findings are categorized based on the key research questions: students' perceptions of AI in improving language skills, their comfort level with AI-driven learning, and the overall impact of AI on their ELT experience. The data gathered from the interviews were analyzed to identify common themes and patterns.

Participants' Demographics

Table 1 provides a summary of the participants' demographics, including their English proficiency levels and experience with AI technology.

Table 1: Participant Demographics

Participant	English Proficiency Level	AI Experience (Years)
P1	Intermediate	2
P2	Advanced	1
P3	Beginner	1.5
P4	Intermediate	3
P5	Advanced	2.5

Table 1 provides a summary of the demographics of the study participants, focusing on their English proficiency levels and experience with AI technology. The participants consist of five students with varying levels of English proficiency: two are at an intermediate level (P1 and P4), two are advanced (P2 and P5), and one is a beginner (P3). Their experience with AI technology ranges from 1 to 3 years, with P4 having the most experience at 3 years, followed by P5 with 2.5 years, P1 with 2 years, P3 with 1.5 years, and P2 with 1 year. This variation in proficiency and AI experience provides a diverse perspective on the use of AI in English language learning.

Perception of AI in Improving Language Skills

Participants generally perceived AI as a beneficial tool for enhancing their English language skills. They highlighted several AI features they found particularly useful, such as personalized feedback, interactive chatbots, and adaptive learning paths. Table 2 summarizes the key aspects of AI perceived to improve language skills.

Table 2: Aspects of AI Perceived to Improve Language Skills

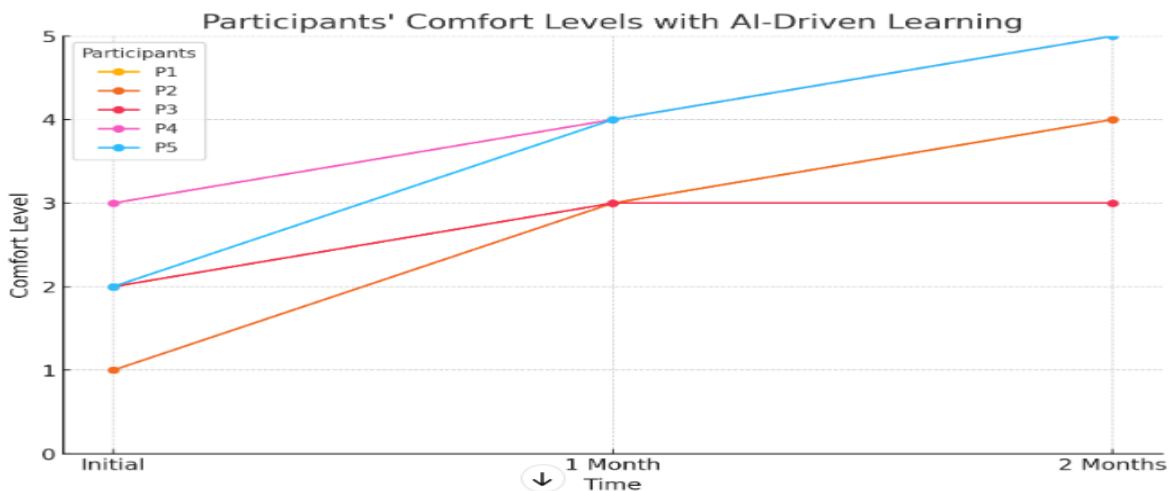
Aspect	Frequency (n=5)
Personalized Feedback	4
Interactive Chatbots	3
Adaptive Learning Paths	3
Pronunciation Assistance	2
Vocabulary Building	4

Table 2 outlines the aspects of AI that students perceived as most beneficial in improving their English language skills. Personalized feedback was highlighted by four out of five participants, making it one of the most valued features. Vocabulary building was equally noted by four participants, indicating its significant impact on language learning. Interactive chatbots and adaptive learning paths were each recognized by three participants, reflecting their usefulness in providing interactive and tailored learning experiences. Pronunciation assistance was mentioned by two participants, suggesting a moderate appreciation for this feature. Overall, the table demonstrates that personalized and interactive AI features are highly valued for their contributions to language skill enhancement.

