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Impact of AI-Based Educational Practices on Student Motivation in English Language Learning

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Despite the growing body of research on the pedagogical aspects of machine translation and ChatGPT in language learning, concerns have been raised about students relying on machine translation to avoid language learning and about ChatGPT increasing the risk of plagiarism and cheating. These concerns may be attributed in part to students' lack of literacy about machine translation and ChatGPT, including their strengths and limitations, their mechanisms, and effective applications for language learning. Therefore, this study conducted a literacy program on machine translation and ChatGPT for Japanese university students majoring in English, with the aim of exploring the impact of acquiring machine translation and ChatGPT literacy on students' motivation to learn English. The literacy program was conducted for a total of 14 sessions (once a week, 90 minutes per session), with surveys conducted at the first and last sessions. The surveys encompassed intrinsic/extrinsic motivation for learning English, willingness to continue learning English even after the development of machine translation and artificial intelligence (AI), what they were able to do regarding machine translation and ChatGPT, and their level of satisfaction. The results showed that, although not statistically significant, this literacy program tended to enhance students' willingness to continue learning English even after development of machine translation and AI, as well as their *intrinsic motivation* and *identified regulation* for learning English. Simultaneously, there was a reduction in their *amotivation*, although this did not show statistical significance as well. This study will further explore the factors within the program that contributed to these observed changes.

Keywords

Machine Translation, Artificial Intelligence, Language Learning, Motivation

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