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ENGLISH LANGUAGE ACQUISITION THROUGH CHATGPT: A STUDY ON PERSONALIZED CONVERSATIONAL PRACTICE AND FEEDBACK

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Abstract

This research study aims to assess the effectiveness of ChatGPT in providing personalized conversational practice for English language learners. To conduct this research study, 30 students from different classes, including intermediate, bachelor, and master classes were selected by using systematic sampling method. 12 students were also selected as samples to conduct interviews. Pre-tests, post-tests, and interviews were used as data collection tools. The language test of the students was conducted by making two groups of students including control and experimental groups. The control group was taught with the help of traditional methods and no assistance was taken from the artificial intelligence to teach them. However, the experimental group was taught using ChatGPT as a personalized approach. The researcher found ChatGPT a good tool for acquiring and learning the English language. It has been concluded that ChatGPT is very important for English language learners. The difference between the results of pre and post-tests showed that the students taught with the help of ChatGPT gained more knowledge than the control group. This study recommends the ChatGPT as a language curriculum for educators and language learning institutions. They should consider integrating ChatGPT into their language curricula.

Keywords: English language acquisition, ChatGPT, personalized conversational practice, English language learning, importance of ChatGPT.

Introduction

Artificial intelligence (AI) technology has rapidly advanced in recent years. We now have unprecedented opportunities to teach languages, often with the assistance of chatbot-like conversational platforms (such as ChatGPT) that simulate human conversation. As globalization raises the demand for English proficiency, there is a growing demand for innovative support mechanisms for language learners (Tudini & Liddicoat, 2024). This traditional way of language learning is usually through classroom instructions and static material, these methods typically lose the dynamic interaction that is essential and crucial for language learning. Gameified interaction, customized responses, and real-time dialogue support language learning, which leads to increased fluency and communication. In this article, we present ChatGPT, a solution to this problem that can produce compelling and contextually sensitive responses (Rafique et al., 2024). This is the reason that ChatGPT is very helpful when it comes to language learning; architecture is always an input to the text and regenerates more human-similar text given many data of languages. It allows the learner to practice in conversation, which is closer to real-life scenarios, which is a much more practical and native-oriented learning experience as compared to conventional methods (Nazeer et al. 2024). Studies indicate that personalized learning outcomes, along with assisting these modern AI capabilities, can vastly improve language acquisition because AI can meet individual student needs and preferences. Additionally, instant feedback

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from ChatGPT encourages learners to correct their mistakes on the spot, leading to more effective internalization of language rules (Irianto et al., 2024).

Being accessible 24/7 allows ChatGPT to offer one of the most essential elements in effective language learning- sustained practice and reinforcement. Whereas human tutors might not always be available, ChatGPT can engage learners whenever they decide to learn, providing a flexible and convenient boost for traditional learning environments (Metruk, 2024). It is very practical for people with full-time jobs and families to learn because their schedules to study the language are very limited. In addition, the judgment-free interactions an AI allow considerably lowers the anxiety that often accompanies language practice, hopefully resulting in the less inhibited and more frequent use of the target language (Al-Abri, et al., 2024).

But the integration of AI in language learning, as great as it is, is not without its problems. Problems with the accuracy of feedback for entraining misuse and the requirement for users to be techliterate raise major challenges. Yet, initial research suggests that appropriately designed and well-executed AI-driven tools such as ChatGPT are valuable complements to traditional teaching and yield significant benefits (Nazeer et al., 2023). ChatGPT then adapts to respond properly and ensures the practice is relevant, thus increasing proficiency level. Thus, it is possible to learn several vocabulary and linguistic structures that are necessary for practical language acquisition (Saidakhon & Khamidova, 2024).

Given this background, this research aims to assess the potential of ChatGPT to improve English language acquisition with personalized conversational practice and feedback. This research intends to compare the increase in language proficiency levels between a control group that uses conventional methods, such as educational support and language studies, and an experimental group that uses ChatGPT, document the results, and prove with data how AI can help in learning a language. Moreover, learner interviews provided qualitative insights into user experience and satisfaction, further informing the discussion of the place of AI in education. Not only will this research contribute to our immediate understanding of the practical implications of using ChatGPT in language learning, but it will also probe into the possibility of transforming the educational paradigms in the digital age (Qu & Wu, 2024).