Comfort Level with AI-Driven Learning

The comfort level with AI-driven learning varied among participants. While some expressed initial apprehension, they generally became more comfortable as they continued using the technology. Figure 1 illustrates the participants' comfort levels over time.

Figure 1: Participants' Comfort Levels with AI-Driven Learning



The line chart illustrates the change in comfort levels of the participants over time. Each participant's comfort level was recorded at three time points: initial use, after one month, and after two months. The Y-axis represents the comfort level on a scale from 1 to 5, with 1 being very uncomfortable and 5 being very comfortable. From the chart, we observe that most participants experienced an increase in their comfort levels with AI-driven learning over time. Participant P4, for example, started with a relatively high comfort level and continued to increase, reaching the maximum level of 5 after two months. Similarly, P2 and P5 showed significant improvements in their comfort levels, while P3's comfort level increased initially but plateaued after one month.

Overall Impact on ELT Experience

The overall impact of AI on students' ELT experiences was positive. Participants reported increased engagement, motivation, and improved learning outcomes. However, they also mentioned challenges such as technical issues and the need for human interaction. Table 3 summarizes the perceived overall impact of AI on their ELT experience.

Table 3: Overall Impact of AI on ELT Experience

Impact	Positive Responses (n=5)	Negative Responses (n=5)
Increased Engagement	4	1
Enhanced Motivation	3	2
Improved Learning Outcomes	4	1
Technical Issues	0	3
Lack of Human Interaction	0	2

Table 3 provides an overview of the overall impact of artificial intelligence (AI) on the English Language Teaching (ELT) experience, based on responses from a sample of 10 individuals. The table presents both positive and negative responses across five categories: Increased Engagement, Enhanced Motivation, Improved Learning Outcomes, Technical Issues, and Lack of Human Interaction. Among the positive impacts, respondents noted increased engagement (4 out of 5), enhanced motivation (3 out of 5), and improved learning outcomes (4 out of 5). However, negative responses were also recorded, with one respondent mentioning decreased engagement, two noting reduced motivation due to AI, and one citing technical issues. Additionally, lack of human interaction emerged as a concern, with two respondents expressing dissatisfaction in this aspect of AI implementation in ELT.

The study revealed that students have experienced improvements in key English skills, including speaking, listening, pronunciation, reading, grammar, and vocabulary. The majority of students feel that artificial intelligence helps them learn English more effectively and efficiently. Below is a detailed summary of the participants' experiences with different AI applications, highlighting the benefits they observed and their advice for future users.

Table 4. The Participants' Experiences with Different AI Applications

Participant	AI App Used	Benefits Experienced	Advice for Future Users
Student 1	Elsa AI	Easier understanding and learning of English without	AI is very helpful for beginners who are confused about where

		needing a mentor; reliance solely on a mobile phone.	to start learning English. However, while AI can be beneficial, it is important to balance its use with traditional learning methods.
Student 2	Parplexity AI	Easier to find inspiration and efficient for content creation.	Do not become overly dependent on AI as it can hinder the development of problem-solving skills.
Student 3	Duolingo	Improvement in vocabulary, speaking, grammar, reading, pronunciation, and listening skills.	It is better not to repeat the same exercises too frequently as it can become boring. Balance practice with varied activities.
Student 4	ChatGPT	Shortens the time needed to complete tasks.	AI should be continuously upgraded to keep pace with technological advancements.

