

UDC 37.016:811.111:004.8

## USING AI TOOLS TO SUPPORT LOW-LEVEL LEARNERS IN ENGLISH CLASSROOMS

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*This article analyzes the pedagogical possibilities of using artificial intelligence tools to support primary or low-level students in English lessons using the IMRAD model. At the core of the study, the issues of expanding vocabulary, mastering simple grammatical structures, reducing uncertainty in pronunciation, providing prompt feedback and taking into account individual learning rates are considered. Based on international and Kazakhstan research, the article reveals the functions of AI tools to provide a low-level student with complex content, provide a sample, correct errors and maintain learning motivation. As a result, it is proved that such tools do not replace the teacher, but are an effective additional resource in creating a platform for differentiated support and safe language practice.*

**Keywords:** artificial intelligence, English, low level learner, personalized learning, feedback, chatbot, digital pedagogy, language support.

### Introduction

In English lessons in a modern school and University, one of the most vulnerable groups is students who are mastering the language at the initial level, slowly perceive instructions, have limited vocabulary, and are afraid to make mistakes in speech. When working with such students, the teacher simultaneously performs several tasks in parallel: explains a new word, gives an example, corrects an error, simplifies the task, provides psychological support and adjusts the pace of learning. In a traditional lesson, it is difficult to present all this to each student individually. Therefore, artificial intelligence tools are becoming especially important as an additional mechanism for supporting a low-level student. The purpose of the study is to identify the didactic capabilities of AI tools in supporting low – level students in English lessons and show effective ways to use them. The objectives of the study are to describe the learning difficulties of a low – level student, to determine the mechanisms of language support of AI tools, to analyze international and Kazakhstani experience, to present models of practical application. The object of the study is the educational process in English lessons. The subject of the study is the pedagogical activity of AI tools aimed at supporting a low – level student. The relevance of the study is due to the demand for the personalization of education, the

need to reduce language inequality and the search for new formats that reduce student fears in the digital environment. Theoretical significance lies in the systematization of language support, model, corrective and incentive functions of AI tools. Practical significance lies in the fact that it offers the teacher specific approaches that can be used in elementary or weak groups.

### **Methods**

The study used methods of theoretical analysis, comparison, generalization and pedagogical interpretation. Works on the use of AI in teaching English in recent years have been selected, especially those related to low-level students. In the course of the analysis, such criteria as vocabulary work, simple sentence formation, pronunciation modeling, instant feedback, individualization of learning pace, teacher-AI ratio were taken as a basis. At the same time, in the practical part, examples of scenarios close to the real lesson situation were compiled: teaching a word with a picture, creating a short dialogue, correcting errors, compacting the text according to the level, audio repetition, personalizing homework.

### **Results and discussion**

In the work of A. G. Brahmetyova "Advancing English as a Foreign Language Instruction through Innovative Technologies: Perspectives and Practices in Kazakhstan", which reflects the digital experience in the context of Kazakhstan, it is revealed that innovative technologies enhance student activity, participatory activity and digital flexibility in teaching English. In IT, technology is recognized as an environment that increases access to educational material, and not just a decorating tool. This conclusion is especially important for a low-level student, because one explanation is not enough for him, he will need support in several formats. For example, passing a word along with a picture, sound, and a short sample sentence, not just a translation, makes it easier to remember. If we continue the logic of the experiments proposed by the author, the AI tool can show the student elementary words such as "apple", "book", "window" with a picture, then give the example "this is an apple", and then switch to filling in spaces, creating a safe learning trajectory for a weak student, the complexity of which gradually increases [1, 89].

One of the arguments on an international scale is reflected in F. N. Ekizer's article "Exploring the impact of artificial intelligence on English language teaching: a meta-analysis". The researcher summarizes the practical work from 2019 to 2025 and shows that AI-based interventions have a significant positive impact on teaching English, especially contributing to writing accuracy, freedom of speech, and learning motivation. The idea of "AI-teacher synergy" in the author's work is very relevant for a low-level student, since neither technology alone nor a teacher alone may be enough for such a student. AI provides an initial pattern, prompt correction, and the ability to repeat, and the teacher provides the meaning of the task, emotional support, and sincere communication. For example, if a beginner-level student repeatedly repeats The "Introduce yourself" pattern with a chatbot and then makes a short introduction in front of the teacher, the fear of making a mistake decreases and the preparatory stage is secretly strengthened [2, 3].

The role of AI in structuring the educational model from the point of view of Kazakhstan pedagogical thought is revealed by the study of A. Kariev, A. Mambetalieva, A. Turalbaeva and S. E. Manabaeva "model of the formation of language competencies of future primary school teachers on the basis of artificial intelligence". This work presents a holistic model with such components as goal setting, content selection, organizational status determination, evaluation apparatus development and explains the didactic function of such tools as ChatGPT, Duolingo, Thinkster, Querium, Alta by Knowton. When adapting this model to a low-level English lesson, the teacher must first clarify which language difficulty he will solve: vocabulary, reading or pronunciation. If the goal is to create a simple sentence, the AI tool allows the student to give the subject + verb + object template and then try to replace their own words with that template. Such a staged structure helps the weak student not to get lost in chaotic information [3, 224].

A. Nogaibayeva and G. Yersultanova's work "It is not the same as a classroom teacher": a qualitative study of foreign language teachers' perspectives on artificial intelligence-supported tools in Kazakhstan " shows a pragmatic and cautious approach of teachers to AI-supported tools. Although the teachers present in the interview admit that AI is a new digital feature, they note that it does not fully occupy the place of a teacher. This conclusion is especially important when working with low-level learners, because they often need emotional support, kind correction, and explanation in simple language again. When AI is limited to "Wrong answer," the student can become withdrawn; and the teacher softens that mistake by saying, "Good try, let's make it easier." Therefore, it is much more profitable for a low-level student to use AI as an assistant coach, and not as an observer. For example, outside of Class, A student conducts a small 5-question dialogue with a chatbot, and in the classroom, the teacher speaks the same answers as a support [4, 6].