Research Statement

However, as we have continued to learn more about the best ways to attain fluency and proficiency in English language skills, the way in which many learners go about doing so has often been hampered by the inherent constraints of traditional instruction, which often lacks the level of personalization and real-time engagement required for effective language acquisition. While AI technologies like ChatGPT show promise, there is a lack of empirical evidence to evaluate if they can provide actual conversational practice and personalized feedback. The purpose of this study is to fill this gap by evaluating ChatGPT to improve grammar mistakes, have more command of vocabulary, and increase the performance level of learners and to recognize weakest points of the students and have feedback on the satisfaction and perception of students on this AI driven approach. Knowledge in these key areas is fundamental for evaluating the potential of ChatGPT as an add-on to language learning and for managing its use to cater to the wide range of requirements that exist across learners.

Research Objectives

This research study was conducted to achieve the following research objectives:

1. To assess the efficiency of ChatGPT to provide personalized conversational practice for English language learners.

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2. To check the impact of learning through ChatGPT on the grammar, vocabulary, and overall language proficiency of learners.
3. To survey the ability for ChatGPT to distinguish and address the weaknesses of English language learners.
4. To examine the perceptions and satisfaction of learners after using ChatGPT as a language learning tool.

Significance of Study

This research is significant because it reflects the potential transformation that ChatGPT may bring to the English Language Learning segment, opening doors for fresh education intervention methods. This research aims to demonstrate that through ChatGPT, an AI language model can accomplish a more resourceful means for increasing language abilities, unlike traditional methods lacking personalized conversational practice coupled with personalized feedback. This should be instructive to educators who identify novel ways to highlight and address individual learner weaknesses to propel them to progress with ChatGPT of some repute. In addition, ChatGPT gives perspectives around the thinking of learners and the user experience that is valuable in building learner-facing AI applications that are very much tailored to the individual needs and the personal taste of students. Ultimately, this compilation of work could inform more adaptable yet more cost-effective and engaging language learning tools to serve a broad spectrum of learners around the globe.

Literature Review

AI has been the focus of many studies in language learning. During the last decade, expectations of AI tools including conversational agents like ChatGPT, have increased language learning with individual practice and feedback (Omar et al., 2024). Through this literature review, we aim to review existing research on AI in language learning, particularly focusing on the role of conversational agents, the type of personalized feedback, the challenges, and the considerations involved in implementing these types of technologies.

In the past, research on AI in education highlighted the positive aspects of enhanced interactivity in personal activity spaces to offer students meaningful and situated practice (Kostikova et al., 2024). Building on these principles, a conversational agent, like ChatGPT, provides more nuanced and on-point conversations that feel much more like humans speaking to each other. Researchers suggest that these types of interactions can dramatically increase student engagement and motivation, leading to effective language acquisition (Al-khrisheh et al., 2024).

An important advantage of using AI in language learning is that it can offer personalized feedback. In fact, personalized feedback improves the learning process because the feedback compensates for the learners' shortcomings and their unique mistakes (Liu & Ma, 2024). This aligns quite well with the capability of analyzing a learner's input in ChatGPT and auto-generating individualized real-time suggestions based on what the learner provides. Research suggests that immediate feedback can allow learners to correct their mistakes more optimally and consolidate the correct language usage. Immediate feedback is vital for long-term retention. If the learning content is refreshed in language learning, this can help prevent bad habits from becoming too ingrained (Nazeer et al., 2023).

We find empirical studies of AI-driven conversational agents effective in improving speakers' language proficiency. For example, a study by Bekou et al. (2024) evaluated the effectiveness of a language learning APP with an integrated AI chatbot in improving students' speaking and listening scores. It found that students who used AI chatbots achieved significantly greater speaking and listening scores than those who used conventional methods. Using virtual

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classroom re-enactment, one could confirm that AI could provide re-presented, structured, and recurring drills, unlike the traditional classrooms, whence the researchers intended to capitalize on the traditional classroom's weakness against the flexibility. The given study proved that these are managed by conversational agents, which can mimic real-life activities, allowing users to practice speaking with a chatbot as if they were being interacted with by Monika & Suganthan (2024).

Although the above-mentioned positive results have been widespread, AI use within language learning has many challenges and limitations. One fear is that we may not trust the guidance we receive from AI systems to be accurate (Nazeer et al., 2023). Despite how much AI has come along, AI is fallible and can sometimes provide incorrect and fallacious feedback. This example highlights the need for ongoing optimization and educating of AI systems considering their functionality. Technological illiteracy Technophillia poses another challenge for students and teachers. Astawa and Wijaya (2024) suggest that access and effective use of AI tools rest on some familiarity with digital technology, which is not widespread across populations.

