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CONTROVERSIES OF ARTIFICIAL INTELLIGENCE TOOLS APPLICATION WITHIN TEACHING ENGLISH LANGUAGE COURSES AT MODERN UNIVERSITIES

Abstract. The article analyzes the theoretical foundations of the problem of using artificial intelligence in the field of higher education, especially in English teaching courses. It is shown that the system of artificial intelligence as a strategic technology provides many advantages for the life of people and society in general as well as for shaping foreign language communicative competence, and also symbolizes a new stage not only in the history of digital technologies, but also in the global scale of the development of modern civilization as well as new possibilities for teaching English in modern competitive world.

The aim of ongoing research consists in presenting the theoretical foundations of the problem of the use of AI in the field of higher education in the context of English language teaching for university learners by clarifying the advantages and disadvantages in English language activities like speaking, listening, reading and writing, determining the features of the application of AI in the educational process of higher education institutions and analyzing statistical data to clarify the risks and threats of using AI in higher education institutions particularly withing teaching English courses in the conditions of open science, as well as substantiating practical recommendations for the development and implementation of AI in higher education for English language teaching.

The research outcomes have demonstrated that balanced approach in the frame of expository learning must be used for rational and effective AI implementation during English language teaching, in other words AI must be equaled to external, outside artificial skeleton, augmentative intelligence (AI).

Keywords: higher education, artificial intelligence, university learners, English language teaching, courses, speaking, listening, reading writing, students' activities.

Introduction

The actuality of this piece of linguistical-pedagogical research was defined by the array of factors, one of them is the presence of English professional courses in university programs and curriculums titled as “Business English”, “Theory and Practice of Translation”, “Foreign Language for Specialty”, “Foreign Language (Basic Course)”, “Foreign Language (Normative Course)” and even “Translation Practice” at Faculty of International Relations requires constant their improvement for preparation of educated and globally demanded, competitive specialists in Ukraine.

The matter is that post Covid and War Periods have introduced huge changes in the life of Ukraine that have been also reflected in the area of high education, in particular technological tools, Google Classes. Meets, Zoom, AI active implementation in daily professional collaboration.

Thus, in order to adapt to modern global changes educators should or sometimes have to introduce novelties, innovations into

teaching process keeping it contemporary, competitive and effective (Bearman, M., Ajawi, R., 2023, p. 15).

Research Problem Statement

AI is the technology which is very helpful for human being. By using this technology the hard work of human can be escape. The artificial intelligence can be use in healthcare, education, in electronics, software development, pharmacies, games, engineering, communication and development.

Artificial intelligence is of two words one is Artificial and second is intelligence, artificial means man-made and intelligence means the capacity of thinking, So we can define the artificial intelligence the branch of computer science by which we can develop intelligent machines who can behave like human, think like human and make decisions as per the logic program in memory.

Artificial intelligence is a branch of science which deals with modifying machines for finding solutions of complex problems in human-like fashion. In common manner it is

borrowing characteristics from human intelligence, and by using algorithm we can command the computer. The AI is very helpful for the human as well as society. In this the work of human is reduced and by using

machine or devices we can complete our task. The committee of scientist every five years to assess the current state of AI. The committee checking the development of AI (Figure 1).

