

ARTIFICIAL INTELLIGENCE CREATES POLYGLOTTTS

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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ СОЗДАЁТ ПОЛИГЛОТОВ

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Abstract. This article explores how AI-driven tools and platforms are transforming language learning, shifting from traditional methods to more dynamic approaches. Is it possible to AI to replace traditional ways of language learning? This is one of the most breakthroughs of the 21st century, AI is a mighty engine to help learners. In a world moulded by technological advancement, people still find it difficult to communicate effectively, especially if they are learning a foreign language. This problem has now become international. Then, should we not use the advances in technology to meet this challenge? In particular we'd like to use AI to solve the language learning problems. To test the hypothesis we did a survey, the results of which were quantitative. By means of these we infer that all of the respondents, who are mostly 16-30-year-old students in Bishkek, enjoyed better fluency, pronunciation, and self-confidence by using AI-powered language learning tools. There are many kinds of software based on artificial intelligence such as Duolingo, Fully Fluent, Babel, Memrise, and others. One of our team's members have successfully used Fully Fluent to practice speaking and listening in one-on-one dialogues. This app actually represents a virtual conversation partner, listens and responds to keep the conversation flowing. After six months of use, communication skills have improved significantly. Based on these facts we conclude that with the tools of AI students can make up for what they lack in traditional methods and not only their conversational comprehension but speaking skills as well will improve considerably.

Аннотация. Рассматриваются как инструменты и платформы, основанные на искусственном интеллекте (ИИ), трансформируют изучение языка, переходя от традиционных методов к более динамичным подходам. Возможно ли, чтобы ИИ заменил традиционные способы изучения языка? Это одно из самых значительных достижений 21

века, ИИ — мощный инструмент, помогающий обучающимся. В мире, где все больше развивается технический прогресс, людям по-прежнему трудно эффективно общаться, особенно если они изучают иностранный язык. В настоящее время эта проблема приобрела международный характер. Тогда не следует ли нам использовать достижения в области технологий для решения этой задачи? В частности, мы хотели бы использовать искусственный интеллект для решения проблем изучения языка. Чтобы проверить гипотезу, мы провели опрос, результаты которого были количественными. Исходя из этого, мы пришли к выводу, что все респонденты, которые в основном являются студентами в возрасте от 16 до 30 лет в Бишкеке, лучше владели языком, улучшили произношение и стали увереннее в себе благодаря использованию инструментов изучения языка на базе искусственного интеллекта. Существует множество видов программного обеспечения, основанного на искусственном интеллекте, таких как Duolingo, Fully Fluent, Babbel, Memrise и другие. Один из членов нашей команды успешно использовал Fully Fluent для тренировки устной речи и аудирования в диалогах один на один. Это приложение фактически представляет собой виртуального собеседника, который слушает и отвечает, чтобы поддерживать беседу. После шести месяцев использования коммуникативные навыки значительно улучшились. Основываясь на этих фактах, мы приходим к выводу, что с помощью инструментов искусственного интеллекта обучающиеся могут восполнить то, чего им не хватает в традиционных методах, и не только их понимание разговорной речи, но и разговорные навыки значительно улучшатся.

Keywords: AI tools, technological advancements, language learning, fluency improvements.

Ключевые слова: инструменты искусственного интеллекта, технологические достижения, изучение языков, беглость речи.

