IRSTI 16.01.45
DOI: https://doi.org/10.47344/r7bksa52

S. Penkina[1], Z. Koksheeva[1], M. Akmambetova[2]*
[1]Yessenov University, Aktau, Kazakhstan
[2]Astrakhan State University, Astrakhan, Russia
*e-mail: sona.penkina@yu.edu.kz

FIRST-YEAR STUDENTS' LEARNING EXPERIENCES WITH THE AI-POWERED APP IN AN ENGLISH LANGUAGE COURSE AT A KAZAKHSTANI UNIVERSITY

Abstract. In recent years, Kazakhstan's education policy has chosen trilingualism as the focus for nation development. However, the rapid growth of technologies and artificial intelligence has placed new opportunities in the educational sector. Thus, educational institutions tend to personalise the learning process by incorporating AI-powered applications into curricula. This study investigates how first-year students in a Kazakhstani university experience the AI-powered application within the blended learning format. Despite the focus on improving English language proficiency and early English language exposure, universities face a gap between students' school transcript grades and actual knowledge. Many students enter universities with a language proficiency different from the one approved in the school transcript. Traditional classroom-based instruction alone often struggles to meet these diverse needs, prompting institutions to explore new modalities that can offer adaptive, personalised learning pathways. AI-driven language learning applications such as NeoStudy appear promising in this regard, yet little empirical evidence exists on how first-year students in Kazakhstani universities actually perceive, use, and benefit from such tools.

Keywords: AI, AI-powered application, English language teaching, first-year students, language application, EFL classroom, blended learning

Introduction

Artificial Intelligence (AI) is a subdivision of computer science that employs algorithms and machine learning techniques to emulate or mimic human intelligence (Helm et al., 2020). Since its development, many fields tend to incorporate the AI into their activities, including educational sector. Within the educational context, the use of artificial intelligence is aimed at supporting learners' environment. These contemporary educational technologies are being progressively incorporated into classroom practices, promoting speech and semantic recognition, image recognition, augmented and virtual reality, machine learning, brain neuroscience, quantum computing, and blockchain solutions. A growing number of AI-driven educational tools are currently being adopted in the USA and European countries (Yufeia et al., 2020). For the last three years, Kazakhstan has been implementing AI and Digitalization as one of the key vectors of government development.

Considerable progress toward AI implementation has been achieved over the past 25 years. Some research have been conducted to determine the students' perspectives or implementation challenges whereas Kazakhstani scholars begin to explore AI integration into education.

In September 2025, The President of the Republic of Kazakhstan, Kasym-Zhomart Tokayev addressed a message to the country about the AI in the era of digital transformation. More systematic AI integration into curriculum has become an educational trend since 2025 after the President's statement of digitalization and educational achievements (Tokayev, 2024). However, since the topic is relevantly novice, there is lack of research on students' achievements and perspectives while using the AI-powered English language applications in Kazakhstan.

Thus, this study aims to explore the students' experiences on using AI-powered application as a tool of learning English as a foreign language.

There are several studies that highlighted the negative impact on students' achievements and education (Basha, 2024; Rahman et al., 2023) that adds confusion and contradictory conclusions.

The above mentioned inconsistencies give us the overarching research question: How do Kazakhstani students feel about integrating the AI-powered applications into formal learning? This research question assumes to search the answers for the following research questions:

1) What opportunities do students have when using the application for EFL learning?
2) What challenges do students experience in an AI-enhanced classroom?
3) Is there any relationship between the students' academic achievements and the amount of time allocated for AI-enhanced learning?

While some research were focused on the challenges teachers face while introducing the AI in their classrooms (Weber, 2024; Kalra, 2024) or general impact on education (Rahman et al., 2023; Kalra, 2024) there is still lack of research of students' perspectives and their academic results in Kazakhstan. The present study will contribute to the current real-word problem. The current body of knowledge will receive some theoretical conceptualization of the current educational paradigm in high schools. In addition, the findings will be useful for university educators to determine the EFL methodology in the era of digitalization.

Practically, the study will inform stakeholders including policymakers, university teachers and educators about the effect of the AI-powered applications on the students' well-being, achievements and the learning process in general.

This formed the theoretical and practical significance of the study. The central phenomenon of the article is the perspectives of students using the AI in their EFL learning.

