

**ARTIFICIAL INTELLIGENCE APPLICATIONS: AN INNOVATIVE BRIDGE TO
AUTONOMOUS LANGUAGE LEARNING AND INTERCULTURAL
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Abstract: This article discusses approaches to effective use of mobile applications in the process of learning a foreign language, some opportunities of using mobile apps for autonomous language learning as well as highlights their role in fostering intercultural communication. Through an article, there are some information given about user feedback, how to use the AI tools without a tutor or a teacher's assistance. The paper concludes with practical recommendations for integrating mobile technologies into language education in ways that support both cross-cultural understanding and self-improvement.

Key words: AI, autonomous language, intercultural communication, educational technology, digital pedagogy, Kialo Edu, Elsa, speaking skills, MALL.

Annotatsiya. Ushbu maqolada chet tilini o'rganishda mobil ilovalardan samarali foydalanish usullari yoritiladi. Shuningdek, mobil ilovalar yordamida mustaqil til o'rganish imkoniyatlari va ularning madaniyatlararo muloqotni rivojlantirishdagi o'rni haqida ma'lumotlar berilgan. Maqolada foydalanuvchi fikr-mulohazalari, sun'iy intellekt vositalaridan o'qituvchi yoki repetitorsiz foydalanish yo'llari ham ko'rib chiqiladi. Yakuniy qismda esa mobil texnologiyalarni til ta'limiga samarali qo'shish bo'yicha amaliy tavsiyalar keltiriladi; bu esa o'z-o'zini rivojlantirish va turli madaniyatlarni tushunishni qo'llab-quvvatlashga xizmat qiladi.

Kalit so'zlar: sun'iy intellekt (SI), mustaqil til o'rganish, madaniyatlararo muloqot, ta'lim texnologiyalari, raqamli pedagogika, Kialo Edu, Elsa, og'zaki nutq ko'nikmalari, MALL (mobil til o'rganish).

Аннотация. В данной статье рассматриваются эффективные методы использования мобильных приложений при изучении иностранных языков. Освещаются возможности самостоятельного изучения языков с их помощью, а также подчеркивается их роль в развитии межкультурной коммуникации. В тексте также представлены мнения пользователей и способы применения ИИ-технологий без участия преподавателя или наставника. В заключение даны практические рекомендации по интеграции мобильных

технологий в образовательный процесс с целью поддержки личностного роста и взаимопонимания между культурами.

Ключевые слова: искусственный интеллект (ИИ), автономное изучение языка, межкультурная коммуникация, образовательные технологии, цифровая педагогика, Kialo Edu, Elsa, навыки устной речи, MALL (мобильное изучение языков).

INTRODUCTION

Advances in artificial advances (AI) in education applications have improved the potential of developing intelligent instructional systems that can actually be used in classrooms. The term artificial intelligence first was used by John McCarthy at the Dartmouth Conference on the topic in 1956. However, at that time people did not fully comprehend the meaning itself. He once said: “The study is to proceed on the basis of the conjecture that every aspect of learning or any other feature of intelligence can in principle be so precisely described that a machine can be made to simulate it. An attempt will be made to find how to make machines use language, form abstractions and concepts, solve kinds of problems now reserved for humans, and improve themselves”¹.

Mobile technology has transformed various aspects of education, with language learning being one of the most prominent fields benefiting from this transformation. These mobile tools have created great opportunities to be more flexible and accessible for students, allowing them to learn anytime at anywhere. Furthermore, many mobile-related apps incorporate elements of speaking with foreigners, leading people to broad horizon about the other countries’ culture and customs. There are some apps, such as Duolingo, Kialo Edu and Elsa, which help the learners to gain sights about second language and improve practical speaking skills by using in their daily routine. By connecting with native speakers and offering real-time feedback, these modern apps combine with other cultures and do a favor to understand intercultural communication effectively.

The use of mobile applications in language education offers several benefits. Mobile-assisted language learning (MALL) is a growing field that examines how mobile applications can support language learners in acquiring and improving linguistic skills outside traditional classroom environments. Stockwell (2007) defines MALL as the use of mobile devices to support language learning, emphasizing flexibility and the potential for self-paced learning. Research by Roby (2011) highlights the advantages of mobile devices in fostering learner autonomy, where learners have more control over their learning pace and style. For instance, mobile applications offer personalized experiences, with features like progress tracking, quizzes, and reminders, helping learners stay engaged and motivated. This review highlights key contributions to the field, outlining both the opportunities and challenges that mobile apps present in the context of language learning and intercultural communication.

