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AVIATION ENGLISH MAJORS' PERCEPTIONS OF THE USE OF AI-BASED LANGUAGE LEARNING TOOLS IN SELF-PRACTICE ENGLISH SPEAKING SKILLS

Artificial Intelligence (AI) has been proved to radically enhance the quality and personalization of language education. Motivated by the growing integration of AI technologies into English learning and the need for research on learners'perceptions of their effectiveness, this study investigated how tertiary English majors perceived the application of AI-based language learning tools in English speaking self-practice. Employing a quantitative research method, the study was conducted with the participation of 161 students specializing in Aviation English at Vietnam Aviation Academy. Quantitative data on the participants'perceptions of using AI-powered software for self-regulated English speaking practice were collected using online questionnaires. The results showed that most participants strongly agreed that AI-enhanced resources provided them with personalized learning experiences and real-time feedback. However, they also identified drawbacks, including technical issues and the limited real-life applicability of examples generated by the applications. More importantly, the research detailed specific benefits and limitations of each tool investigated, as perceived by the students. These findings are expected to help any students who wish to improve their English speaking competence choose the AI software that best suits their needs and conditions to achieve their targeted goals in English learning.

Key words: AI tools, English speaking skills, language learning tools, self-regulated

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