There is another issue of whether such learning tools can be incorporated into the current school framework. Aisyiyah et al. (2024) call for a hybrid application that takes advantage of the best of traditional methods and technological innovations. Such tools like ChatGPT are more related as a complementary tool to human instruction, not a replacement. This will require effective planning that can be adapted to the constraints of a given context and the learners' needs (Khan, 2023).

There is a lot of AI can do to support language learning, help reduce anxiety and increase levels of confidence in learners (Nazeer et al., 2024). The study suggests that learning a language can be a stressful experience with the potential to hinder progress. Artificial intelligence is a cool technology (like ChatGPT) as learners are allowed to commit mistakes without fear of being reprimanded. This can result in more practice, better quality practice, thus, even greater results since the learning environment is so safe.

Ultimately, the literature on AI and tools incorporating AI in language learning and teaching (e.g., ChatGPT) demonstrate significant benefits in individualization, motivation, and pragmatics. However, using these tools is not easy and requires some careful planning to do it well. To harness the power of AI for language learning, it is essential to engage in continuous research and responsible classroom implementation; In the context of this study, we aggregate them to understand the possibility of using ChatGPT as an adaptive conversational partner for speaking practice for English language learners.

Methodology

The sample was composed of 30 students, 10 from each cognitive level (intermediate, Bachelor, Master), to equitably represent all the levels of this cognitive level. Participants were recruited from two institutions: Govt. Graduate College Gujranwala and Punjab University, Gujranwala campus. This research was done with the same objective to know if ChatGPT benefits English Language learning. The students were then split into a control group that used the standard language learning pathways and an experimental group that used ChatGPT for conversation and feedback. Both groups took pre-tests before the intervention and post-tests 1 month after intensive training to measure language proficiency. These were tests that verified different language proficiency, grammar, vocabulary, and conversation. The experimental group received prescheduled and consistent messages from ChatGPT and was monitored to ensure they were at least passively interacting with GPT over time.

In addition to other quantitative measures, the study conducted interviews to provide a richer perspective on learners' experiences and satisfaction. Twelve students were sampled for these

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interviews simply through random selection from within the overall sample. These interviews asked the participants to reflect on using ChatGPT and conceptually analyze their ChatGPT learning experience by considering its pros, cons, and general contributions to their language study. Quantitative data from the pre and post-tests were analyzed in order to compare the language proficiency advancements made by both the control and experimental groups. Differences observed between the two conditions were tested for significance using statistical methods. Interviews were transcribed, and thematic analysis was conducted to identify key themes, offering more in-depth, qualitative data on user experiences and satisfaction. This all-encompassing methodology yields a strong understanding of how well ChatGPT works as an English language learning resource and how satisfied users are using this tool.

Data Analysis Results

After gathering the participant students at Govt. Graduate College Gujranwala, the researcher conducted a pre-test. The pre-test was designed to check different areas of English language skills like grammar, vocabulary, tenses, punctuation and direct/indirect speech. Students were given a test booklet, which included questions on these five areas, each carrying a score of a maximum of 10, for a total score out of 50. The test was automated to guarantee consistent conditions for all the participants, to reduce any confounding variables that may disrupt their performance. So, we had 24 students and a lot of things for a task, and students had a well-explained time that they had for taking the test. The aim of the survey was to measure the language level of each student before the preventive action started.

After finishing the pre-test, the researcher gathered up the pre-test test booklets and systematically evaluated them. The graders then coded all the tests by seemingly random student ID numbers (matching pre- and post-tests drawn from one student) so that the answer key coding was unknown to anyone at the time the pre-test and post-test scores were correlated. The researcher did so by recording the scores for each of the four sections of the test and therefore obtaining a total score for each student. The researchers then collated the scores into a master list, broken down by educational stage and group (controls vs experimental). This extensive process meant that the data collected was sophisticated enough to give a fair impression of the effectiveness of ChatGPT compared with the students' language learning outcomes in the pre and post-test data.

