

The Role of AI-assisted Tools in Turkish Language Acquisition among Syrian Multilingual Pharmacy Students in Northern Cyprus

Farida Mohammad Aboud¹, Asmaa Ahmed Dunia², Mervat Fayez Alnaji³, Omar Mohammad Abboud⁴

1- Department of English Language Teaching, Ada Kent University, Famagusta, 99628, Northern Cyprus

2- Department of Gender Studies, Eastern Mediterranean University, Famagusta, 99628, Northern Cyprus

3- Department of Information and Communication Technologies in Education, Eastern Mediterranean University, Famagusta, 99628, Northern Cyprus

4- Department of Pharmacy, Cyprus International University, Nicosia, 99628, Northern Cyprus

INTRODUCTION

Understanding the role of Artificial Intelligence (AI) in Language Acquisition (LA) is fundamental for multilinguals studying in North Cyprus. Krashen (1982) defined LA as "a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication." (p.13-14).

Objectives:

Explore Syrian multilingual undergraduates' perceptions of learning Turkish in Northern Cyprus.

Highlight the challenges encountered in the Turkish language acquisition process (grammar, vocabulary, speaking, and pronunciation), and the role of AI in supporting language skills.

Investigate the contextual factors that facilitate Turkish language learning.

Provide recommendations for using AI tools to learn Turkish efficiently.



METHOD

This study used the qualitative approach for collecting the data that is defined as an "iterative process in which improved understanding of the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied" (Aspers & Corte, 2021, p.1). The data were collected through Semi-Structured Interviews (SSI). According to Adeoye-Olatunde and Olenik (2021), one of the key advantages of using this tool "is that it permits interviews to be focused while still giving the investigator the autonomy to explore pertinent ideas that may come up in the course of the interview, which can further enhance understanding" (p.3).

The thematic framework of 18 SSI questions:

- (1) Students' perceptions
- (2) AI tools and contextual factors
- (3) Challenges and AI support
- (4) Future suggestions

Participants

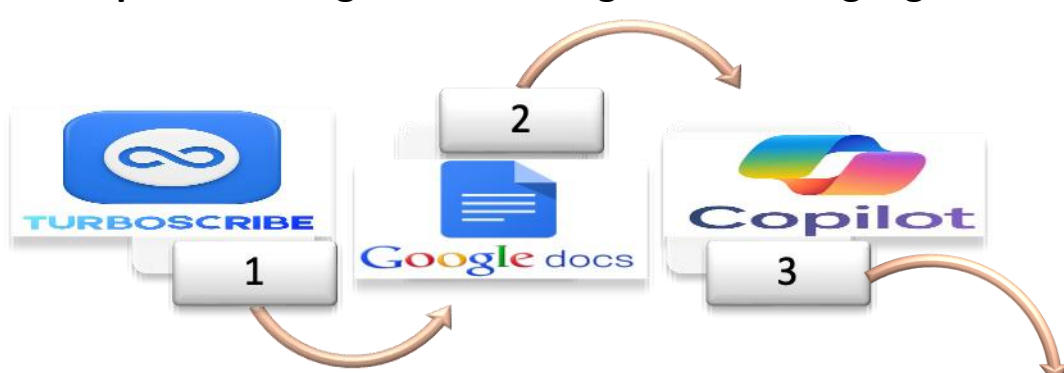
Male

13 pharmacy students, freshmen to seniors.

Female

Unavailable due to exam schedules.

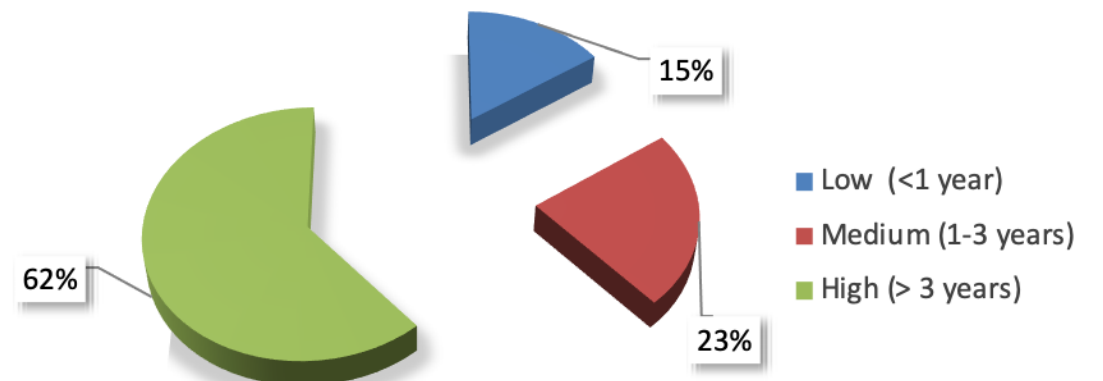
- ❖ The interviews were conducted online in Arabic.
- ❖ The transcriptions were generated using the following digital tools:



The data were analyzed using MAXQDA Pro 2.0 software

RESULTS & DISCUSSION

❖ Student self-assessment of Turkish proficiency:



❖ The participants mostly expressed positive perceptions of learning the Turkish language:

AI - supported language acquisition. (e.g., serving as a personal teacher)

The key factor in learning a language is immersion.

AI tools helped students overcome some learning difficulties. (e.g., Turkish vowel pronunciation and suffixes)



Students' most suggested AI tools for learning Turkish

CONCLUSION

This study highlights digital assistants' role in Turkish language acquisition, improving learners' proficiency and confidence, despite limitations related to sample type and context.

FUTURE WORK

This investigation provides practical implications and future suggestions for integrating AI in Turkish language learning.

REFERENCES

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- Aspers, P., & Corte, U. (2021). What is qualitative in research. *Qualitative Sociology*, 44(4), 599-608.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.