

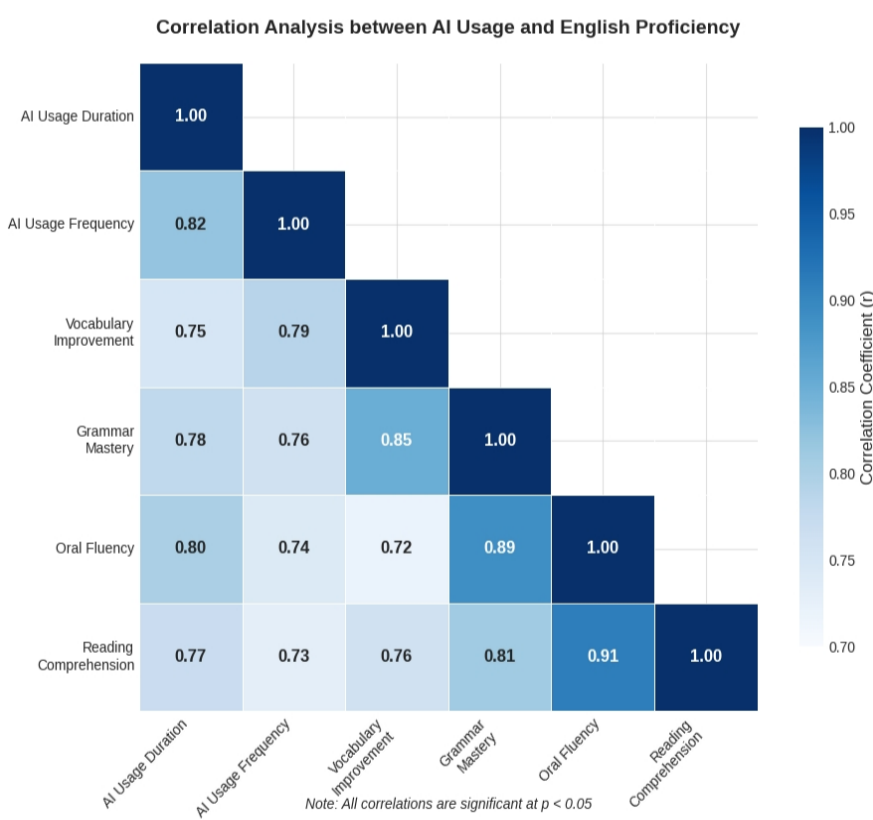
Could AI serve as an accelerator in the English language learning process?

Or a walking stick?

Introduction

Generative AI has been increasingly applied in education context, showing great potential in foreign language learning. While existing research has explored ChatGPT in education, there is a significant gap in understanding how Chinese foreign language learners use locally developed generative AI for English learning. (eg. *Doubao, Deepseek and Kimi* ect.)

This study aims to understand AI technology from Chinese English learners' perspective and offer new insights and pathways for Chinese and global educational settings to guide and integrate AI into English education.



Key Findings

AI Usage & English Skills

AI usage duration and frequency are significantly positively correlated with English skills improvement.

Universal Empowering Effect

The empowering effect of AI is universal across different student groups, showing no significant group differences.

Perception of AI Effectiveness

Students' perception of AI effectiveness is at a moderate to low level, indicating a need for better guidance.

Hypotheses

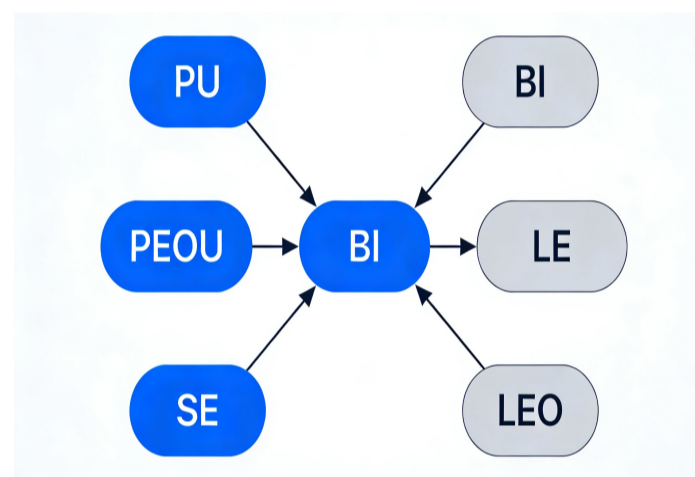
H1: AI usage intensity (duration/frequency) is positively related to English skills improvement.

H2: PU positively influences BI.