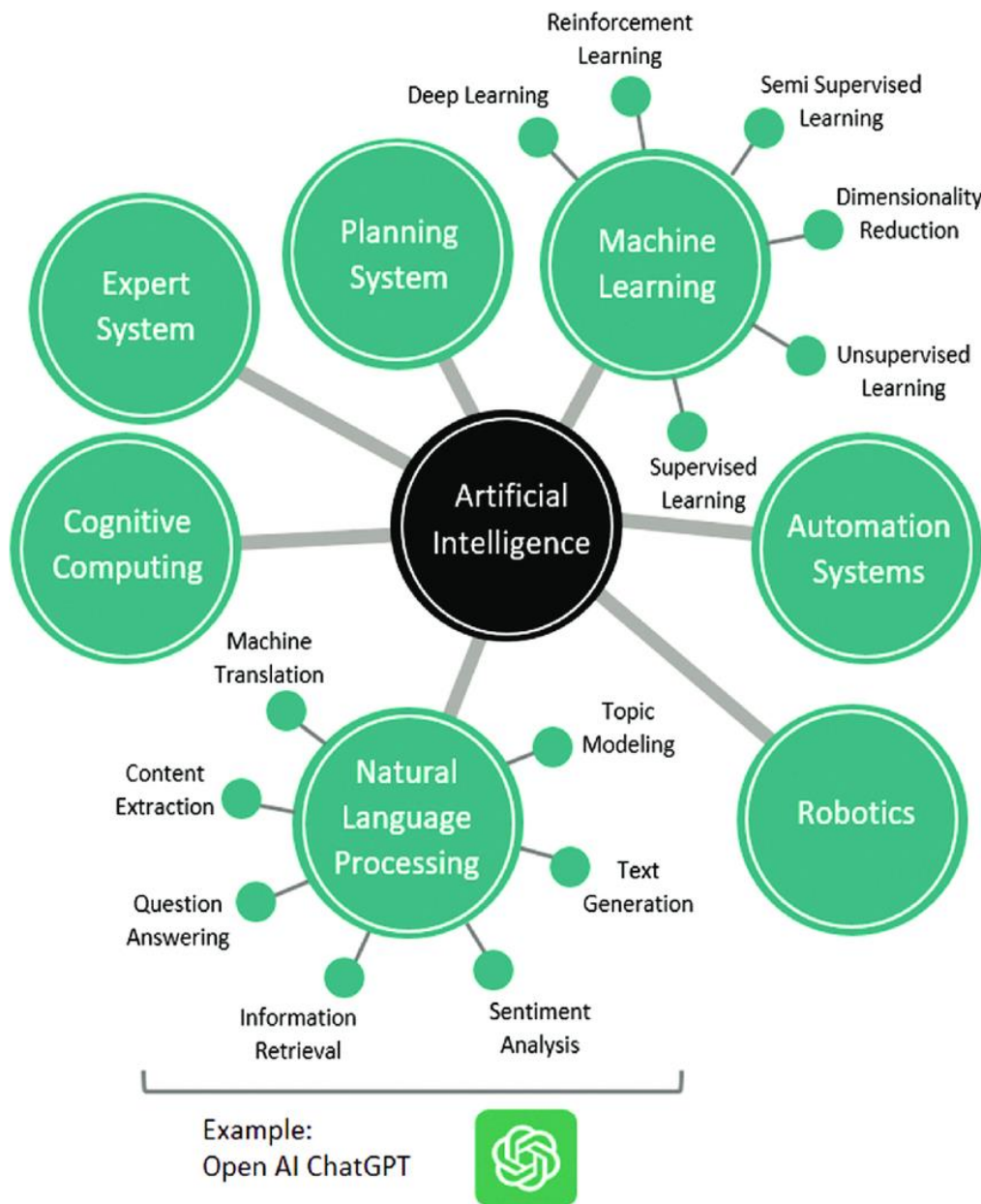


Figure 1. Artificial Intelligence (AI) Systems of Application

Here, one among the booming technologies of computing is AI which is prepared to make a replacement revolution within the world by making intelligent machines. The Artificial intelligence refers to compute control robot to complete the given task. Since mid-20th century, scientists have attempted to develop a system capable of carrying out tasks perceived as requiring

human intelligence (Crompton, H., Burke, D., 2023, p. 23).

Literature Analysis

Definition of AI: AI refers to the similarity of human intelligence in machines that are programmed to think like humans and copy their steps. This term is mainly use to solve the problem like human being. AI is a

method in which we program the machine to work like a human, for example, driving cars.

Artificial intelligence (AI), the ability of a computer or computer- controlled robot to complete the tasks mainly associated with intelligent beings.

