



TEACHING METHODS USING ARTIFICIAL INTELLIGENCE CAPABILITIES IN DEVELOPING STUDENTS' MOTIVATION TO LEARN ENGLISH

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Abstract

In recent years, integrating artificial intelligence (AI) into English teaching has gained substantial attention, revolutionizing traditional language learning methods. This incorporation offers numerous advantages that enhance students' learning experiences and educators' teaching strategies. One significant benefit is personalized learning. Artificial intelligence powered platforms analyse students' performance data and tailor lessons to individual needs, promoting a customized learning path. Such adaptability is supported by findings from a study by Li (2022), which demonstrated that artificial intelligence -driven language learning applications led to improved learning outcomes compared to conventional methods. Secondly, artificial intelligence facilitates enhanced language practice through interactive engagement.

Keywords: Artificial intelligence, developing communicative competencies.

INTRODUCTION

Artificial intelligence and students' motivation to learn were significantly correlated. Utilizing a statistical calculation tool to analyze the data, student LM was high (mean score of 4.60) and artificial intelligence use was high (mean score of 3.61). The findings indicated a strong correlation between the Artificial intelligence application in English classrooms and students' eagerness to learn. The influence of Artificial intelligence on students' drive to study is significant. Utilizing Artificial intelligence in English language education provides numerous advantages to pupils. The following are some of the main advantages of Artificial intelligence for learning English Learning Personalization: Artificial intelligence enables better personalization of learning [2-5]. Through advanced data screening, Artificial intelligence can pinpoint particular advantages, limitations, and learning styles of each learner. Using this data, Artificial intelligence may adapt educational materials, challenge levels, and pacing based on individual students' requirements, enhancing their learning efficiency. According to this study, Artificial intelligence significantly affects the motivation of EFL students. Even though it has several advantages including gamification, quick





feedback, and personalization, it also brings up issues with bias, data privacy, over-reliance, and loss of intrinsic motivation. The secret is to use Artificial intelligence to enhance human engagement in EFL instruction rather than to replace it. By doing this, the possible negative effects of Artificial intelligence on motivation can also be mitigated while optimizing its good effects, guaranteeing that EFL students have a stimulating and comprehensive language learning acquisition. The study did not show thorough data between motivation and the frequency of employing artificial intelligence tools, and the sample size is still insufficient. It is imperative that we keep investigating, testing, and improving the use of Artificial intelligence in EFL instruction as we go forward. By employing Artificial intelligence, educator can enhance the motivation of EFL students and provide innovative learning experience through a purposeful and equitable strategy. Ultimately, there is a lot of hope for the future of EFL instruction with this combination of artificial intelligence and human assistance. Artificial Intelligence (AI) is currently significant in several domains for its capacity to simulate human intelligence processes using technology, especially computer systems.

Experts at the British Council and Dr Helen Crompton from the Research Institute of Digital Innovation in Learning at ODU Global examined 43 research studies about this topic. They found:

- Artificial intelligence tools are being used to improve speaking, writing, and reading skills. It can provide new ways of teaching and supports students with goal setting and managing their own learning. Artificial intelligence tools don't seem to be used much for improving listening skills.
- Artificial intelligence tools can help learners practise English outside class. They can also lessen learners' fear of speaking in English. But we need more research to see if these benefits last without the continued use of artificial intelligence.
- Even with rapid changes in technology, traditional lecture-style teaching is common.
- There are four main challenges with using artificial intelligence:
 1. sometimes, the technologies don't work as they should
 2. artificial intelligence has limited capabilities
 3. some learners fear using artificial intelligence
 4. use of artificial intelligence may reflect biases about 'appropriate' language use.

As ELT is the most common discipline for artificial intelligence use in education², English language teachers must develop their artificial intelligence literacy skills. Teachers should also develop learners' artificial intelligence literacy so that they can understand its limitations and risks. Experts should think carefully about which



artificial intelligence models to use, as models may not include all varieties of English. Clear rules on data privacy and ethics statements for artificial intelligence in ELT are needed. Future research should include more geographies and learner groups, particularly K–12 (school-level education) and adult learning. We need more research on how artificial intelligence can help with developing receptive skills, particularly listening. We also need to know more about the specific challenges around artificial intelligence use in ELT. Finally, we need more studies on how artificial intelligence can be used for assessment.

Our findings point us towards future activity. First, we need to agree on definitions of artificial intelligence so we can be sure we are referring to the same technology type. Then, principles for ethical use of artificial intelligence in ELT/L can be drawn up. It would also be helpful to list how artificial intelligence may or may not be used for specific teacher tasks. In the future, artificial intelligence will likely transform many aspects of how we live. Education tends to lag behind other sectors for many reasons, good (safeguarding, protecting the learning process) and bad (resistance to change, power structures, revenue concerns). Whether or not these new technologies will bring the widespread change in education systems is an ongoing debate.

Conclusion

The comprehensive research suggests that artificial intelligence increasingly demonstrates a positive impact on learning motivation in English teaching. Through personalized, engaging teaching methods, Artificial intelligence enhances students' interest and autonomy in learning. However, for educators, balancing technology with human roles is crucial to ensure teaching quality and sustained improvement in student motivation. In the future, further exploration of Artificial intelligence's application in EFL teaching and deeper research into its long-term effects on learning motivation are necessary for achieving more effective teaching practices.

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