

## AI-BASED ONLINE PLATFORMS AND THEIR IMPACT ON ENGLISH LANGUAGE ACQUISITION

**Ikramova Aziza**

**Associate professor, Bukhara State pedagogical Institute**

**Nodira Niyazmuradova**

**Master's student of Asian International University**

### **Abstract**

AI-based online platforms are revolutionizing English language acquisition by offering user-friendly, interactive, and personalized learning experiences. These platforms harness advanced technologies, including machine learning and natural language processing, to cater to diverse learner needs and enhance skills in speaking, listening, reading, and writing. Empirical evidence underscores their effectiveness in improving learners' proficiency, making them vital tools for education, employment, and community integration. Despite their benefits, challenges like algorithmic bias, lack of human interaction, digital literacy gaps, and data privacy concerns remain. This paper explores the potential and limitations of AI-driven platforms and advocates for further research to optimize their use in English language learning.

**Keywords:** AI-based platforms, English language acquisition, personalized learning, adaptive learning, machine learning, data privacy, communicative competence, digital literacy, online education, language learning

### **III - основные онлайн-платформы и их влияние на изучение английского языка**

#### **Аннотация**

III основные онлайн-платформы революционизируют изучение английского языка, предлагая удобные, интерактивные и персонализированные учебные возможности. Эти платформы используют передовые технологии, включая машинное обучение и обработку естественного языка, чтобы удовлетворить разнообразные потребности учащихся и улучшить навыки говорения, аудирования, чтения и письма. Эмпирические данные подтверждают их эффективность в повышении уровня владения языком, делая их важным инструментом для образования, трудоустройства и интеграции в общество. Несмотря на преимущества, остаются проблемы, такие как предвзятость алгоритмов, недостаток человеческого взаимодействия, пробелы в цифровой грамотности и вопросы

конфиденциальности данных. В статье рассматриваются потенциал и ограничения платформ на основе ИИ, а также предлагается дальнейшее исследование для их оптимального использования в обучении английскому языку.

**Ключевые слова:** Платформы на основе ИИ, изучение английского языка, персонализированное обучение, адаптивное обучение, машинное обучение, конфиденциальность данных, коммуникативная компетенция, цифровая грамотность, онлайн-образование, изучение языков

### Introduction

AI-based digital platforms in education have been growing in importance as they offer user-friendly and interactive learning experiences. The field of language education especially has much to do with technology, given the increasingly global nature of people's movement. At the present time, AI-based online platforms are being put to efficient use as resources for learning the English language. They have been improving learners' language knowledge and skills in a range of contexts such as education, employment, and community life. The learners can easily access the AI-based platforms that are often available on the internet. These AI-based platforms can be harnessed by the learners to understand an indicated topic, interact with realistic or fictional English speakers, and access other language materials. The objective of this essay is to explore both the potential and the challenges of AI-based online learning platforms.

Evidence suggests that a greater number of language learners will continue turning to online platforms to learn the language. The language learners' online search continues to be very popular in recent times because it gives them chances to engage with teachers and fellow English-language learners in ways that suit their own learning preferences. In addition to being able to interact with others online if they think it is necessary, many learners will also look to engage in language learning, given the benefits it holds for future employment prospects. A motivation to earn a living is one of the most important reasons for learners to study English, given that as an international language it gives them the prospect to travel and/or work abroad. Also, many learners are attracted to English not only because of the inherent beauty of the language but also because of the values of the society associated with using it. Motivation is a psychological construct often referred to as the internal condition that activates or moves people to persist, push, or work towards their aim. L2 motivation can then be defined as the motivation

to learn an additional language. Motivation is often closely associated with being engaged and participating in English language learning and language communities.

**Literature Analysis and methodology.** The platforms have been able to draw the participants due to the pragmatic goal of language development. Measures should be put in place by those who are in the position to study the platforms to address the applicants and the numerous communicators' demand that may not go by design. In this essay, I evaluate the benefits of using AI-based online platforms, which promotes their use over the last few years, before looking at the various linguistic, communicative, social, mental, and cognitive difficulties that cannot be overlooked when designing and practicing this cutting-edge research. Artificial intelligence (AI) is changing the way we think about and approach language education. AI tools are able to deliver a highly personalized learning journey based on student performance, interests, and the skills mastered. As AI utilizes machine learning and natural language processing, these tools are able to get to know their students better and predict when they need more practice or a new way to understand new concepts.

Decades of research back an adaptive learning approach, a core component of AI-based learning systems. Educators advocate for personalized learning since students are more focused, more interested, and the class stays with each student at their skill level. Language learning is much the same and, even for adults, can be a daunting challenge involving grammar, syntax, listening, reading, writing, speaking, and vocabulary. Teaching these languages in a school or university setting can also be challenging, primarily due to growing class sizes and limited learning resources; students feel isolated and disengaged, and teachers may find themselves grading papers rather than interacting with their students. The benefit of introducing adaptive learning systems in this setting is not to replace the teacher but to facilitate learning and automate basic operations. AI-based tools are perfect at automating drills and providing immediate feedback on skills that can take time from the instructor, such as reading, writing, and pronunciation. What's more, these solutions enhance the experience for both students and instructors.