Aim of AI:

- to build the computers then they can see, hear, walk, talk, and feel. A main thrust of AI is the building of computer functions normally clustered with human intelligence, such as thinking, learning, and problem solving;

- to Create Expert Systems –The device or machine which exhibit intelligent behavior, learn, think, demonstrate, explain, and give suggestions to its users;

- to Implement Human Intelligence in computer – Creating systems that understand, think, learn, and behave like human beings.

AI Advantages:

- by using Artificial intelligence human works can be reduce, by replacing peoples by machines, people can do others works;

- programming, self-writing, self-modifying by these works man feels burden on him;

- the artificial intelligence is like a cheap labor, and by using this labor our work will be fast and the profit will be increased;

- artificial intelligence can be deployed easily;

- machines not required refreshments and breaks as like human beings;

- the machines can be re programmed for work for long time without getting bored or getting tired;

- the science of robotics and artificial intelligence can be deployed into mining and other fuel exploration process by this we can save human life because human can make new robots but we can't make that human;

- artificial intelligence can be deployed at industries and companies (Pisica, A. I., Edu, T., Zaharia, R. M., & Zaharia, R., 2023, p. 54).

AI Disadvantages:

- not easy to develop the machines because the equipment is also expensive;

- can cost tons of cash and time to create, rebuild, and repair. Robotic repair can occur to scale back time and humans wanting to fix it, but that'll cost extra money and resources;

- AI is making humans lazy with its applications automating the bulk of the work. Humans tend to urge hooked in to these inventions which may cause a drag to future generations;

- as AI is replacing the majority of the repetitive tasks and other works with robots, human interference is becoming less which may cause a significant problem within the utilization standards;

- machines can perform only those tasks which they're designed or programmed to try to, anything out of that they have a tendency to crash or give irrelevant outputs which might be a serious backdrop (Figure 2) (Metz, C., 2023, p.39).

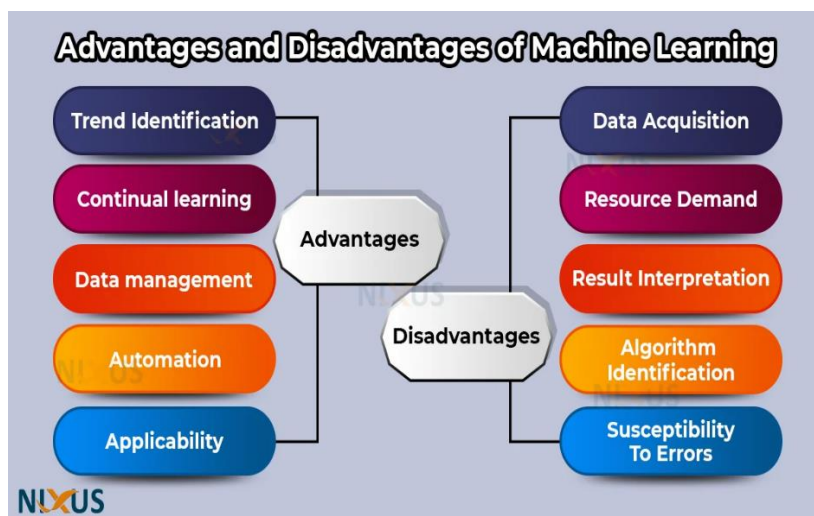


Figure 2. Advantages and Disadvantages of Machine learning

The Purpose of Research

The aim of ongoing research consists in presenting the theoretical foundations of the problem of the use of AI in the field of higher education in the context of English language teaching for university learners by clarifying the advantages and disadvantages in English language activities like speaking, listening, reading and writing, determining the features of the application of AI in the educational process of higher education institutions and analyzing statistical data to clarify the risks and threats of using AI in higher education institutions particularly withing teaching English courses in the conditions of open science, as well as substantiating practical recommendations for the development and implementation of AI in higher education for English language teaching.