Materials and methods

To contribute theoretically to the current body of literature describing the Kazakhstani context, the literature review was conducted. The materials studied can be divided into three major groups:

1) legislative documents regulating Kazakhstani educational process and addressing the AI issues in the country;
2) scientific articles discussing the current situation in the world;
3) articles describing the Kazakhstani context and reviewing the situation in the country.

The research is under the mix-method approach, utilizing surveys and interviews. Within the research, 300 students were purposefully selected to take a survey. We expect the selection is "information-rich" (Patton, 2002) which is discussed in the following section. The students are first-year students of a regional university in Kazakhstan. The following table depicts the range of participants.

Table 1

Participants

Variable	Category	n	%
Gender	Female	178	59.3
	Male	122	40.7
Age	17–18	94	31.3
	19–20	206	68.7
Faculty / Specialization	STEM disciplines	142	47.3
	Social sciences	88	29.3
	Humanities	70	23.4
English proficiency (entry level)	A1–A2	116	38.7
	B1	138	46.0
	B2 and above	46	15.3
Experience with AI-	Yes	185	61.7

based learning tools			
	No	115	38.3
Mode of study	Full-time	300	100

Among the 300 students, for the interview stage, 10 students took part in a deeper analysis to get some insights during the interviews.

The respondent-centered approach (Smyth, 2017) was used when designing the questionnaire. The research questions formed the direction of the survey, driving the questions towards the students' experiences, feelings, and thoughtful statements. A common model of responding to a survey assumes that participants have several steps to complete it. We avoid linear way of responses giving the participants an opportunity to go back and forth through the questions. This is used in case the respondents tend to add/omit some ideas or give extra relevant information. A five-point Likert scale was used (1 = strongly disagree, 5 = strongly agree).

Careful question wording aims at ensuring the participants comprehend the question correctly. We avoid negative language and reverse scoring in the survey giving preference to positive language as negative words are more difficult to process cognitively, which leads these items to take longer to answer and leads to misresponses (Swain et al., 2008).

To make the process for respondents as easy as possible, the questions were thoroughly divided into blocks containing one main idea, e.g., Background; Feedback; Collaboration with Peers, etc. A special online survey platform was used to ensure accurate analysis and anonymity for students.

After collecting and analyzing data from the responses, 10 students were selected according to their academic performance and initial language proficiency. A semi-structured interview was conducted. The interviews were recorded after getting an agreement.

Ethical Considerations

This study was conducted in accordance with established ethical standards for research involving human participants. Ethical approval for the study was obtained from the institutional review board of the university prior to data collection. All participants were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without any negative consequences.

Informed consent was obtained from all participants before they took part in the survey and interviews. Participation in the online survey was anonymous, and no personally identifiable information was collected. For the interview stage, participants provided additional consent for audio recording. All data were stored securely and used exceptionally for research purposes.

Results and Discussion

According to the new educational policy of the university, all the first-year students entering in September 2025 academic year have a blended format of learning English. The English language subject is taught in the following way: one academic hour per week is devoted to face-to-face learning with a facilitator, and one hour per day is supposed to be spent online. An EFL teacher supports a group of 20-25 students promoting mostly speaking activities.

Students were instructed to register using their university email and to take the Placement Test (hereinafter, PT). Based on the PT results, 75% of students got the lowest possible Language Proficiency level – PreA1. 25% of students got A1 and higher levels. Among them 52 students were assigned the B1 and higher language proficient levels which accounted for 2.5%. Below is the Table 2, indicating the PT results of 1986 students.

Table 2

Placement Test Results of First-Year Students

Language proficiency level	n	%
Pre-A1	1490	75.0

A1, A1+	323	16.3
A2, A2+	121	6.1
B1 and higher	52	2.6
Total	1986	100

After defining the students' level, the AI-powered application team divided students into groups according to their level. The teachers for these groups were also tested and assigned based on the PT results, e.g. the teacher who got the C1 certificate became responsible for B1 and higher level groups whereas the B1-certified teacher got A1-level groups.