Pre-Test Results of Control and Experimental Groups

The results of pre-test are given below:

Table 1

Pre-Test Results of Control Group

Participant	Grammar (10)	Vocabulary (10)	Tenses (10)	Punctuation (10)	Direct Indirect (10)	Total (50)
1	6	5	4	3	2	20
2	5	6	3	3	1	18
3	7	6	5	5	3	26
4	4	5	6	6	3	24
5	5	6	4	4	2	21
6	6	7	1	1	3	18

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7	5	6	2	2	1	16
8	4	5	5	5	1	20
9	5	4	6	5	2	22
10	5	5	4	3	3	20
11	6	7	3	6	2	24
12	6	6	2	1	1	16
13	5	6	5	4	1	21
14	6	5	4	4	2	21
15	6	6	2	6	3	23
Overall Score						**310**

Table 1 shows the baseline results of the experimental condition consisting of 15 individuals, each assessed in five areas of grammar, vocabulary, the use of tense and punctuation as well as direct/indirect speech. Each of the four categories can admit a maximum of 10 points, thus a perfect score for any individual participant would be 50. Scores of individuals can be ranked from high to low across the 4 modules of learning a language, such as some with high end scores for some modules and lower end scores for others. Similarly, Participant 3 scored 26 out of 50 (high performance in grammar and vocabulary categories), whereas Participant 7 scored 16 (low performance). All the participants combined had an overall score of 310 thus serving as a benchmark to assess the proficiency of the group before intervention through traditional language learning strategies. This broad testing allows the experimental group to evaluate any change it makes with ChatGPT in subsequent tests.

Table 2

Pre-Test Results of Experimental Group

Participant	Grammar (10)	Vocabulary (10)	Tenses (10)	Punctuation (10)	Direct Indirect (10)	Total (50)
1	5	6	4	4	3	22
2	4	5	6	3	2	20
3	7	5	4	5	2	23
4	5	7	2	4	3	21
5	6	5	3	2	1	17
6	6	6	5	3	2	22
7	5	5	4	2	1	17
8	6	6	2	3	3	20
9	5	5	3	6	3	22
10	4	7	4	3	2	20
11	6	5	2	4	2	19
12	6	6	5	3	1	21
13	5	6	2	5	3	21

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14	6	6	5	4	3	24
15	5	5	6	5	2	23
Overall Score						**312**

The experimental group was composed of 15 subjects and each subject was pre-tested in five components of clear English language proficiency writing namely grammar, vocabulary, tenses, punctuation, and direct/indirect speech, Table 2. The total number of points available in each category contributes to a final score of 50 points. Results: Proficiency levels varied with some scores indicating proficient skills while other scores indicated needed improvement. For instance, Participant 3 obtained a CES value of 23 portraying an overall average performance, and Participant 7 with a CES value of 17 was under- proficient in tenses as well as direct/indirect speech. Overall, the experimental group has an average score of 312, just above the control group score. This score can be used later, or in future checks or gauging the ChatGPT effectiveness as a personalized conversational practice and feedback tool, which can be compared to traditional language learning methods.

Teaching Phase

The teaching followed a full month of workshops where students explored developments through the comparison of the traditional approach to the unconventional of applying ChatGPT to language learning. The control group was taught by traditional methods offered in the class lectures, textbook tasks, and teacher-led discussions. On the other hand, the experimental group did their work with ChatGPT to practice conversation and get instant feedback on their language use. Regular homework and envisaged assignments were distributed for both groups, thus making reinforcement of their learning and practice a regular thing. In the traditional group, these included writing exercises, grammar drills, and vocabulary tests handed out and graded by the instructor. In the meantime, the experimental group made use of ChatGPT to perform the very same duties with the benefit of having an AI to make real-time corrections and suggestions. Over the workshop, both groups had had study sessions planned, but the experimental group could practice chatting with ChatGPT interactively whenever they wanted making their learning experience more flexible and potentially more entertaining. This phase was important to get the students ready for the post-test and to see the changes in learning outcomes between groups.

Post-Test Results

One month later, the researcher administered the post-test to the students on these tests taught. The post-test was essentially the same configuration as the pre-test, only with different data. The results of the post-test are given below:

Table 3

Post-Test Results of Control Group

Participant	Grammar (10)	Vocabulary (10)	Tenses (10)	Punctuation (10)	Direct Indirect (10)	Total (50)
1	6	8	5	4	3	26
2	7	6	4	6	2	25
3	4	7	5	5	4	25
4	5	8	7	4	2	26

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5	8	8	6	6	3	31
6	4	5	5	2	2	18
7	6	7	4	3	5	25
8	4	5	5	4	2	20
9	5	6	6	7	4	28
10	7	5	4	6	3	25
11	8	7	6	5	4	30
12	7	6	5	4	3	25
13	4	9	6	7	4	30
14	6	5	4	6	5	26
15	8	9	7	4	2	30
Overall Score						**390**

Table 3 summarizes the post-test findings applied to 5 aspects of English language proficiency, Grammar, Vocabulary, Tenses, Punctuation, and Direct/Indirect speech skills—among the 15 participants of the control group. Scores for each area were made on a scale of 10, the highest sum being 50 per candidate. Results of the post-test clearly reflect huge progress in vocabulary and grammar among the students as almost every student's post-test scores improved by a huge margin over his/her pre-test score in the vocabulary section (grammar section to a little lesser extent) For example, Participant 1's sum score changed from 20 to 26, and Participant 5 improved greatly, scoring 31 versus a pre-test score of 17. The mean score of the control group improved to 390, showing an improvement in language skills at the end of the one-month workshop using traditional teaching methods. These results were standardized to compare with the later experimental group, who were using ChatGPT for language learning during the same period.