Research Outcomes

AL application in English speaking activities. Pronunciation was the key sub-skill revealed in the studies related to the use of AI in speaking, with a variety of AI-powered systems and programs available for learners. Pedagogy or teaching methods in relation to teaching speaking also emerged as an area of interest. AI was used as a conversational partner, a language coach and in a multimodal capacity. The researches have found that it promoted meaningful interactions, supported vocabulary acquisition, improved language skills and provided interesting, enjoyable learning. Other studies highlighted the use of coaching and multimodal systems (employing multiple ways to present information, such as text, images, audio and video). Other technologies used for improving speaking skills included using AI for speech recognition, adaptive learning, automatic speech analysis and voice assistance. Some systems might help learners practise, record and react to learners pronouncing words, resulting in longer retention of the vocabulary and significant

benefits in learning consonant and vowel sounds (Ungerer, L., & Slade, S., 2022, p. 41).

AL application in English writing activities. AI use in writing related mainly to vocabulary learning and grammar. The common use of AI in writing is the use of AI grammar checkers.

Only one pedagogical focus, to support giving feedback, emerged in AI use for writing skills. Studies looking at pedagogy in writing were often connected to AI tools providing feedback via spelling and grammar checkers, for example the use of Grammarly as a feedback tool for English language learners. They reported positive outcomes, with an improvement in behavioural, emotional and cognitive engagement, as well as self-efficacy in writing. A variety of AI technology tools were used to support writing skills, including grammar checkers, writing assistants, translation tools and pattern checkers. Also, using Google Translate helped less-skilled learners to display a level of writing proficiency that was not significantly different from that of skilled learners. It also found that machine translation aided learners to produce essays with a greater number of lower-frequency, more complex words and higher-quality syntax (Yara, O., Brazheyev, A., Golovko, L., & Bashkatova, V., 2021, p. 38).

AL application in English reading activities. Although some studies did involve the use of AI for developing the receptive skill of reading, these were far less common than for the productive skills of speaking and writing. Vocabulary was the only aspect of developing reading skills that appeared to be a key focus, while only gaming emerged as a specific use to support pedagogy. The findings suggest that learners have opportunities to learn vocabulary and understand meaning via games beyond what a textbook or classroom can provide, by contextualising often decontextualised vocabulary (Figure 3) (Yara, O., Brazheyev, A., Golovko, L., & Bashkatova, V., 2021, p. 29).

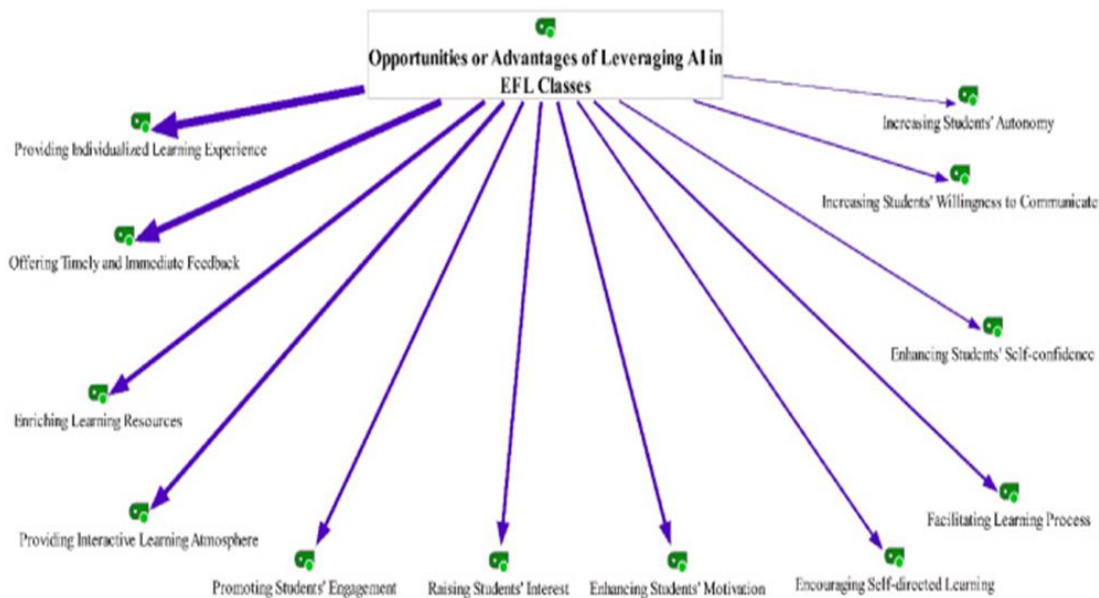


Figure 3. Advantages of AI during English Language classes

Challenges and Risks of AI Systems in ELT (English Language Teaching):

– Technology breakdowns included technical malfunctions and poor connectivity. One specific technology breakdown was incorrect answers given by the AI.