METHODOLOGY

¹McCarthy, J., M. Minsky, N. Rochester, and C.E. Shannon, “A Proposal for the Dartmouth Summer Research Project on Artificial Intelligence”, August 31, 1955. Reprinted in AI Magazine, Winter 2006, 12. <https://www.aaai.org/ojs/index.php/aimagazine/article/download/1904/1802>

Of all four language skills, speaking is a core of learning a second language or foreign ones. As stated by Ur (1996), speaking included all other skills of knowing that language. Digital technology stimulates them to be engaged in various scenarios and find a way to grasp knowledge via the cyberspace. The methodology employed in this research serves as a systematic framework for investigating the routes to enhance speaking independently and learn wide variety of cultures throughout the globe. In this article, people used mixed methods for several reasons. The main goal of this methods is to explore the effectiveness of learning a language without teachers and culturally. Here are some mentioned reasons why people opt for mixed methods:

1. Complementarity. In this method, you can come across qualitative and quantitative surveys with some opportunities and limitations. If they both are combined, they will provide in-depth comprehension and numerical data as well as views on how intercultural communication can be enhanced.

2. Explanation and investigation. While qualitative methods can offer more practical surveys with described images, analytical trend, also it analyzes the surveys with the real-life atmosphere, the quantitative ones focus on the numbers, the participants and different investigation.

3. Better comprehension. The qualitative methods always explain why it is happening with clear and precise explanation, whereas the quantitative ones answer the question with what is happening, with numbers or statistical reports.

4. Useful for complexity. When the two-mentioned approaches, namely qualitative and quantitative are combined in one method, they both can be handy for participants to understand the context logically and facilitate it to be cleared the mind, especially they are so helpful for personal growth and cross-cultural awareness.

According to Creswell (2007), qualitative research involves exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The research process includes emerging questions and procedures, collecting data in the participant's setting, analyzing data inductively to identify general themes, and interpreting the meaning of the data. Those who engage in qualitative research value an inductive style, a focus on individual meaning, and the portrayal of complex situations. Quantitative data in research are typically numerical and analyzed using statistical procedures, including the conversion of verbal data to a numerical form through a scoring process (Ary, Jacobs, Sorensen, & Razavieh, 2010).

As we mentioned above, we clearly set two examples in our article to incorporate both qualitative and quantitative methods for data collection, therefore employing more accurate reports and surveys.

RESULTS.

In this part of our article, you can see the surveys based on mixed methods, which we use some AI speaking tools (ELSA & Kialo Edu) to improve our speaking skills without a real teacher and find alternative ways to learn second language culturally. ELSA (English Language Speech Assistant) works by the help of AI technology, which gives a hand for learners to be able to speak in English. It usually gives instant feedback, helps students learn independently, and gain confidence in speaking in front of the audience. Kialo Edu is one of the online platforms that is well-established for critical thinking, online debate with foreign people and intercultural debate. This platform opens a door for people to work collaboratively and look up to the communication across different perspectives.

Survey 1. Using ELSA and Kialo Edu for learning languages autonomously & interculturally.

Section 1. Participant's general information:

1. Your age:

- 18-24
- 25-34
- 35-44
- 45 and older

2. Which language are you learning?

- English
- French
- Russian
- Others

3. How would you rate your language level?

- Beginner
- Intermediate
- Advanced
- Proficient

Section 2. ELSA app:

4. How frequently do you use ELSA app?

- Daily
- Weekly
- A few times a month
- I have never used it

5. How effective do you find ELSA app for learning autonomously?

- Very effective
- Effective
- Moderately effective
- Not effective

6. What feature of ELSA app do you find most engaging?

- Automatic pronunciation analysis
- Personalized exercises
- Progress tracking
- Interactive learning materials
- Other (please specify)

Section 3. Kialo platform:

7. For what purposes do you use the Kialo platform?

- Discussing issues
- Intercultural communication
- Language learning
- Others

8. How would you rate the quality of communication on platform Kialo Edu?

- Very effective
- Effective
- Moderately effective
- Nor effective

9. What are the advantages of intercultural communication on Kialo platform?

- Learning about new cultures
- Discussing global issues
- Using the language in real life
- Others

Section 4. Language learning and Intercultural learning.