H3: PEOU positively influences BI.

H4: SE positively influences BI.

H5: BI positively influences LE, which in turn positively influences LEO.



Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Self-Efficacy (SE), AI Usage Intention (BI), Learning Engagement (LE), English Learning Outcomes (LEO).

Research Design

A questionnaire survey of 250 undergraduate students was conducted to preliminarily examine the impact of Chinese GenAI technologies on their English learning.

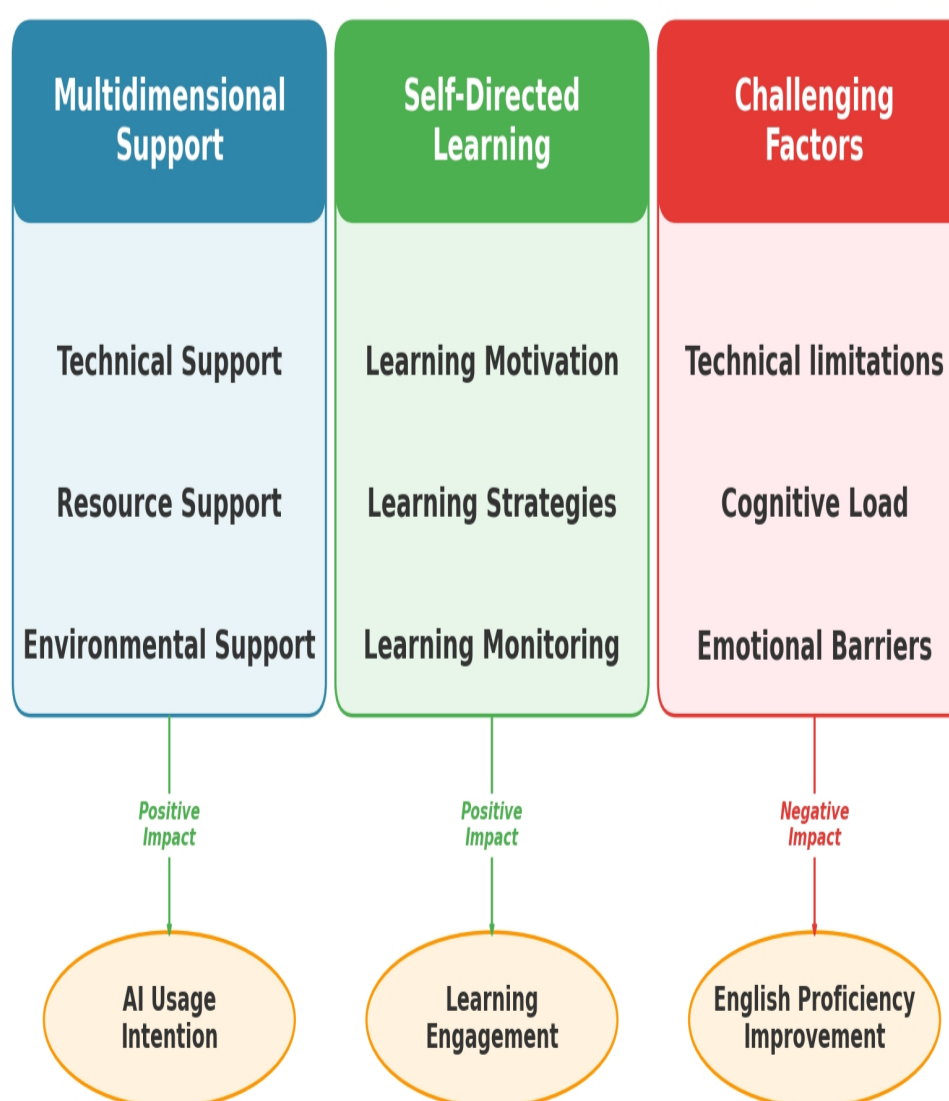
Semi-structured interviews with 10 undergraduates, to explore an in-depth analysis of how GenAI technologies alters students' learning behaviors and challenges they face when they are using AI tools.

Conclusion

This study enriches the theoretical model of AI-empowered language learning and validates the Technology Acceptance Model (TAM) and Theory of Planned Behavior (TPB).

It provides meaningful guidance for educators and educational institutions worldwide to effectively apply AI tools in English education contexts, thereby improving learning outcomes and promoting the development of high-quality tools that further enhance learners' English learning performance.

Discussion



Theoretical Framework: Factors Influencing AI-Assisted English Learning

References

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Conflict of Interest

The authors declare no conflicts of interest.

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