

## USING ARTIFICIAL INTELLIGENCE AS A NEW APPROACH IN LEARNING ENGLISH IN SECONDARY SCHOOLS

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The new flow in science that involves every aspect of life was introduced into the world in the middle of the 20th century, named Artificial Intelligence (AI). This intelligence was brought to be similar to human intelligence. AI was founded by novators John McCarty, Marvin Minsky and Claude Shannon, impacting education, especially Foreign languages. The advancement in technology is a big help of teachers having more advantages than disadvantages. For instance, image recognition lightens the burden of manual work and grades students instead of teachers.

Artificial Intelligence (AI) was defined by John McCarty as “the science and engineering of making intelligent machines”. Most research has shown humans program machines to behave in a clever way, like playing chess, but, today, we emphasize machines that can learn, at least somewhat like human beings do” [1].

The emergence of artificial intelligence marked a turning point in science, which was the catalyst for unprecedented research efforts aimed at explaining the theoretical foundations and practical consequences of computing intelligence. Professor Winston of the Massachusetts Institute of Technology, one of the influential figures in the field, supported the view that artificial intelligence goes beyond simple mechanical calculations to perform intellectual tasks unique to human cognition. Professor Winston’s viewpoint presents the potential of artificial intelligence, predicting the future in which computing companies navigate the problem spaces, engaging in abstract reasoning, and demonstrating creative abilities in problem solving [2].

According to the dictionary on “artificial intelligence”, “it is a scientific discipline that focuses on modeling through hardware or software the cognitive processes traditionally associated with human intelligence in order to solve complex problems” [3].

As claimed by David Karandish, “artificial intelligence is emerging as a key ally that will revolutionize the educational landscape and facilitate the academic journey of students. Using the capabilities of artificial intelligence, students will be able to navigate an individual educational experience, develop improved communication channels with teachers, and return valuable time for the comprehensive development of the individual” [4].

“The term “AI” describes a wide range of technologies that power many of the services and goods we use every day – from apps that recommend TV shows to Chatbots that provide customer support in real time” as written in Coursera [5].

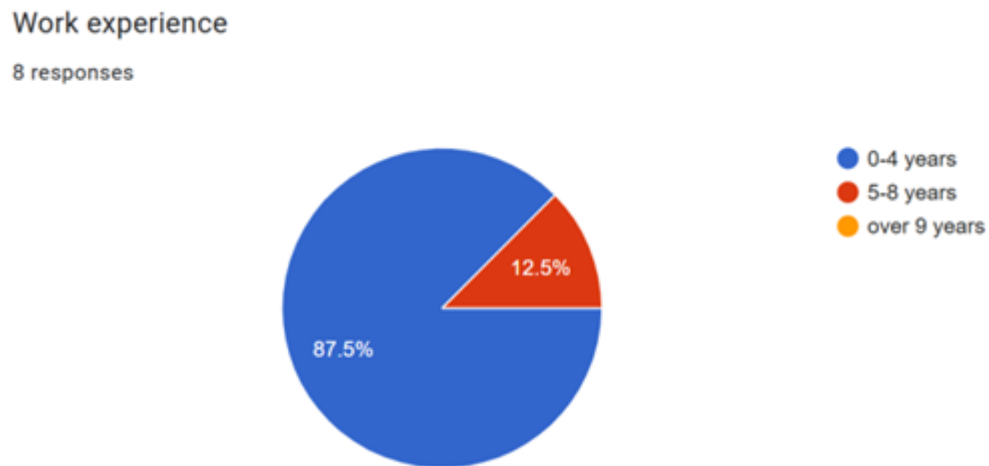
Analysing the scientific articles and works of scientists, this article discusses the advantages of artificial intelligence integrated into the English teaching to the English teachers.

