

INTEGRATION OF AI IN LANGUAGE EDUCATION

Kateryna Tuliakova

National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine

Introduction. Artificial intelligence (AI) has quickly evolved from a future idea to a crucial component of everyday life, including education. The European Union is well-known for its linguistic diversity, which include 24 official languages. It is said that using new digital technologies in general and AI in particular can be extremely beneficial to language learners in European education system (ESEP, 2024), and therefore the European Union provided a course “AI and Language Teaching: Challenges and Possibilities” (Academy. Europe, 2023).

Recent research and publications. Muslai S. and Vermeulen M. (2024) explore the role of AI and its influence on critical thinking, the researchers highlight the effectiveness of AI in providing innovative ways to develop critical thinking skills. According to Lucy Gill-Simmen L (2025) AI is one of the key components of creativity development, it allows to explore multiple combinations of creative solutions. Kannan and Monday (2018) investigate the potential benefits of AI tools for teaching English. Challenges of AI in teaching practicing were described by Celik I, Dindar M, et al (2022).

We agree with Seufert et al., (2020) that teachers' interaction with AI-based systems in the classroom needs to be investigated in details.

Discussion. Nowadays, computer science continues to be the driven force in development of intelligent technologies, but there is no multidisciplinary cooperation to support the development of language education, to build a well-organized system of using AI tools according to language needs. We believe, the integration of language education and AI technology should be investigated and strengthened.

It is known, specific language skills need specific tools. We recommend to use *Memrise* and *Rosetta Stone* for developing Listening skills, these tools include videos with native speakers, and help learners to dive into spoken language. Talking about Speaking skills we have to mention *ELSA Speak* (developing pronunciation), *Talkpal AI* (real-time conversation with AI), and *Rosetta Stone* (lots of speaking tasks with AI feedback). *Perplexity AI* and *Quizlet* might help to improve academic Reading and Comprehension skills. Moreover, educators are able to adapt tasks according to student's needs, to create new interesting tasks and it will motivate students to learn new materials. There is a crucial role of motivation in educational process, unfortunately it does not taken into account.

Conclusion. To sum up, AI learning tools have significant potential to enhance language education by offering lots of interactive activities. We believe our paper help educators make an informed decision about the instruments that are most suitable for their classes. Further research of the topic is required to discover new tools and new opportunities, to illustrate new functions of AI tools for language education.

References:

- Academy. Europe. (2023). Artificial Intelligence (AI) and Language Teaching: Challenges and Possibilities. Available at: <https://academy.europa.eu/courses/artificial-intelligence-ai-and-language-teaching-challenges-and-possibilities>
- Celik, I., Dindar, M., Muukkonen, H., Jarvela, S. (2022). The promises and challenges of artificial intelligence for teachers: a systematic review of research. *TechTrends*. Vol. 66. PP. 616–630. <https://doi.org/10.1007/s11528-022-00715-y>.
- European School Education Platform. (2024). Artificial intelligence as an asset to language learning in Europe. Available at: <https://school-education.ec.europa.eu/en/discover/news/artificial-intelligence-asset-language-learning-europe>
- Gill-Simmen, L. (2025). AI and creativity: A pedagogy of wonder. AACSB. https://www.aacsb.edu/insights/articles/2025/02/ai-and-creativity-a-pedagogy-of-wonder?utm_source=chatgpt.com
- Kannan, J., Munday, P. (2018). New trends in second language learning and teaching through the lens of ICT, networked learning, and artificial intelligence. *Círculo de Lingüística Aplicada a la Comunicación*. Vol. 76:13–30. <https://doi.org/10.5209/CLAC.62495>.
- Musali, S., & Vermeulen, M. (2024). AI-driven learning: Enhancing critical thinking through technology-integrated pedagogy. *ResearchGate*. P. 2. <https://doi.org/10.13140/RG.2.2.31693.45285>
- Seufert, S., Guggemos, J., & Sailer, M. (2020). Technology-related knowledge, skills, and attitudes of pre-and in-service teachers: The current situation and emerging trends. *Computers in Human Behavior*. Vol. 115, 106552. <https://doi.org/10.1016/j.chb.2020.106552>