– Limited capabilities where users required more advanced functionality. For instance, some learners wanted better chatbot capacity and others wanted more natural interactions. These limited capabilities led to learners becoming uninterested in using the chatbot.

Fear took several forms, including:

1. a lack of clarity on how personal information would be stored and shared;
2. the fear of unknown uncertainty about how the AI was operating;
3. the fear of losing a natural learning environment and, along with it, real emotions connected to learning.

Nevertheless, standardising languages and ideologies emerged as one of the most compelling challenges – this suggests that by recognising some historical and political language boundaries over others, Google might reinforce standardised language use (Figure 4).

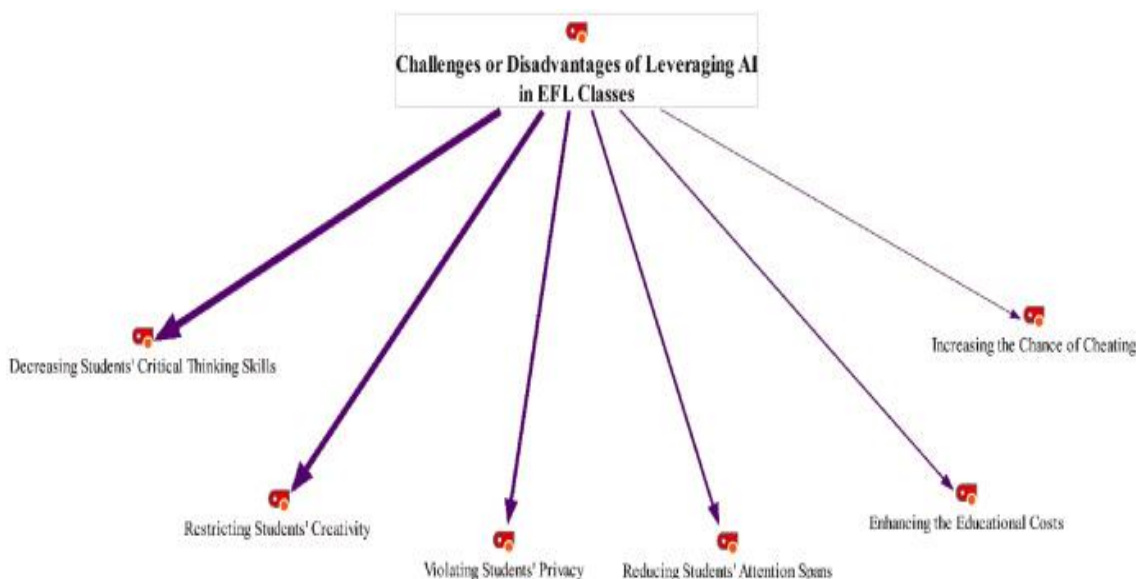


Figure 4. Disadvantages of AI during English Language classes

Discussions

From the above discussion we can see that Artificial Intelligent Technologies ease human's life and by coming future Artificial Intelligent Technologies can provide more competitive advantage.

AI Implications for Practice:

1. As English language learning is likely to be the most common discipline for AI use in education, English language teacher education and training must include a focus on AI literacy.

2. Teachers also need to develop their learners' AI literacy so that they can understand the limitations and risks of AI and discuss the ethical issues around its use.

3. Practitioners should carefully consider how models are chosen, as AI may carry messages about language use and exclude certain groups/varieties of English.

4. AI can provide a conversational partner, provide language practice outside class and alleviate learner anxiety about speaking.