### **Materials and methods.**

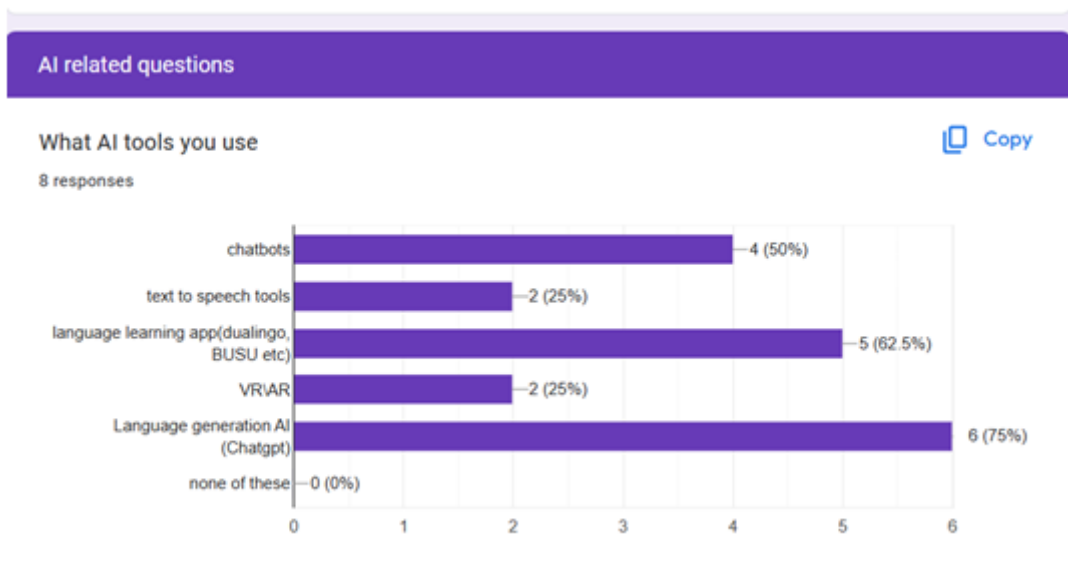
Artificial intelligence is a new movement in Kazakhstan. There are a few articles and books that were written. The online domestic and foreign scientific libraries were searched, analysing and synthesizing the information that I found. While writing the article, a mixed approach (qualitative and quantitative), comparative method, survey, interviewing methods are carried out to discover why AI is a better helper to English teachers. Afterwards, diagrams are used to present information clearly.

### Results and discussion.

The purpose of the study focuses on the possibilities of artificial intelligence tools for English Language teachers in teaching English. By sending survey questions to English Language teachers via Google Form, an analysis of the answers received was carried out, considering several roles of artificial intelligence in the target. As for the results, 12.5% of 8 teachers have more than five years of work experience, and 87.5% are young professionals (Picture -1).