Following the 15 weeks of the first semester, students attended classrooms and completed activities using their smartphones and tablets. They were expected to work approximately 6 hours a week which means 60 minutes a day with one day off. During the hour, if the activities are done correctly and student is motivated to finish the task, they could earn 3000 points, resulting in 18000 points per week. In fact, many students had many challenges which is reported in the interview section. The foregoing table indicates the rate of students having positive or negative experience using the application:

Table 3

Students' Experience Using an AI-Powered Language Learning Application (n = 1623)

Experience category	Indicator	n	%
Positive experience	Improved vocabulary and grammar	612	37.7
	Personalized pace of learning	458	28.2
	Increased motivation and engagement	401	24.7
	Immediate feedback and error correction	352	21.7
	Convenience and flexibility of use	689	42.4
Negative experience / Challenges	Technical issues (connectivity, access)	519	32.0
	Difficulty understanding instructions	476	29.3
	Lack of speaking practice / human interaction	688	42.4
	Monotony or repetitive tasks	391	24.1
	Low self-discipline / irregular use	734	45.2
Overall perception	Predominantly positive experience	987	60.8
	Mixed experience	416	25.6
	Predominantly negative experience	220	13.6

The survey had only one mandatory question about the eligibility to take the survey, i.e. 'Are you a first-year students of the N University taking the English language course through the X application?'. The students who answered 'Yes' could continue choosing the questions they wanted

to respond. The aim of this chosen methodology was not to force students and to give them time to think and opportunity to choose so tat they would not drop off the survey.

At the end of the survey a blank space was offered for students to give some feedback including recommendations or questions they could have. Among 1986 students only 211 students filled in the field. 100% of this feedback was positive and, after semantic analysis, could be divided into four large blocks supporting with the following statements. Almost the half of responses (46%) were about students' growing confidence and autonomy. The 23% indicated their growing competency in one of the language skills – listening while 31% responded they felt motivated to learn English.

The values presented in Table 4 are based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The mean scores indicate the overall level of student agreement with each statement, while the standard deviation (SD) reflects the variability of responses.

The results demonstrate generally positive student perceptions of blended learning. The highest mean score (M = 4.34, SD = 0.65) was observed for the statement related to face-to-face sessions supporting speaking confidence, indicating strong agreement and relatively consistent responses among participants. Similarly, the statement on independent learning showed a high level of agreement (M = 4.12, SD = 0.71), suggesting that students perceive AI-supported learning as beneficial for developing autonomy.

Lower mean values, such as for motivation to learn English online (M = 3.76, SD = 0.89), indicate more moderate agreement and greater variation in responses. This suggests that while many students feel motivated, this perception is less consistent across the sample.

Table 4

Students' Self-Reported Perceptions of Blended EFL Learning (n = 211)

Statement	Mean	SD
Blended learning helps me practice English more independently	4.12	0.71
AI-based tools support my listening skills	3.98	0.83
I feel motivated to learn English online	3.76	0.89
Face-to-face sessions support my speaking confidence	4.34	0.65

In Kazakhstani universities students who did not pass the entering test (Unified National Test after school) have an opportunity to be enrolled in the beginning of September and start their academic year with other students. However, they must pass the UNT later. For this reason, these students were conditionally enrolled into the university and took English in a traditional method. We asked 115 students about their motivation, confidence, and autonomy – the topics emerged from the previous block, and compared their answers with those who were taking the EFL course using the AI-powered application in the blended format:

Table 5

Comparison of Students With and Without AI Experience

Variable	AI experience (n=115)	No AI experience (n=115)
Motivation (Mean)	4.08	3.52
Confidence in English	3.91	3.40
Willingness to self-study	4.20	3.65

Figure 1

Daily time spent on online English learning

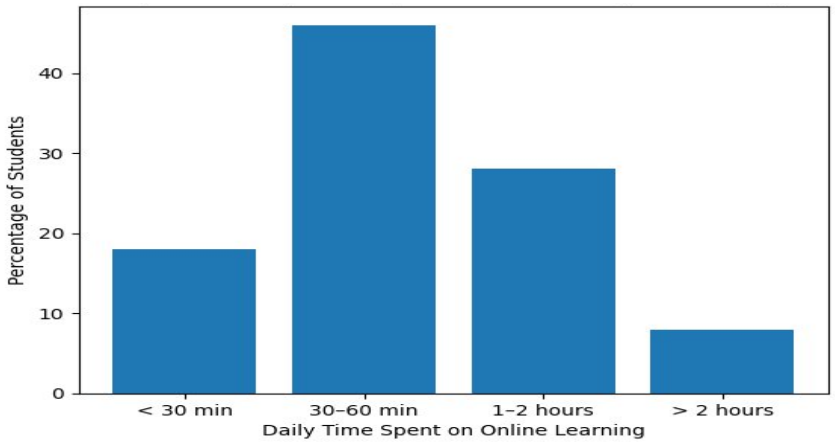

Figure 1 highlights variations in students' engagement with online learning, suggesting differences in self-regulation skills among first-year students. Students who reported prior experience with AI-based learning tools demonstrated higher levels of motivation, confidence in English, and willingness to engage in independent study. This finding supports the assumption that familiarity with digital learning environments plays a significant role in successful AI-enhanced learning.