5. However, more evidence is needed on whether the gains persist independent of such AI tools.

6. Accessible and unambiguous ethics statements for AI in ELT should be developed and committed to, along with clear systems to ensure data privacy.

7. Practitioners should be realistic about the current limited capabilities of AI and cautious about the hype.

8. As English language learning is likely to be the most common discipline for AI use in education, English language teacher education and training must include a focus on AI literacy (Figure 5) (Ungerer, L., & Slade, S., 2022, p. 28).

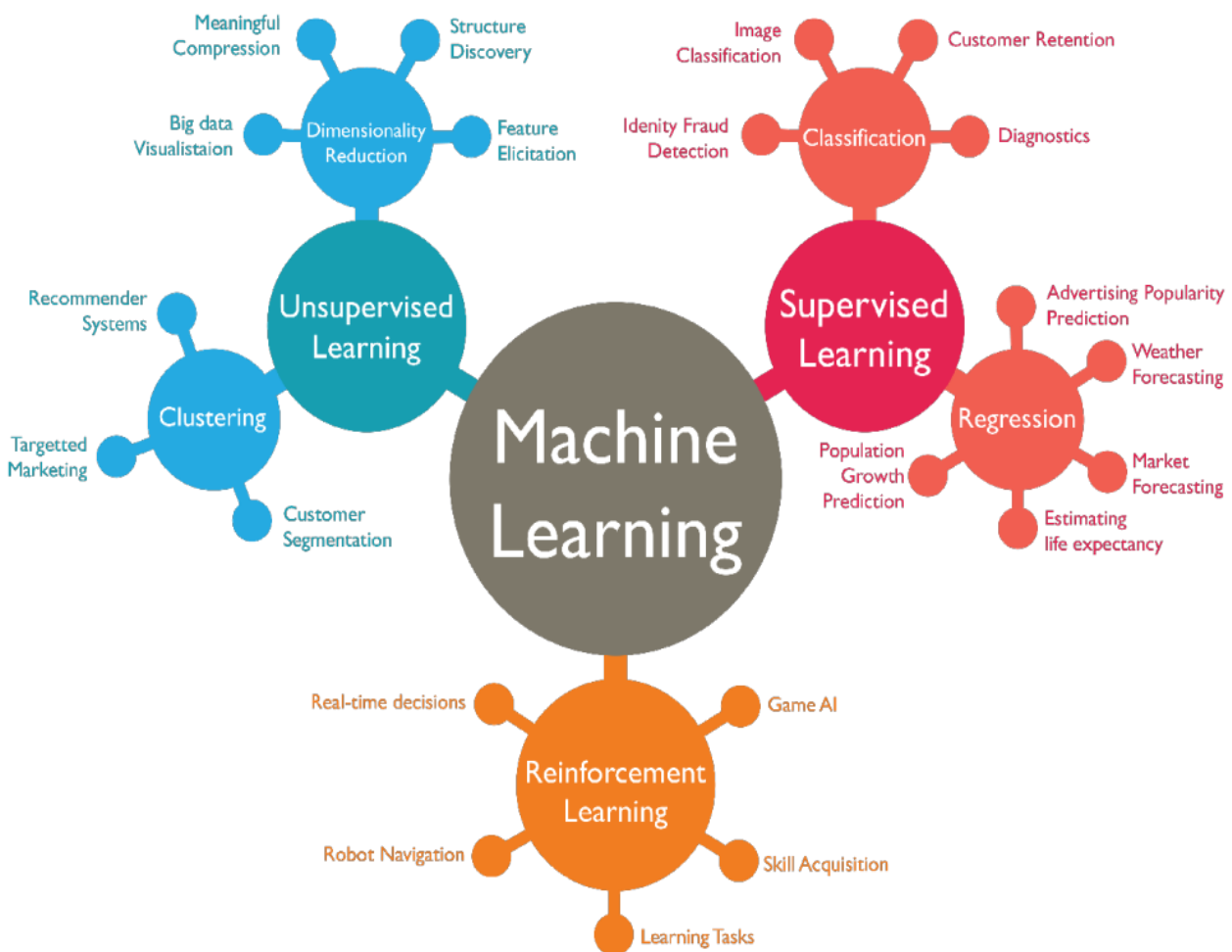


Figure 5. Key Strengths of Machine Learning

Conclusions and Recommendations

All in all, considering the benefits and drawbacks of AI within teaching English courses at modern university, such as learner-generated context creation, self-autonomous learning experiences, learning autonomy, self-regulation, se-study, independent English learning, additional practice, motivation and