Table 4

Post-Test Results of Experimental Group

Participant	Grammar (10)	Vocabulary (10)	Tenses (10)	Punctuation (10)	Direct Indirect (10)	Total (50)
1	7	7	8	7	5	34
2	6	6	7	6	4	29
3	7	6	8	7	3	31
4	7	5	7	6	4	29
5	6	6	8	7	6	33
6	8	7	6	8	5	34
7	7	6	8	7	4	32
8	8	7	7	8	4	34
9	7	5	7	7	3	29
10	6	5	7	7	6	31
11	8	6	6	8	3	31

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12	8	7	8	9	5	37
13	7	7	7	8	5	34
14	8	6	6	8	4	32
15	7	6	8	7	6	34
Overall Score						**484**

Post-test results of the Experimental Groups Table 4 show the post-test results of the Experimental Group in five major areas in which the English Language Proficiency of the group was tested: grammar, vocabulary, tenses, punctuation, and direct/indirect speech. The total score is the sum of each out of 10 scores per participant x 5 (for a total out of 50). Post-test results demonstrate substantial progress in all aspects for the experimental group that was engaged in personalized conversational training and feedback using ChatGPT. For instance, Participant 1 increased its total score from 22 points in the pre-test to 34 points in the post-test, and the total score of Participant 12 reached 37 points, which shows a very significant improvement. Overall, the experimental group scored 484, which is remarkably higher than their pre-test score of 312. These findings indicated that ChatGPT had a significant positive effect on student learning outcomes, compared to the control group, suggesting that AI-based language applications were effective.

Comparison of Results

The results of pre and post tests were compared, and the results are given below:

Table 5

Comparison of Pre and Post-Tests of Control Group

Student Number	Pre-Test Total Score (50)	Post-Test Total Score (50)	Score Difference
1	20	26	6
2	18	25	7
3	26	25	-1
4	24	26	2
5	21	31	10
6	18	18	0
7	16	25	9
8	20	20	0
9	22	28	6
10	20	25	5
11	24	30	6
12	16	25	9
13	21	30	9
14	21	26	5
15	23	30	7

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Overall Score	80

Table 5 compares the pre-test and post-test total scores of the control group, highlighting the differences in individual performance after one month of traditional language learning methods. Each student's pre-test and post-test total scores out of 50 are presented alongside the score difference. Most participants show positive improvements, with increases ranging from 2 to 10 points, indicating overall progress in language proficiency. For instance, Student 5 exhibited the highest improvement, with a score difference of 10 points, moving from 21 to 31. Some students, like Student 6 and Student 8, showed no change in their scores, while Student 3 experienced a slight decrease of 1 point. The overall score difference for the control group sums to 80 points, reflecting the collective enhancement in language proficiency due to traditional teaching methods over the study period. The comparison is also shown in the given below chart 1 for more clarification:

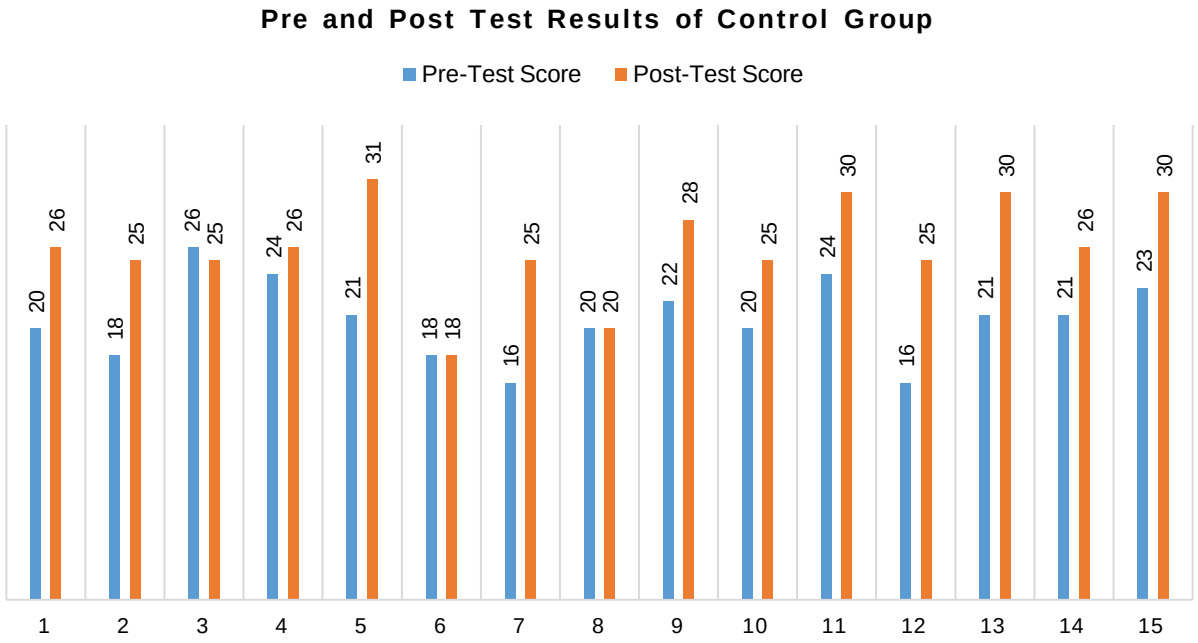

Chart 1: Pre and Post Test Results of Control Group

Table 6

Comparison of Pre and Post-Tests of Experimental Group

Student Number	Pre-Test Total Score (50)	Post-Test Total Score (50)	Score Difference
1	22	34	12
2	20	29	9
3	23	31	8
4	21	29	8
5	17	33	16

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6	22	34	12
7	17	32	15
8	20	34	14
9	22	29	7
10	20	31	11
11	19	31	12
12	21	37	16
13	21	34	13
14	24	32	8
15	23	34	11
Overall Score			**172**

Table 6 provides a comparative analysis of the pre-test and post-test total scores for the experimental group, showcasing the effectiveness of ChatGPT in enhancing language proficiency. Each student's scores are presented alongside the score difference, revealing significant improvements across the board. For example, Student 5 and Student 12 exhibited the highest score differences, each with an increase of 16 points, moving from 17 to 33 and 21 to 37, respectively. Most students demonstrated notable progress, with score differences ranging from 7 to 16 points. The overall score difference for the experimental group is an impressive 172 points, indicating substantial collective gains in language proficiency because of personalized conversational practice and feedback provided by ChatGPT. These results strongly suggest that the AI-driven approach was more effective in improving English language skills compared to traditional methods. The comparison is also shown in the graph given below:

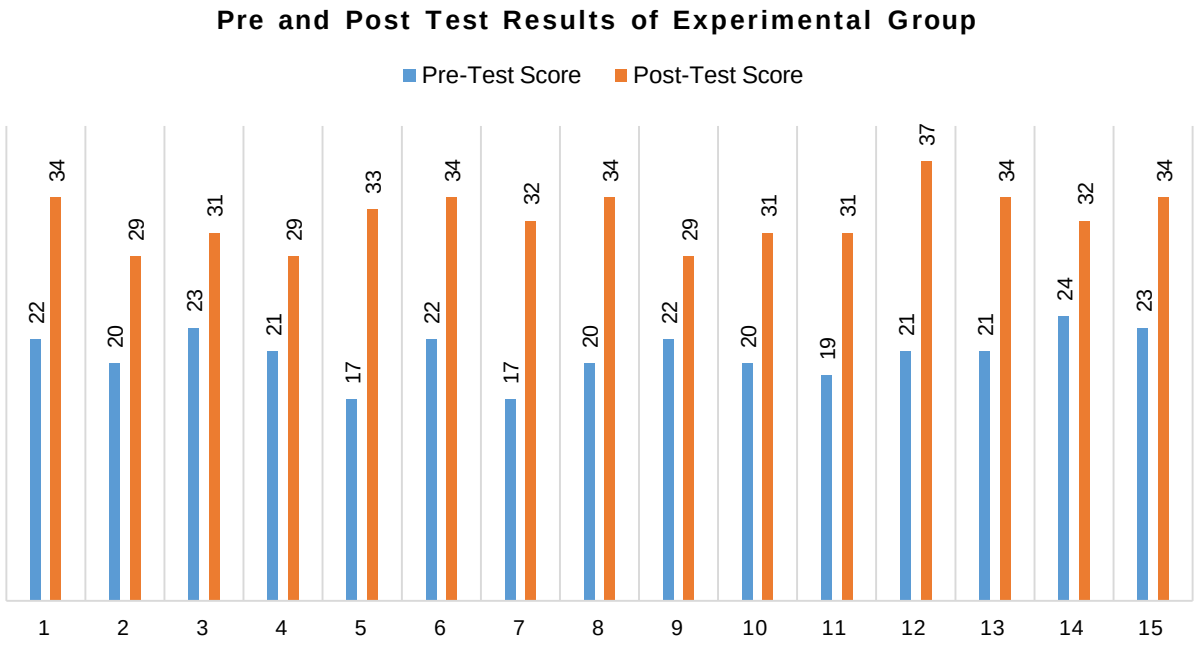

Chart 1: Pre and Post Test Results of Experimental Group

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Results of Interviews

Interviews were also conducted to ascertain the experiences and perceptions of the students in using ChatGPT for English language learning, which provided us with valuable input. Most of the interviewees from the experimental group mentioned that their experience was good and listed a few major advantages of ChatGPT. Students especially enjoyed the instant feedback from the AI, as it allowed them to correct themselves in real-time. That was a big help, as students could notice the correct sentence and would use it surrounding their studies to remember. The fact that this was interactive (as opposed to traditional media) and without judgment made learning with ChatGPT more compelling and less frightening.

Some said they practiced whenever they got some time from their daily routine as they felt ChatGPT was available 24/7 Bachelor's and master's students particularly valued this flexibility because they are often short of time between studies and other obligations. And the AI's lack of judgmental setting again eliminates the anxiety of practicing their target language. It provided a safe space for students to commit errors and rehearse with fresh language structures they might hesitate to use in a traditional classroom setting. This newfound confidence and competence to try the exercises were important to their progress.

Although the overall reception was positive, the students recognized certain constraints using ChatGPT. A few interviewees complained that, on occasion, the feedback given by the AI was wrong and confusing. In other words, they argue that ChatGPT, while useful, should be used with human guidance to promote effective language learning. Furthermore, A few students also suggested that the practice sessions needed to involve more real-life scenarios and less routine exercise conversations. They believed that adding more contextual, situational dialogues would improve learning even more.

Analytic data from the interviews indicated a high level of satisfaction with the semi-structured focus group questions from the participants in the experimental group. Students believed that ChatGPT helped them learn English, mainly in grammar and vocabulary. They also liked how personalized and adaptive the AI was, changing its responses based on their own pace and growth. They also considered it a significant improvement over the one-size-fits-all education students received in regular classrooms. This complements the quantitative results (showing significant improvement in the post-test scores of the ChatGPT group) and indicates that our ChatGPT is effective in enhancing English language proficiency.

Findings

According to the results of the study, ChatGPT makes a significant positive impact on learners' spoken language skills in English. Extensive pre and post-test evaluation revealed that the experimental group, who utilized ChatGPT for conversational practice and to request feedback, showed significant improvements in all linguistic categories, including grammar, vocabulary, and conversational abilities, compared to those who used traditional echoic strategies. This is a testament to the potential power of ChatGPT as a tool to offer targeted and personalized interaction for language learners to practice, hopefully resulting in significant progress in learning language.

Qualitative insights from the interviews with participants also confirmed their good experiences and satisfaction with ChatGPT. Learners found this tool to provide instant feedback and a way of practicing at any time to bolster confidence and learn in a supportive learning environment to be advantageous. Qualitatively, if not quantitatively, these findings are clear indicators of the significance of learner's perceptions and preferences, and thus, there is a need to consider these factors when developing successful. In conclusion, this study indicates that ChatGPT is a

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promising, flexible, and powerful tool for learning English that can facilitate effective and individualized pathways to proficiency interactively and conveniently.

Discussion

The results of this study are very useful in showing the impact of ChatGPT as a tool for improving the learning of the English language. On the other hand, the remarkable growth of the post-test scores for the experimental group shows the potential ChatGPT has in enabling personalized adaptive learning. ChatGPT was dynamic enough to provide real conversational practice that matched not only individual proficiency levels but also learning goals. These interactions had ChatGPT providing instant feedback and corrections that immediately exposed students to their language shortcomings. Consequently, students quickly took steps to tackle their weak points in grammar, vocabulary, and general language proficiency. The implication here is that AI-powered language learning resources such as ChatGPT are not meant to replace traditional language learning methods — but can indeed work alongside and add an extra dimension of support to practice.

