

USE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH PRONUNCIATION

Petrova O.

Lecturer at the Department of Modern English Teaching Practices,
Cherkasy National University, Cherkasy, Ukraine

Rudakova L.

Associate Professor at the Department of Modern English Teaching Practices,
Cherkasy National University, Cherkasy, Ukraine

In Ukraine, due to the COVID-19 pandemic and Russia's war of aggression, in-person instruction at educational instruction has been disrupted on multiple occasions. Due to the transition to remote instruction methods, the use of AI has become particularly relevant when it comes to teaching learners different aspects of the English language as a second (L2) or a foreign language (EFL), phonological acquisition in particular.

The use of AI offers comprehensive assistance across all stages of teaching phonological accuracy. Learners can record their speech, the AI algorithms analyze it, and correct the mistakes made by learners [2]. This approach helps to correct the pronunciation of sounds that are especially different for foreign language learners relating to the use of suffixes such as “-s” and “-ed”, the sounds /v/, /w/, /b/, /p/, /θ/, /ð/, /ŋ/, /æ/, and diphthongs /aɪ/, /ɔɪ/, /əʊ/, /eə/, /ʊə/ [1].

The second advantage of using AI for training and correcting pronunciation of learners is the individualized approach that characterizes it. It allows learners to focus on pronouncing sounds and words, stress and intonation that are particularly difficult for them by analyzing the specific mistakes they make [3]. Thus, the use of resources such as Rosetta Stone and Elsa Speak makes it possible for learners to identify their occasional errors or inaccuracy, and shows the ways how to improve their pronunciation.

Finally, the use of AI in pronunciation education allows a more comfortable learning environment for learners. When practicing their pronunciation with AI tools, learners can work in the comfort of their own homes, avoiding awkwardness resulting from making mistakes in front of teachers or other learners.

Overall, AI can be a game-changer when it comes to learning the phonetics of the English language although the models are still imperfect and overreliance on them can diminish the learners' learning progress.

List of references

1. Al Mukhallafi, T.R. (2020). Using Artificial Intelligence for Developing English Language Teaching/Learning: An Analytical Study from University Learners' Perspective. *International Journal of English Linguistics*, 10(6), 40. Retrieved from <https://doi.org/10.5539/ijel.v10n6p40> [in English].

3. Kazu, İ.Y., & Kuvvetli, M. (2023). The Influence of Pronunciation Education via Artificial Intelligence Technology on Vocabulary Acquisition in Learning English. *International Journal of Psychology and Educational Studies*, 10(2), 480-493. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1382350.pdf> [in English].

3. Phuong, T.T.H. (2021). Who Should Teach English Pronunciation? Voices of Vietnamese EFL Learners and Teachers. *Journal of Asia TEFL*, 18(1), 125–141. Retrieved from <https://www.dbpia.co.kr/journal/articleDetail?nodeId=NODE10649594> [in English].