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ARTIFICIAL INTELLIGENCE AS AN INTEGRATIVE TOOL IN ESP LANGUAGE EDUCATION

Aim. The aim of the present research is to analyze the application of Artificial Intelligence (AI) as an integrative tool in English for Specific Purposes (ESP) language education, focusing on its potential to enhance teaching practices and learning outcomes.

Results. Drawing from practical experience, AI can support ESP language education through interactive tasks and adaptive technologies. The specific functions of AI and possible ways it can be integrated into ESP Language education are presented as follows.

Enhancing Listening Skills through Tailoring Audio Materials with Text-to-Speech Technologies. Developing listening skills in ESP is one of the key components of language education. This is why language teachers always require a substantial number of high-quality audio recordings that contain up-to-date information, sound natural (with different accents, speech levels), and align with the learning objectives of each lesson. By using Text-to-Speech AI technologies (such as Google Text-to-Speech, ElevenLabs, and Play AI), teachers can develop and tailor their own audio recordings, thus providing a more personalized, learner-centered approach.

Promoting Effective Writing. AI-driven tools (such as Grammarly, LanguageTool, and ProWritingAid) can assist language teachers in guiding students throughout the writing process – from generating initial ideas to describing details and producing the final written text. AI writing assistants correct spelling and grammatical mistakes by conducting in-depth error analysis, suggesting variants for improvements, and offering supplementary resources for further training. Besides, they facilitate self-correction and self-learning.

Boosting Speaking Fluency. Speaking fluency can be increased through repetition and the use of automation tools (such as Google Speech-to-Text, ELSA Speak, and YouGlish), as these AI-driven technologies help promote automaticity in language production and reduce hesitation in students' spontaneous speech. Additionally, increasingly popular AI chatbots can simulate genuine conversational scenarios, which allows trainees to practice speaking in various contexts. These tools encourage students to self-correct and develop more accurate spoken language.

Conclusions. Today, AI has been recognized as an integrative tool in ESP language education, which addresses various challenges in students' language skills development. AI tools assist language teachers by fostering ESP competency in students through personalized, adaptive, and interactive practice. If proper application of suitable AI technologies is provided, trainees have a high chance of becoming confident communicators. Still, it is essential to acknowledge that AI only serves as a valuable aid to the learning and teaching process. By maintaining a reasonable balance between traditional teacher-led education and AI technology, students can reach the planned learning outcomes successfully.