topic engagement, there still present the challenges as well as risks during AI usage such as anxiety, plagiarism, academic integrity, weakening of mental activities, cheating, laziness, discouragement from subject study and also resource consuming (Figure 6).

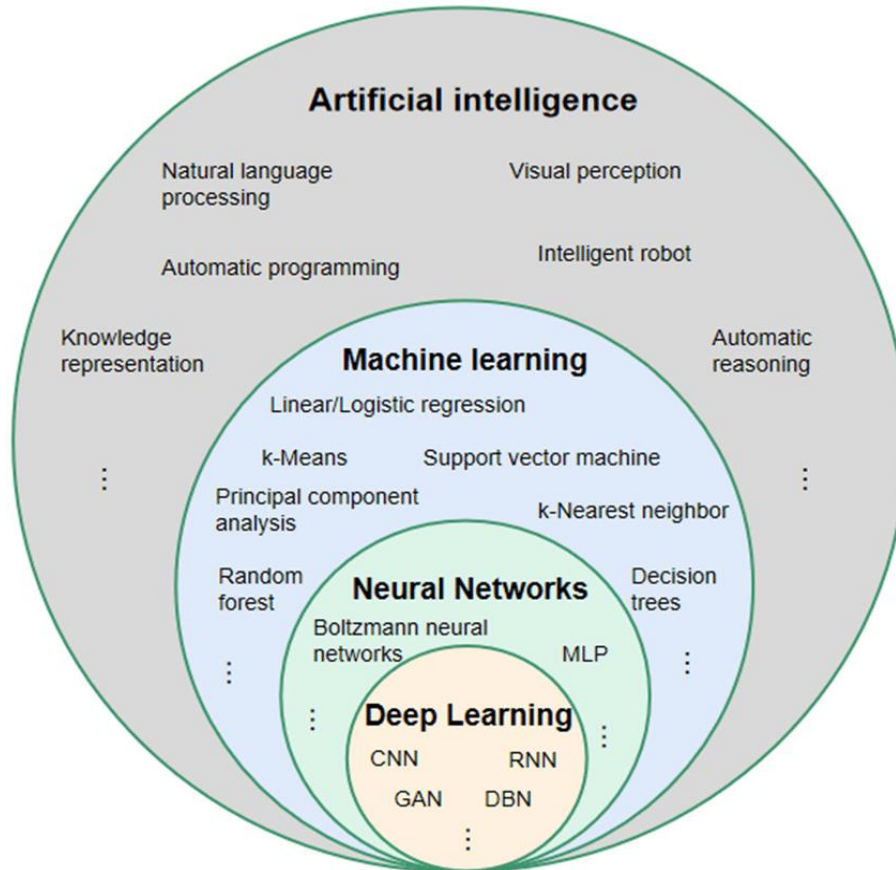


Figure 6. The Impact of AI on Deep Learning for Students

As a recommendation from the practical experience, it might be mentioned that AI should be used along with personal teaching and interaction between tutors and students keeping in mind that AL is a supplementary tool like computer, coursebooks, dictionaries, but not a replacement, substitute for human mental operations.

Moreover, learners must be aware of potential AI in ELT risks like imprecise or incorrect translation, technology addiction, ethical issues, privacy violations, restraining from critical thinking skills development.

Cosequently, balanced approach in the frame of expository learning must be used for rational and effective AI implementation

during English language teaching, in other words AI must be equaled to external, outside artificial skeleton, augumentative intelligence (AI).

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