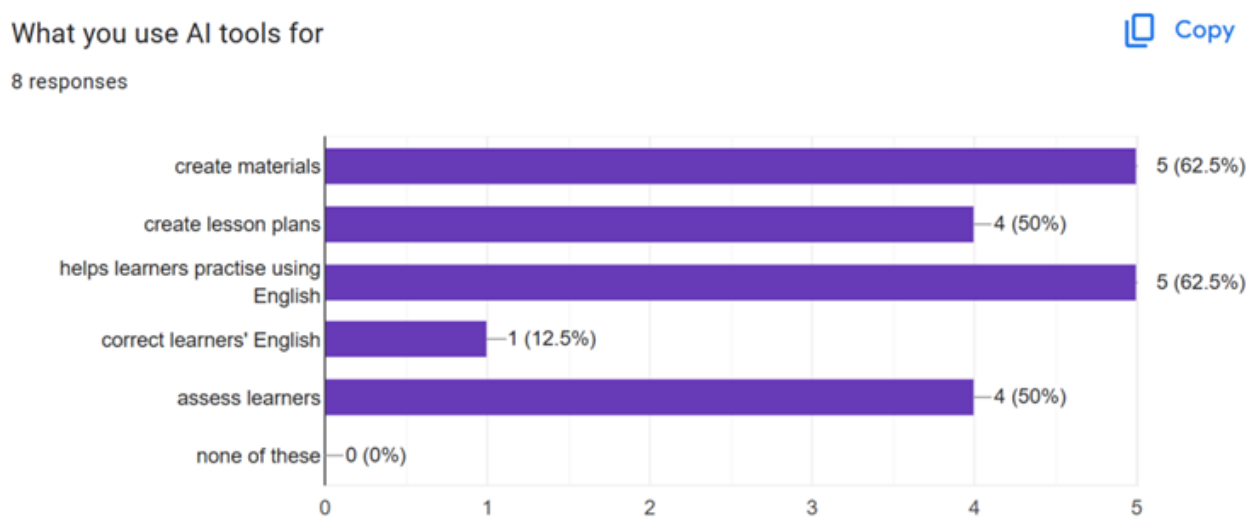


Picture 1 – Work experience of English teachers



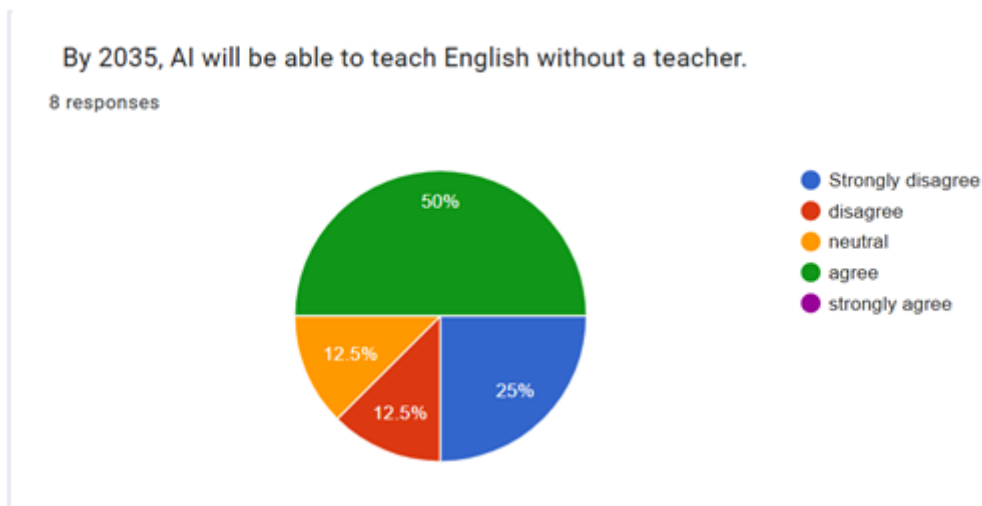
Picture 2 – AI tools used among teachers

This diagram shows that almost all teachers have implemented various artificial intelligence technologies in their teaching practices, from the world-famous Chat GPT to virtual world communication tools (Picture 2).



Picture 3 – The functions of AI tools

According to the diagram, teachers often prepare lesson materials, methods of interest to students according to their level using artificial intelligence. It also shows the lesson plan, opportunities in assessing students (Picture 3). Although we continue to list these benefits, there is a risk that over time, artificial intelligence may teach English white without the guidance of a teacher (Picture 4).



Picture 3 – The AI versus teachers

However, the teacher can build a good relationship with students, and artificial intelligence is only in the role of a guide, a consultant. After all, even if it knows all the details, it cannot guarantee the accuracy.