The data presented in Table 3 reveal a generally positive perception of the AI-powered application among students. More than 60% of respondents indicated a predominantly positive experience, emphasizing convenience, flexibility, and personalized learning pace. These findings align with international studies suggesting that AI-driven platforms support personalized learning and adaptive feedback mechanisms (Chaudhry & Kazim, 2021; Holmes et al., 2019; Zawacki-Richter et al., 2019). At the same time, a considerable proportion of students reported challenges related to self-discipline, lack of speaking practice, and technical difficulties.

One of the most frequently reported challenges was the lack of meaningful oral interaction. While AI-powered applications effectively support receptive skills such as listening and vocabulary acquisition, they appear less effective in developing productive speaking skills. This limitation was partially compensated by face-to-face sessions with EFL teachers, which students rated highly in terms of improving speaking confidence (Table 4). This result confirms the importance of blended learning models, where AI tools complement but do not replace human interaction.

The qualitative interview data further support these findings. Students noted that the application helped them "practice English every day without pressure," but also emphasized the need for teacher guidance and live communication. Several interviewees reported that without external monitoring and encouragement, they tended to postpone or skip online activities, which explains the high percentage of students reporting low self-discipline. This suggests that AI-powered learning requires strong scaffolding and clear expectations, particularly for first-year students transitioning from school to university learning environments.

At the same time, the challenges identified in this study, including lack of speaking practice, technical issues, and low self-discipline, align with earlier findings emphasizing the limitations of AI in developing communicative competence (Fazilova, 2025). Research suggests that while AI systems are effective for structured and receptive tasks, they are less capable of replicating authentic human interaction, which is essential for language development. This supports the argument that AI should be integrated as a supplementary rather than a primary instructional tool.

Another important finding relates to learner autonomy. Nearly half of the students who provided open-ended feedback highlighted increased confidence and independence in learning English. This supports the view that AI-based applications can foster learner autonomy by allowing students to control the pace, time, and sequence of learning activities. However, autonomy was not equally developed among all participants. Students with lower initial language proficiency and limited digital experience struggled more with self-regulation, which affected their overall performance.

From an academic achievement perspective, the findings suggest a possible relationship between time spent on the application and students' perceived progress; however, no statistical testing was conducted to confirm this association. Students who regularly completed tasks accumulated more

points and reported higher confidence levels, yet this did not always translate into immediate measurable gains in speaking proficiency. This finding reinforces the idea that AI-based tools are most effective when integrated into a broader pedagogical framework that includes formative assessment, teacher feedback, and communicative practice. The observed increase in learner autonomy among students corresponds with previous studies highlighting the role of digital technologies in fostering self-directed learning (Myrzabek et al., 2025). However, the variability in students' engagement indicates that autonomy is not automatically developed through technology use alone. Consistent with prior research, effective development of self-regulated learning requires guidance, structure, and pedagogical support.

The findings indicate that a majority of students reported a positive experience using the AI-powered application, particularly highlighting flexibility, personalized learning pace, and immediate feedback. These results are consistent with previous international research demonstrating that AI-driven platforms enhance adaptive learning and learner engagement (Chaudhry & Kazim, 2021; Zawacki-Richter et al., 2019). Similar patterns have been observed in higher education contexts, where AI tools support individualized learning trajectories and promote autonomous learning behaviors.

Overall, the results demonstrate that AI-powered EFL learning can be a valuable component of higher education, provided that it is implemented thoughtfully and supported by pedagogical guidance. The findings also highlight the risk of over-reliance on technology without addressing students' emotional, motivational, and social needs. The findings of this study both support and extend existing research on AI in education. While the benefits of personalization and flexibility are consistent with international literature, the results provide context-specific insights into the Kazakhstani higher education system, where students face additional challenges related to digital literacy and self-regulation. This suggests that the effectiveness of AI integration is highly dependent on contextual factors, including institutional support, pedagogical design, and students' readiness for autonomous learning.

Conclusion

This study examined Kazakhstani first-year university students' experiences with an AI-powered English language learning application within a blended learning model. The findings indicate that while the majority of students perceive AI-enhanced learning positively, significant challenges remain, particularly related to self-discipline, speaking practice, and technical accessibility.