The ability to communicate efficiently and fluently in English is of strategic importance around the world. It is also the key learning outcome in many contexts. The need to learn English has fueled the creation of various AI-based online platforms that use digital language labs, but are also used by educational institutions.

**Methodology.** These platforms use a combination of text, audio, and video support, and are available to adults and children who use their website or app. Most of these organizations are for-profit, although many of them do offer a limited selection of materials for free. In light of this, this paper aims to present the pedagogic philosophy of three widespread AI-based online platforms and to provide a brief literature review of the suggestions made with respect to the acquisition of a second or foreign language from their users. In the second part, a small-scale survey of selected full-time students registered in three different ENL institutions in Malta was administered to ascertain which views regarding the advantages of using AI-based platforms to learn English are actually relevant. Attention to the user is paramount in the design of AI-based platforms, and there are numerous features that are intended to attract and then maintain user attention. These include interactive exercises, personalizing adaptive learning paths, effective and real-time feedback, integrating social learning, connecting students with a global classroom, linking multimedia and text materials, a convenient learning model, adding time constraints, and making learning competitive, quizzing and recall to boost retention in learners, interval studying applied to theoretical questions, and using multimedia to enhance learning. Gamification - elements of games that platforms include to increase motivation, emotion, and retention. While AI-based platforms tend to ask questions related to the content, rather than questions that draw out students' opinions or which may be presented as argumentative prompts, they do help learners to both work on how much they recall and retain, and to improve their English. Furthermore, AI-based platforms tend to drive language acquisition by exposing students to real-life conversational language, helping to develop a learner's pragmatic competence, and communicative competence in spoken English is one of the key outcomes. Automatic speech recognition is increasingly offering the chance to practice and be assessed on pronunciation, and is now especially important in the context of developing online interaction during the pandemic. In addition, AI technologies also support ESL and EFL learning, stressing the need for any such platform to be flexible and cater to all types of learners. Importantly, the user-friendly interface is found to be much more inclusive and accessible for learners who have a reading, language, vision, hearing, or physical or motor disability.

AI-based online platforms have been shown to greatly improve English proficiency. Empirical evidence from digital platforms shows that AI can improve the English-speaking skills of users, and multi-million-dollar investments of companies in AI-driven language learning apps and tools are driven by the belief in their efficacy. These platforms offer practice

and continuous feedback across the language skills: speaking, listening, reading, and writing targeted by AI.

Efficacy, defined by the improvement of the proficiency of the students in their speaking skills, can be seen in nearly all the evaluations undertaken of various educational institutions. These results closely mirror findings where over 80% of those students who used the platform were able to reach (or exceed in the case of the younger end of the range) the following goals: In primary school, to get to a CEFR level of A1 or A2 in the four basic language skills after 120 lessons of 20 minutes; in secondary school, to get to a CEFR level of B1 (intermediate) / A2 (moving on to level B) / B1+ (punching calmly through the upper limit of B1) in the summer holidays before starting university after 16 months or 320 lessons of 70 minutes each at an average pace of 40 lessons per academic year. Overall, up to a 91% achievement rate has been reached.

AI-based online platforms have a huge potential to certify the necessity of English language learning. Despite their benefits, AI technologies possess their own challenges and limitations. The AI-based language learning platforms could have biases in the algorithms, which might impact the quality of English language learning. Some researchers found that AI could inherit certain biases, and these would negatively affect the quality of English language education. The AI-assisted learning platforms lack human conversations, meet ups, and interactions, thus limiting the possibilities for learning informal and everyday English in practice. **Discussion and Results.** The absence of human interactions frequently reduces the levels of a student's attentiveness, dedication, enthusiasm, and motivation in learning. Sporadically, bugs in the software might disconnect a platform from the internet or even shut it down. The effects of this may include feelings of insecurity and a loss of confidence among the platform users. The incumbent process might diminish the level of interest of the users and discourage them from participating in the learning sessions. In technology-induced learning environments, learners are not equally susceptible in terms of the degree of digital literacy. Due to their normal academic load, non-technological English major students do not have the ability to spare enough time to acclimate themselves entirely to the system of online English learning. There is also the challenge of English learning with an AI-based online platform in the area of data privacy and security. This technology can usually gather data such as personal identification and other vital information, which are typically stored in depositories or databases and could also be transmitted from one machine to another.

**Conclusion.** Nonetheless, more research could be done practically to determine the barriers or gaps that need to be bridged, generate research, and develop interventions equipped to help address these challenges. This will deliver platforms with the desired and maximum results regarding the livelihood of users in a very good and excellent learning environment and in a data-secure environment. Further studies are required on this issue of balancing the involvement of both human research and technological research in managing possible barriers associated with AI-based learning interventions or using gadgets and motivational activities for cooperative dialogue mastery.

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