

ENHANCING LANGUAGE LEARNING WITH AI-POWERED RETRIEVAL PRACTICES

Lina Abraitienė

Kauno kolegija Higher Education Institution



Name: Lina Abraitienė
Webpage: <https://www.kaunokolegija.lt/>
E-mail: lina.abraitiene@go.kauko.lt
Institution: Kauno kolegija
Address: Pramonės pr. 20, LT-50468 Kaunas
Phone: +370 672 16326
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Research purpose (topic, problem, aim). In our increasingly interconnected world, the demand for language learning is on the rise. As individuals and organisations seek to bridge linguistic divides, the imperative for effective language acquisition tools has never been greater. However, a number of problems are faced. 1. Inadequacy of traditional language learning methods. Traditional language learning methods, such as memorisation and repetition, often yield suboptimal results and may not sufficiently engage students. 2. Personalization challenges as language learners have diverse needs and learning preferences. Traditional methods struggle to provide personalised learning experiences. 3. Limited feedback and assessment as students may lack timely and constructive feedback on their language proficiency, impeding their progress. Therefore, this research aims at exploring and developing AI-powered retrieval practices to address the shortcomings of traditional language learning methods by investigating the potential of AI to enhance retrieval practices for language learning, developing personalised language learning solutions with AI to cater to individual student's needs, styles, and proficiency levels; evaluating the impact of AI-enhanced retrieval practices on language learning outcomes, including memory retention, proficiency improvement, and student motivation; identifying ethical considerations and responsible AI implementation in the context of language learning.

Keywords: AI, language learning, personalisation, proficiency, retrieval practice

Research Methodology. The research combines a literature review to establish theoretical foundations, highlighting issues with traditional language learning. It is supplemented by case studies of real-world AI integration in language learning, providing practical insights into AI's effectiveness in addressing these issues.

Results / Findings. The study's results showcase the potential of AI-powered retrieval practices in language learning. Notably, learners using AI tools exhibited improved language proficiency, heightened engagement, and personalised learning experiences that catered to their unique needs and preferences. However, the research also highlighted crucial ethical considerations surrounding AI implementation, emphasising the necessity for responsible use. In conclusion, the study underscores the significance of a gradual transition to AI-enhanced language learning, backed by proper training and ethical guidelines. This research sets the stage for further exploration of emerging AI technologies and their integration into language education in the future.

Originality / Practical implications. The originality of our research topic lies in its unique approach to leveraging AI for language learning. This innovative intersection of language education, artificial intelligence, and personalised learning delves into uncharted territory, offering fresh insights and solutions to age-old challenges. Additionally, our focus on ethical considerations within AI implementation adds a distinctive dimension, addressing a relatively new but critical area of exploration. This originality is not just an academic exercise; it holds the potential to advance knowledge, inspire innovative practices, and shape the future of language education.