10. Do you think the ELSA app and Kialo platform help improve both learning and intercultural communication?

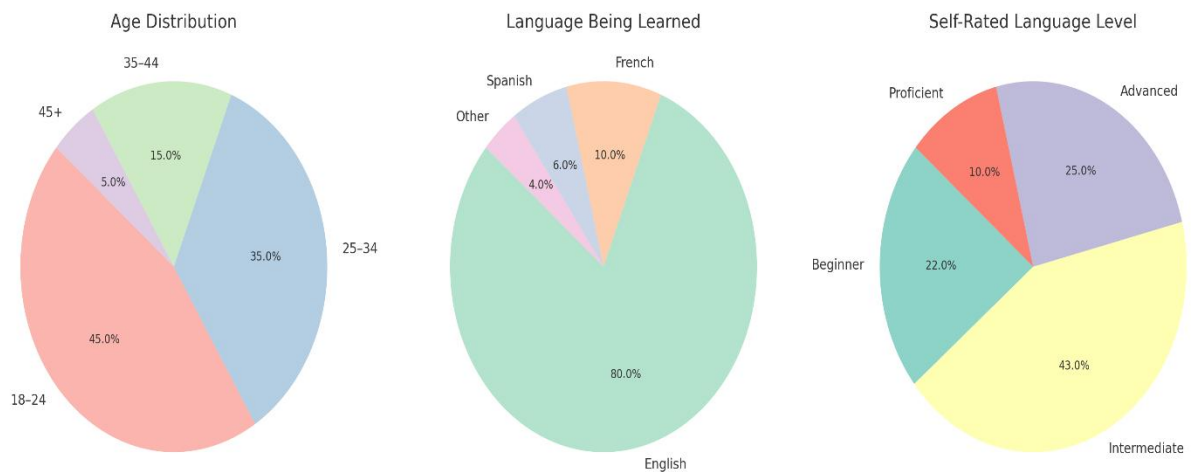
- They help a lot
- They help moderately
- They help a little
- They don not help

11. In your opinion, what other online tools could be useful for improving language and intercultural communication?

⇒ Open-ended answer

12. Do you have any additional suggestions for improving language learning and intercultural communication using apps and online platforms?

⇒ Open-ended answer



Kialo Platform Use Purposes

Purpose	Percentage (%)
Discussing issues	60
Intercultural communication	52
Language learning	40
Other	8

In these reports you can see how the Kialo and ELSA app are being used by people to learn languages at home at any time with the help of Internet.

DISCUSSION.

The findings of that study highlight the role of modern technology in today's developing world. Survey data revealed that a significant number of learners (35%) use the ELSA app daily, with 78% rating it as "effective" or "very effective." The app's pronunciation analysis and personalized exercises were cited as the most engaging features, suggesting that AI-based feedback and tailored learning pathways are highly valued by language learners.

Similarly, the Kialo platform was mainly used for discussing global issues and intercultural communication. Over half of the participants (52%) reported using Kialo specifically for intercultural exchange, with many appreciating its role in real-life communication and exposure to diverse perspectives. This aligns with current literature that emphasizes the importance of authentic interaction in language acquisition and cultural competence development. A large majority of respondents (85%) agreed that both tools support not only language improvement but also intercultural communication. This confirms the complementarity of language-focused (ELSA) and communication-focused (Kialo) platforms in delivering a holistic language learning experience. These findings are in line with previous studies by Stockwell (2010) and Godwin-Jones (2011), who argued that mobile technologies can bridge linguistic and cultural gaps when properly integrated.

CONCLUSION.

This study, in conclusion, demonstrates that mobile applications such as ELSA and Kialo Edu offer significant opportunities for enhancing both autonomous language learning and intercultural communication. The majority of participants found these tools effective in improving pronunciation, building confidence, and encouraging real-life communication across cultures. The combination of AI-driven feedback in ELSA and critical discussion opportunities in Kialo creates a dynamic environment for language learners. The use of mixed research methods allowed for a deeper understanding of both the measurable outcomes and the personal experiences of learners. Integrating mobile technologies into curriculum design and teacher training may help educators better support students in developing language skills and cultural awareness, ultimately preparing them for effective global communication.

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