

The Effects of Using AI Tools on Learning of English for Specific Purposes by Logistics Students

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Learning English for Specific Purposes (ESP) transcends traditional language acquisition, encompassing both fundamental language skills—writing, reading, listening, and speaking—and domain-specific terminology and knowledge. Within the realm of business and economics, ESP courses demand assessments such as presentations and essays, necessitating extensive self-study outside the classroom. The absence of adequate support tools poses a formidable challenge for students undertaking these tasks. This paper presents a case study conducted with 56 logistics students enrolled in a university ESP course, wherein AI tools were integrated as effective aids during their learning journey. Employing a mixed-method approach, the study examines the impact of AI integration on students' academic performance and their perception of these innovative learning applications. The findings reveal a significant improvement in the academic scores of the participants, indicative of the efficacy of AI tools in enhancing ESP learning outcomes. Moreover, the study underscores the positive attitude exhibited by students towards the integration of AI tools, highlighting their acceptance and utilization as valuable resources for autonomous language learning. The study advocates for the repositioning of AI tools not as means of academic dishonesty but rather as facilitators of self-directed learning. By leveraging AI technologies, students are empowered to engage in independent language acquisition, thereby enriching their ESP proficiency and fostering a culture of self-reliant learning.

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