Can AI devices replace the traditional ways of learning languages? In our article, we argue that AI may really replace the old-fashioned ways of language training. Almost every language-learning method is now changed by AI. This trend is especially marked in the field of high-end foreign language education. Powered by smart active methods that suit different users, both AI tools and modern technologies are replacing traditional learning with more lively, interactive approaches. Say the name "AI" and in anybody's book it is one of the most astonishing advances of the 21st century. Efficiency is assured too: with language learning, AI tools produce highly accommodating learning, pivotal high interactivity and not least targeted feedback to our efforts at connection making. The fact that a person may not speak the native language of a part of town where they live, play and work means that they miss out on many benefits for their lives. This is entirely beneficial for the resourceful, of course, the language barrier is still one of the elements restraining the development of social forces. Especially with new language learners. Current studies aim to understand how AI can transform traditional foreign language instruction and present day technologies. In order to assess the effects of artificial intelligence multilingual platforms, one survey was conducted on the use of AI language tools. The project participants were 53 university students at their ages of between 16 to 30 from Kyrgyz-Turkish Manas University (living in Bishkek, including those from Turkey, Kazakhstan and Uzbekistan). For example, the role of AI-based technology tools in raising overall communication skills can be seen in the significant increase of fluency and pronunciation, proportionately among the various data illustrations. Results confirmed significant improvements in fluency, for example, as well as in confidence in speaking generally; proving the role of tools based on AI for improving overall communication skills. In consideration of the applied aspects of AI, alongside its theoretical principles, this paper seeks to

prove that AI would not only help with foreign language acquisition, but present ways in which it will transform the process entirely.

The role of AI in language acquisition resolves most of the challenges faced by learners, be it struggling to get the correct pronunciation, the absence of feedback at the actual time, or few opportunities for practice. Scholars like Marcel Danesi in his book *AI in Foreign Language and Teaching: Theory and Practice* consider the importance of the advantages that AI brings for teaching purposes, within its limits. For example, Marina Dodigovic does this in her book titled, *Artificial Intelligence in Second Language Learning*. She explains how the use of AI with, for example, a virtual conversation partner, can enhance the use of a language and increase its fluency by providing practice as in real-life situations. Furthermore, the analysis of Wayne Holmes, Maya Bialik, and Charles Fadel in *Artificial Intelligence in Education* creates the importance of AI in providing learners with personalized learning ways, enabling them to practice at their own pace and receive specialized feedback to improve their skills effectively..

In Marcel Danesi's *AI in Foreign Language Learning and Teaching: Theory and Practice*, several key theories emerge around the integration of AI into language education [1]. One prominent theory is the role of chatbots in promoting communicative competence. Danesi argues that AI-driven chatbots simulate real-life conversations, offering students opportunities to practice the language in dynamic, interactive ways, which traditional methods may lack [1]. We agree that the strength of this approach lies in the instant feedback and realism that chatbots provide, helping learners develop fluency in informal settings. Additionally, AI tools can lower anxiety by removing the fear of making mistakes in front of peers and offer diverse, context-based scenarios. Another key theory Danesi discusses, which has been made widely popular, is that AI can be used to develop a person's language skills, particularly through personalized learning [1]. We concur with the proposition that AI tools are capable of diagnosing a learner's stage of progress and providing the needed lessons in a particular area, such as pronouncing, grammar, etc., which follows adaptive learning. Danesi also says that it is necessary to help students understand how AI would complement their traditional learning through blended learning [1]. With this 'blended pedagogy' approach, we completely subscribe to owing to the blending of the perspectives that are brought about by AI and teachers in differentiating the instructional aspects of the day-to-day activities. This approach in our opinion in short could change the face of teaching in the language field as it harnesses the advantages of AI without eliminating human teachers.

In Marina Dodigovic's *Artificial Intelligence in Second Language Learning*, several key theories and practical applications highlight AI's potential in second language acquisition [2]. The first important statement here is that AI, especially through the systems of Intelligent Computer-Assisted Language Learning (CALL), shows its efficiency in raising error awareness [2]. We agree that, by Dodigovic's argument, AI tools can provide personalized experiences of learning by adapting to the error patterns of each separate learner and also by providing corrections that fit their learning styles. This contrasts with the traditional approaches that retain a 'one-size-fits-all' approach and illustrates how AI underpins a more tailored journey of learning. Dodigovic also underlines the capacity to model real-life situations of language use [2].