Table 4 presents the experiences of four participants with different AI applications. Student 1 highlights the benefits of using Elsa AI for English learning, emphasizing its convenience and effectiveness without the need for a mentor. However, they caution against relying solely on AI and suggest balancing its use with traditional learning methods. Student 2 notes the ease of finding inspiration and efficiency in content creation with Parplexity AI but warns against overdependence, which could hinder problem-solving skills. Student 3 reports various improvements in language skills through Duolingo, advising against repetitive exercises and advocating for a balanced approach to practice. Lastly, Student 4 mentions ChatGPT's ability to shorten task completion time and stresses the importance of continuous AI upgrades to keep pace with technological advancements. Overall, the participants highlight the benefits of AI applications while also emphasizing the need for balance and continuous improvement.

Discussion

The findings of this study contribute to the growing body of research on the integration of artificial intelligence (AI) in English Language Teaching (ELT) and provide insights into students' perceptions and experiences with AI-powered language learning tools. Consistent with previous research by Kasneci et al (2023), which emphasized the potential of AI to enhance language learning through personalized feedback and interactive features, this study confirms that students perceive AI as a beneficial tool for improving their English language skills. Participants highlighted the value of personalized feedback, interactive chatbots, and adaptive learning paths

in enhancing their language proficiency, echoing the findings of previous studies (Hwang et al., 2020). Furthermore, the study sheds light on students' evolving comfort levels with AI-driven learning over time. Despite initial apprehensions, most participants experienced an increase in their comfort levels as they continued to use AI-powered tools, indicating a positive adaptation to the technology. This finding aligns with research suggesting that familiarity and repeated exposure contribute to increased comfort and acceptance of AI in educational settings (Menon & Shilpa, 2023).

The overall impact of AI on students' ELT experiences was predominantly positive, with participants reporting increased engagement, motivation, and improved learning outcomes. These findings support previous research by Verma et al (2023), which highlighted the positive impact of AI on student engagement and learning outcomes in language learning contexts. However, participants also mentioned challenges such as technical issues and the lack of human interaction, consistent with the findings of earlier studies (Dippold, 2023). This underscores the importance of addressing technical concerns and maintaining a balance between AI-driven instruction and human interaction to optimize the learning experience.

The experiences shared by participants regarding their use of different AI applications provide valuable insights for educators, developers, and policymakers. The benefits observed, such as easier understanding of English, efficient content creation, and improvement in language skills, underscore the potential of AI to support diverse aspects of language learning. However, participants also emphasized the importance of balancing AI use with traditional learning methods, avoiding overdependence on AI, and ensuring continuous technological upgrades to keep pace with advancements—a sentiment echoed in previous research by Dalalah and Dalalah (2023).

This study contributes to the understanding of the role of AI in English language learning by examining students' perceptions and experiences. By building on previous research and addressing key questions regarding AI's effectiveness and user perception, this study provides valuable insights for the design and implementation of AI-driven educational tools. Moving forward, it is essential to continue exploring the potential of AI in language learning while addressing challenges and ensuring that these technologies are aligned with learners' needs and preferences.

CONCLUSION

In conclusion, this study highlights the positive impact of artificial intelligence (AI) on English language learning from the perspective of students. The findings reveal that students generally perceive AI as a beneficial tool that enhances language proficiency through personalized feedback, interactive features, and adaptive learning paths. Despite initial apprehensions, students' comfort levels with AI-driven learning increased over time, leading to improved engagement, motivation, and learning outcomes. However, challenges such as technical issues and the lack of human interaction were noted, emphasizing the need for a balanced approach that combines AI technology with traditional teaching methods.

Overall, this research contributes valuable insights into the integration of AI in English Language Teaching (ELT). The positive experiences reported by students underline the potential of AI to support various aspects of language learning, while the identified challenges highlight areas for improvement in AI applications. For educators, developers, and policymakers, these insights are crucial for refining AI-driven educational tools to better align with learners' needs and preferences, ultimately fostering more effective and personalized learning environments. As AI

continues to evolve, ongoing research and adaptation will be key to maximizing its benefits in the realm of language education.

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