The results suggest that AI-powered applications are effective in supporting receptive language skills, learner autonomy, and motivation when combined with face-to-face instruction. However, they cannot fully replace the role of the teacher in facilitating communication, providing emotional support, and scaffolding learning processes. Blended learning emerges as a balanced approach that maximizes the strengths of both AI technologies and traditional classroom instruction.

From a practical perspective, universities implementing AI-based EFL programs should focus on developing clear guidelines for students, providing continuous teacher support, and integrating communicative tasks that foster speaking skills. Additionally, attention should be paid to students' digital literacy and self-regulation skills, especially at the initial stage of university education.

The study contributes to the limited body of research on AI in education within the Kazakhstani context and offers empirical evidence on students' perspectives and learning experiences. Future research could explore longitudinal effects of AI-based learning on language proficiency, compare different AI platforms, and examine teachers' perspectives on AI integration in EFL instruction.

Conflict of interest

Author declares there is no any financial/personal conflict of interest or belief that could affect their objectivity.

References

Basha, Y. J. (2024). The negative impacts of AI tools on students in academic and real-life

performance. *International Journal of Social Sciences, 1*(3), 1–16. https://doi.org/10.51470/IJSSC.2024.01.03.01

Chaudhry, M. A., & Kazim, E. (2021). Artificial intelligence in education (AIEd): A high-level academic and industry note. *AI and Ethics, 1*(4), 1–7. https://doi.org/10.1007/s43681-021-00074-z

Helm, J. M., Swiergosz, A. M., Haeberle, H. S., Karnuta, J. M., Schaffer, J. L., Krebs, V. E., Spitzer, A. I., & Ramkumar, P. N. (2020). Machine learning and artificial intelligence: Definitions, applications, and future directions. *Current Reviews in Musculoskeletal Medicine, 13*, 69–76. https://doi.org/10.1007/s12178-020-09620-7

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.

Kalra, R. (2024). Exploring teachers' perceptions toward the integration of AI tools in the language classroom. *NIDA Journal of Language and Communication, 29*(45), 21–36.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage Publications.

Rahman, B. A., Rodzi, Z. M., Razali, I. N. B., Mohamad, W. N., Nazri, I. S. B. M., & Al-Sharqi, F. (2023). Breaking the illusion: The reality of artificial intelligence's (AI) negative influence on university students. In *2023 4th International Conference on Artificial Intelligence and Data Sciences (AiDAS)* (pp. 194–199). IEEE. https://doi.org/10.1109/AiDAS60501.2023.10284674

Smyth, J. D. (2017). Designing questions and questionnaires. In P. V. Marsden & J. D. Wright (Eds.), *The SAGE handbook of survey methodology* (pp. 218–235). SAGE Publications Ltd. https://doi.org/10.4135/9781473957893

Swain, S. D., Weathers, D., & Niedrich, R. W. (2008). Assessing three sources of misresponse to reversed Likert items. *Journal of Marketing Research, 45*, 116–131.

Tokayev, K.-J. K. (2024). *Kazakhstan in the era of artificial intelligence: Current challenges and solutions through digital transformation (Address to the people of Kazakhstan)*. Office of the President of the Republic of Kazakhstan. https://www.akorda.kz/ru/poslanie-glavy-gosudarstva-kasym-zhomarta-tokaeva-narodu-kazahstana-kazahstan-v-epohu-iskusstvennogo-intellekta-aktualnye-zadachi-i-ih-resheniya-cherez-cifrovuyu-transformaciyu-885145

Weber, D. (2024). *AI in the classroom: Teachers' views on artificial intelligence* (Dissertation). Uppsala University. https://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-541201

Yufei, L., Saleh, S., Jiahui, H., & Syed Mohamad Syed, S. (2020). Review of the application of artificial intelligence in education. *International Journal of Innovation, Creativity and Change, 12*, 548–562.