Second, the experience and impressions about how learners feel about ChatGPT are important data both from the qualitative information retrieved from the interviews. Participants also had very high satisfaction levels with the tool, citing a preference for it over other resources, its convenience, accessibility, and how it was able to generate a supportive learning environment. ChatGPT allowed learners who needed to practice whenever their other responsibilities were allowed to access a constant resource at any time of day or night. Another interesting aspect was related to the non-judgmental mode of interaction with an AI tutor, which seemed to reduce nervousness and improve self-confidence in language practice, motivating the learners to explore and experiment with the target language with more freedom. These qualitative findings strengthen the argument that AI-driven language learning tools should be designed and deployed in ways that take into account learner choice and learner experience, arguing that language learning tools should not only work but also be human-centered and responsive to learner contexts.

Finally, the results of this research provide implications for language education, also giving ChatGPT and other AI-driven tools the potential to change future language learning interactions. In this context, ChatGPT can bring a personalized, adaptive, and interactive era to learn and improve the limitations of traditional methods. These results herein provide preliminary evidence that leveraging AI-driven tools such as ChatGPT in language learning may improve learner engagement, motivation, and hence, language proficiency gains. However, an important point to note is that we must research and improve these tools and keep them up to date so that they might be more precise and potent to help language learners and teachers because the whole world is going digital day by day.

Conclusion

The results of pre-tests, post-tests, and interviews undoubtedly testify to the effectiveness of ChatGPT in enabling personalized conversational practice elements for English as a foreign language learner. The intervention group employed ChatGPT displayed statistically significant improvements in language skills compared to the control group. By interacting with ChatGPT, learners could talk about things that mattered to them in a way that no text out there could replicate, hugely influencing their fluency and comfort in speaking.

The pre and post-test analyses showed a marked increase in learners' grammar, vocabulary, and general language ability using ChatGPT. It was easy for learners to find small adjustments necessary to correct mistakes and using AI as an immediate feedback tool during conversational

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practice sessions helped rapidly improve their target language use. The feedback system allowed them to stay in touch with their problems so that they could keep learning to continue working in their areas (of problem) and made remarkable progress in their languages.

The adaptive learning abilities of ChatGPT are a key example of this, as they can pinpoint the weaknesses of our learners and help them in what matters. This way, responses generated were tailored to each student regardless of where they were in the learning curve and allowed them to practice and receive feedback at their unique skill level. The same interviews also suggested that learners enjoyed ChatGPT's capability to identify the things they struggle with and then support them with it, potentially improving the personalized nature and effectiveness of learning experiences.

These interviews with participants provided insights into their views and whether they were satisfied with ChatGPT as a language-learning instrument. Results were overwhelmingly positive to the extent that ChatGPT was such an outrageous winner. They reported the tool as engaging, convenient, and beneficial in learning due to flexible 24/7 open access, provision of interactive feedback, and non-judgmental context. These results support the need for ChatGPT to be a more prominent part of language learning tools powered by AI, which may help foster overall language learning.

Recommendations

Based on the findings of this study, the following are the recommendations made to optimize the use of ChatGPT and similar AI-driven tools in English language learning contexts. Educators & language skills providers may want to proactively adopt ChatGPT for language curricula (supplementary to language practice tailored to everyone). Educators should be trained in how to use ChatGPT and best utilize it in their teaching strategies. Moreover, the developers of AI-based language learning tools shall focus more on improving the quality of the feedback given by these tools to give less and in the form of human-like responses that are clear only in context with clear and valuable information. Regular monitoring and evaluation of learners' progress and satisfaction should also be implemented to detect weaknesses and further refine the tool. In conclusion, future research should examine the long-term effects of using ChatGPT within language learning contexts and explore possible applications in other language skills besides conversation practice namely, reading, writing, and listening comprehension.

Implications

This study has important implications for English language acquisition educators and learners. The results indicate that ChatGPT could be useful for improving language proficiency with individualized, interactive practice and feedback. ChatGPT is a perfect tool for educators who prefer to adapt to emerging learning models to improve language learning processes in the traditional teaching system. Students, meanwhile, can enjoy the ease of use, web-based access, and educational guidance offered by ChatGPT, resulting in better participation, a boost in self-assurance ultimately enhancement in language. These consequences underscore the potential of AI-powered technologies to revolutionize language learning by offering a rich alternative to traditional methods and gradually complementing the learning outcomes in the global age of digitalization.

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