We would agree that virtual interlocutors allow learners to engage in fluency and comprehension practice in interactive and immersive ways which are advantageous in themselves and that static materials alone cannot offer. Another important contribution in this regard is the use of NLP (Natural Language Processing), which, when incorporated into AI systems, enables them to identify learner errors and react to those errors in real-time, therefore providing immediate feedback [2].

Generally, we support Dodigovic's alignment with wider CALL methodologies, emphasizing dynamic experiences of learning. In *Artificial Intelligence in Education* by Wayne Holmes, Maya Bialik, and Charles Fadel, several key theories highlight the transformative potential of AI in education. One of the central theories is that AI can provide a personalized learning experience, tailored to every individual, rather than taking the general one-size-fits-all approach [3].

We go along with the authors, that this feedback provided in real-time, helps every individual to progress and fill skill voids quicker than the common assessment procedures. The authors also suggest the development of “learning companions” – technologies that accompany the student throughout the course offering ever-effective support in the student’s learning of specific issues that are troubling him/her [3]. We want to emphasize our agreement with the optimism as to how the modern information age has transformed into a diverse learning territory that needs to support learners, model primary education, and also encourage continuous learning. Focused also on how individualized e-portfolios can help to assess the capabilities of children more deeply than standardized tests [3]. We maintain that these theories indicate how the present reality will be in the future in terms of AI for education, whereby not only is there an enhancement of personalized learning using the technology but there is improvement in the assessment and feedback process.

Currently research was to examine how AI tools from different nations and backgrounds on language learning among university students. The questions were structured in such a way to able to show, how AI tools are being utilised, what learners faced as challenge and if they improve language learning process. They were demographics, such as age and country that would help give an idea of the type of participant. For ages 16-30, we had a quite perfect number of responses, while they were sloppily distributed over Kyrgyzstan (mostly) and Kazakhstan (to less percentage), Turkey & Uzbekistan. This means we were able to get a broad perspective on language learning in different nationalities and how AI is part of their education journey. In addition, we inquired about the language spoken by each individual. The vast majority were studying in English but many also, German and Russian. We were then able to observe that there is also variation in the use of AI tools depending on the language used and we stated for example, that English learners demand more help from AIs when they practice. We then broke down the ways our participants had used AI to learn that language. According to the answers provided, 75.5% claimed that they have used these AI tools and therefore, these platforms are gaining more importance in the learning approaches of the present times. Lastly, we, focused and identified subskills which needed more attention from the learners and listening was the focus skill, moreover there is scope of AI usage in these skill areas by means of speaking practice and listening practice. The frequency of use of AI provided some information as well: a few students utilized it every day, but the majority a few times a week, thus surrendering its regular place in the routine of study. Definetly, the AI tools which were most liked were ChatGPT and Duolingo proving conversational AI or structured learning apps are looking to be quite a favorite. There was a division over replacement of books and teachers – about half of the participants believed in a role substitution by AI. This however indicates that the participants do appreciate the increasing role of AI in education, although a number of them would still prefer traditional approaches. The last one was a question regarding improvement of the language with the highest number of participants claiming AI has improved, and provided talking points such as vocabulary expansion, accent training and improvement of grammar usage. This illustrates the practical benefits accompanying the use of AI assets in language learning, even if the need for human communication in the mastering of cultural and emotional nuances remains. In a nutshell, our survey would suggest that AI continues to play a significant role alongside other tools and methods in language problems; it provides efficient, adaptive and individual ways for students to

develop their skills. However, instead of seeing AI as a replacement to normal practice students should view it as an alternative [4-8].