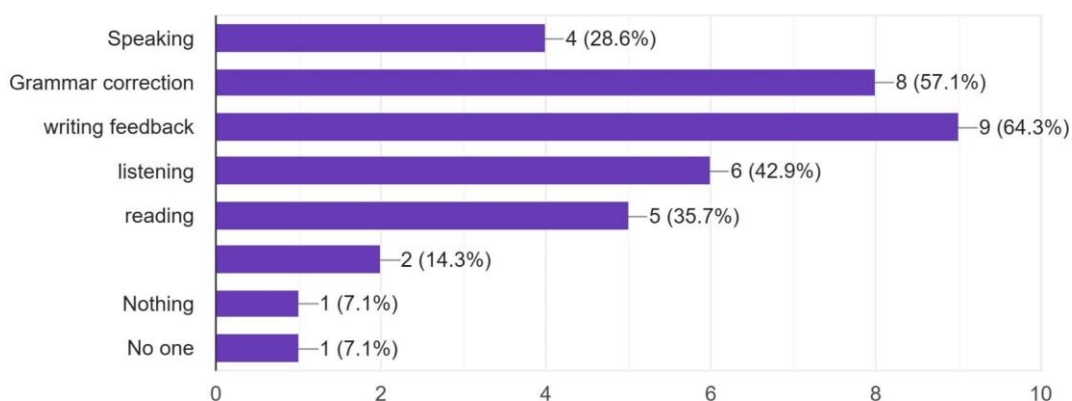
Based on the results of the study, a deep impact of artificial intelligence is noticed on pedagogical experience and access to knowledge.

According to the interviews, one of the students, Samina Malik, about English teachers including AI in teaching said “In my opinion, AI is really helpful to improve your English level. However, it depends on people. AI creates a lot of ideas and how to present the topic. For example, flashcards and prepared presentations, games that make topics engaging to everyone. Although, there are some disadvantages of AI in teaching English. One of examples is that AI can provide disinformation”.

I think it is okay because it is easy to teach with AI. Also they can save time to do some activities and make games which is really fun for students. For example, AI makes Brain Rain questions, for reading it makes quizzes, etc.

In which areas should AI be used more in English learning? (Select all that apply)

14 responses



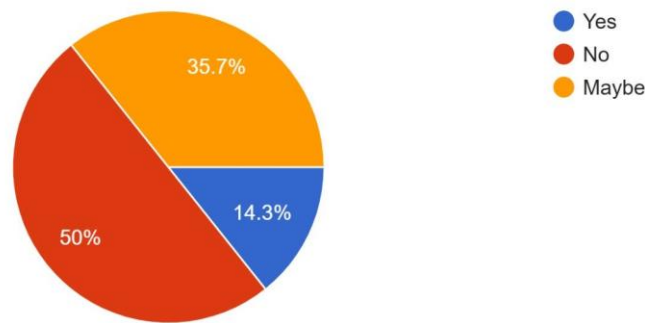
Picture 4 - Areas in which AI should be used in English learning

Survey of using AI in teaching English proved that English lesson must be taught using AI in some parts of lessons, for example, 64,3% of students would like AI to be in giving feedbacks, while 57,1% in grammar correction, 42,9% in listening, 35,7% in reading, the last place in speaking taking 28,6%.

However, 50% of interviewees don't want AI to be part of all English lessons, proving that AI is just an assistant of teachers.

Do you think AI should be part of all English lessons?

14 responses



Picture 5 - AI usage in English lessons

### Conclusion.

Artificial intelligence is the main assistant for English Language teachers. It helps to save time on paperwork, to make the lessons colourful. To realize the potential of artificial intelligence in education and solve existing problems, several recommendations for future research are proposed:

1) Continuous investment in artificial intelligence research is very important for the educational technologies;

2) Future research should focus on developing complex artificial intelligence algorithms that can better adapt to individual learning styles of learning, provide detailed feedback, and promote deeper interaction;

3) Artificial intelligence is used to educational institutions, it is important to consider ethical considerations regarding data privacy, algorithm bias, and equal access;

4) Teachers play a vital role in using artificial intelligence to improve the learning process. It is important to provide teacher training and support to help teachers effectively use AI tools into their teaching;

5) Future research must explore the best ways to train teachers about AI-based education. Although artificial intelligence technologies have many advantages, they should be a friend, not replacing human learning.

Future research should focus on developing learning environments that combine artificial intelligence tools with traditional teaching methods, using both methods to students' learning outcomes. Thus, the integration of artificial intelligence into education opens up great prospects for changing teaching and learning methods. We can use the full potential of artificial intelligence to create a more attractive, personalized and fair learning process for students around the world by solving the main tasks and setting priorities for future scientific research.

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