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education. *International Journal of Educational Technology in Higher Education, 16*(39). https://doi.org/10.1186/s41239-019-0171-0

Пенкина С.[1*], *Көкшеева З*[1], *Акмамбетова М*[2]
[1]Yessenov University, Ақтау, Қазақстан
[2]Astrakhan State University, Астрахань, Ресей Федерациясы
[*]e-mail: sona.penkina@yu.edu.kz

ҚАЗАҚСТАН УНИВЕРСИТЕТІНДЕГІ АҒЫЛШЫН ТІЛІ КУРСЫНДА ЖАСАНДЫ ИНТЕЛЛЕКТКЕ НЕГІЗДЕЛГЕН ҚОСЫМШАНЫ ПАЙДАЛАНУ БОЙЫНША БІРІНШІ КУРС СТУДЕНТТЕРІНІҢ ОҚУ ТӘЖІРИБЕСІ

Аңдатпа. Соңғы жылдары Қазақстанның білім беру саясаты ұлттық дамудың басым бағыттарының бірі ретінде үштілділікке басымдық беруде. Сонымен қатар технологиялар мен жасанды интеллекттің қарқынды дамуы білім беру саласында жаңа мүмкіндіктер ашуда.

Осыған байланысты жоғары оқу орындары оқу үдерісін дербестендіру мақсатында жасанды интеллектке негізделген қосымшаларды оқу бағдарламаларына енгізуге ұмтылуда. Бұл зерттеуде қазақстандық университеттің бірінші курс студенттерінің аралас оқыту форматында AI-қосымшаны пайдалану тәжірибесі қарастырылады. Ағылшын тілін меңгеру деңгейін арттыруға және ерте тілдік даярлыққа ерекше назар аударылғанымен, университеттер мектеп аттестатындағы бағалар мен студенттердің нақты білім деңгейі арасындағы алшақтық мәселесіне тап болады. Көптеген студенттер жоғары оқу орнына құжатта көрсетілген деңгейден өзгеше тілдік дайындықпен келеді. Дәстүрлі аудиториялық оқыту барлық студенттердің әртүрлі қажеттіліктерін толық қанағаттандыра алмайды, сондықтан білім беру ұйымдары бейімделген және дербестендірілген оқыту жолдарын іздестіреді. NeoStudy сияқты жасанды интеллектке негізделген тіл үйрету қосымшалары болашағы зор құралдар ретінде қарастырылғанымен, қазақстандық университеттердің бірінші курс студенттері мұндай құралдарды қалай қабылдайтыны, пайдаланатыны және олардың тиімділігін қалай бағалайтыны жөнінде эмпирикалық деректер жеткіліксіз.

Түйін сөздер: жасанды интеллект, AI-қосымша, ағылшын тілін оқыту, бірінші курс студенттері, тілдік қосымша, EFL аудиториясы, аралас оқыту

Пенкина С.[1], Кокшеева З[1], Акмамбетова М[2]*
[1]Yessenov University, г. Актау, Казахстан
[2]Astrakhan State University, г. Астрахань, Российская Федерация
[*]e-mail: sona.penkina@yu.edu.kz

ОПЫТ ОБУЧЕНИЯ СТУДЕНТОВ ПЕРВОГО КУРСА С ИСПОЛЬЗОВАНИЕМ ПРИЛОЖЕНИЯ НА ОСНОВЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В КУРСЕ АНГЛИЙСКОГО ЯЗЫКА В УНИВЕРСИТЕТЕ КАЗАХСТАНА

Аннотация. В последние годы образовательная политика Казахстана ориентирована на развитие трилингвизма как одного из приоритетов национального развития. Вместе с тем стремительное развитие технологий и искусственного интеллекта открывает новые возможности для образовательного сектора. В связи с этим высшие учебные заведения стремятся персонализировать процесс обучения путем интеграции приложений на основе искусственного интеллекта в учебные программы. В данном исследовании рассматривается опыт студентов первого курса казахстанского университета по использованию AI-приложения в условиях смешанного обучения. Несмотря на акцент на повышение уровня владения английским языком и раннее языковое обучение, университеты сталкиваются с разрывом между оценками в школьных аттестатах и реальным уровнем знаний студентов. Многие первокурсники поступают с уровнем владения языком, не соответствующим заявленному в документах. Традиционное аудиторное обучение не всегда способно удовлетворить разнообразные образовательные потребности студентов, что побуждает вузы искать адаптивные и персонализированные форматы обучения. Приложения для изучения языка на основе искусственного интеллекта, такие как NeoStudy, демонстрируют значительный потенциал, однако эмпирических данных о том, как студенты первого курса казахстанских университетов воспринимают, используют и оценивают эффективность таких инструментов, пока недостаточно.

Ключевые слова: искусственный интеллект, AI-приложение, обучение английскому языку, студенты первого курса, языковое приложение, EFL-аудитория, смешанное обучение

Received 5 March 2025