The survey we conducted included participants from the 16 to 30 age group. Most of the respondents, 410.1%, were between 21 and 30 years old, while a considerable percentage, 45.3%, was between 16 and 20 years old. Most participants were from Kyrgyzstan (65%), followed by Kazakhstan (27%), with smaller representations from Turkey and Uzbekistan. Indeed, 100.6% of the responses were for English language learning, while German followed at 54.7% and Russian at 26.4%, which also came to the fore, representing the multilingual Central Asian landscape. When asked whether they use AI for language learning, 75.5% of respondents answered „Yes“. After accept 18.10% of all respondents reported that AI tools were used daily and 37.7% reported them as frequently used (several times a week), the conclusion is that people in general have a high awareness of artificial intelligence technology and they are also widely recognized. The most widely used AI tools included ChatGPT (83%) and Duolingo (52.8%), but other tools such as Fully Fluent and Memrise had lower use rates. The most difficult skills were reported to be speaking (68.10%) and listening (410.1%), which shows that ‘conversation’ and ‘comprehension’ skills need further elaboration. The factor is the attitude of college students towards studying English, here foreign language teaching is quite challenging. For adults, English speaking skills have always been difficult. In addition, not knowing local traditions or idiomatic expressions, many words may carry new meanings for someone who has lived in regions outside his home. This is overshadowed by the crucial fact that they cannot experience daily interactions where their language skills really "get exercised". When the contestants are using AI to brush up on their vocabulary, however, presented mainly as Speech Practice where 60.4% reported that AI Algorithm made a positive contribution to improving students' vocabularies as well 30.2% in comparison with concentrating merely on Speech practice [9].

Most learners (30.2%) have been using Artificial Intelligence for 1 to 3 months, suggesting that the reader's connection to AI may still be relatively new. The next largest blocks of users are at 26.4% for 3 through 6 months use, still another 18.10% are newcomers without even the one month period beneath them. In addition there are a few people (7.6% of total) who have been using AI for 2-3 years, while also a few claim to have been using it for 5 years or even more. Curiosity, speaking on the potential of AI technology in the place of conventional language learning practices, the reactions were diverse, with 52.8% asserting its possibility, while 47.2% asserting its impossibility as can be seen from our survey. Due to these unresolved issues, the division remains. Language learning teachers should grow. However, while most of the respondents put the effect of AI systems upon their linguistic development at 20% (30.2%), or 40% (30.2%), very few participants went beyond that. This showed that some AI is effective even though it may not yet replace traditional ways altogether [7].

Our research unveiled the earthshaking impact - in methods for education, at least - of AI tools in language learning. Indeed, this revelation represents a miracle of development what with current methodologies having changed so much over these past years. In a survey of 53 students at Manas University, an overwhelming 75.5% of students are involved active in using AI-driven language learning platforms. Many students also experienced obvious improvements: in fluency, pronunciation and their own sense of confidence with a given language. This is solid evidence of the effectiveness that these tools have. It's worth highlighting that platforms like ChatGPT and DuoLingo are leading the way in many languages, which creates a climate for diversity of skills. After all, languages are not just one skill!! The literature we reviewed in this respect only serves to confirm the accuracy of these findings. In AI in Foreign Language Learning and Teaching Durant argues strongly that chatbots are crucial to develop communicative competence. Also, in Second

Language Learning AI Artificial Intelligence by Marina Dodigovic shows how AI technology can provide personal feedback that caters the learning experiences to suit the needs of individual learners [3]. On top of that, insights from Wayne Holmes, Maya Bialik, and Charles Fadel's book Artificial Intelligence in Education become yet another testament to the potential power of IGo into mini by making customized educational experiences as effective as possible in terms of addressing faults present with traditional methods. To maximize the benefits of AI in language acquisition, learners need to work with various AI platforms. They should have a clear target to achieve, integrate these tools into their conventional learning modes to create a more comprehensive educational landscape. Systematic training in addition to the immediate feedback from AI systems will help you find your deficiencies and achieve some focus on skill development. AI has grown more sophisticated over time, now offering exciting prospects for language learning. This can give learners a leg up on their studies and help them be in a better position to use new languages. The fusion of AI innovation and traditional educational methods promises a bright future for language acquisition, one that will yield refined learning processes.

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