In the article by M. E. Seitova, Z. U. Halmatova and L. Kazykhanovna "studying the opinion of teachers on the use of artificial intelligence in teaching English", which covers the experience of teachers in the Turkestan region, it is shown that the majority of participants are familiar with AI, but the level of its deep and systematic use is insufficient. The important conclusion here is that the question is not just whether the tool is available, but how to use it according to the level. It is unprofitable for a low-level student to offer a complex prompt or open Task; he needs a task that is short, clear, visual, and the result is immediately noticeable. Let's say it's more effective to give the "I have a / my mother is. / we live in. "samples and check each sentence individually than" Make 5 sentences about your family". Therefore, the main condition for using the AI tool with a weak student is microcomputer learning and reducing excess cognitive load [5, 75].

Summarizing the literature, five of the most effective functions of AI tools for low-level students are identified: streamlining language material, presenting a sample, providing prompt feedback, creating conditions for repetition and reducing fear. But these benefits are effective only when they are realized through a pedagogical filter. If the teacher uses AI only as a system to produce a ready-made

answer, the weaker student will lean on the copy; and if he turns it into a short-step training companion, the quality of learning will increase.

In practical application, you can name a few simple but effective scenarios. The first scenario is vocabulary support. The teacher chooses a small topic, such as "food", "family", "school objects", and creates an image description, a Kazakh equivalent, and an example sentence at level A1 for each word from AI. The student sees the new word in a small context, and not in a single state. The second scenario is to simplify pronunciation. Since a low-level student has difficulty speaking directly fluently, they first memorize short question-and-answer patterns using AI: "What is your name?", "How old are you?", "Where do you live?" After that, the same ready-made patterns are used in the pair work. The third scenario is to master grammar without fear. For example, after explaining the Present Simple tenses, the student is given 10 short sentences, GI immediately gives not "correct / try again", but more specifically a small sign, such as "Add-s", "Use do not", "Check the verb". This allows the student not to give a full answer, but to make a correction for himself.

The fourth scenario is to adapt the text to the level. In most cases, the text of the textbook will be heavier for a weak student. In this case, the teacher can ask the AI to rewrite the text in a simplified version, shorten long sentences, and offer a simple alternative to difficult words. The fifth scenario is the personalization of homework. It can also be difficult for one student to memorize 5 words, the second student can make up 10 sentences. GI can take this difference into account and give each student a small set of tasks. The sixth scenario is an error analysis diary. The student groups the most common mistakes with the help of AI and divides them into categories, for example, Article, word order, plural. This will help the weak student to see their mistakes as a clearly correctable skill, and not with a generalized feeling of "I don't know anything."

### **Conclusion**

The problem of supporting low-level students in English lessons is not only a methodological, but also a socio-pedagogical problem, since a weak student is often insecure, avoids speaking and runs the risk of falling behind the pace of learning. Artificial intelligence tools are valuable precisely because they provide differentiated, patient and repetitive support at this point. The result of the study showed that AI helps a low-level student to easily present complex material, provide a language model, provide instant feedback, take into account individual learning rates, and reduce fear of speaking. At the same time, the effectiveness of AI directly depends on its use in unity with the teacher. Therefore, in English lessons, it is necessary to consider AI tools not as an aimless decorative element, but as a support, trainer and personalized auxiliary resource for a weak student. Only in this case can digital tools reduce inequality in language learning and turn a beginner-level learner into an active participant.

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## ИСПОЛЬЗОВАНИЕ ИНСТРУМЕНТОВ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА ДЛЯ ПОДДЕРЖКИ УЧАЩИХСЯ НИЗКОГО УРОВНЯ В КЛАССАХ АНГЛИЙСКОГО ЯЗЫКА

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*В данной статье анализируются педагогические возможности использования инструментов искусственного интеллекта для поддержки учащихся начального или низкого уровня на уроках английского языка с применением модели IMRAD. В центре исследования рассматриваются вопросы расширения словарного запаса, освоения простых грамматических структур, снижения неуверенности в произношении, обеспечения оперативной обратной связи, а также учета индивидуального темпа обучения. На основе международных и казахстанских исследований в статье раскрываются функции инструментов ИИ, направленные на предоставление учащимся с низким уровнем сложного содержания в доступной форме, демонстрацию образцов, исправление ошибок и поддержание учебной мотивации. В результате доказываемся, что такие инструменты не заменяют учителя, а являются эффективным дополнительным ресурсом в создании условий для дифференцированной поддержки и безопасной языковой практики.*

**Ключевые слова:** искусственный интеллект, английский язык, учащийся начального уровня, персонализированное обучение, обратная связь, чат-бот, цифровая педагогика, языковая поддержка.

## АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА ТӨМЕН ДЕҢГЕЙЛІ ОҚУШЫЛАРДЫ ҚОЛДАУДА ЖАСАНДЫ ИНТЕЛЛЕКТ ҚҰРАЛДАРЫН ПАЙДАЛАНУ

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*Бұл мақалада IMRAD моделі негізінде ағылшын тілі сабақтарында бастауыш немесе төмен деңгейлі оқушыларды қолдауда жасанды интеллект құралдарын қолданудың педагогикалық мүмкіндіктері талданады. Зерттеу барысында сөздік қорды кеңейту, қарапайым грамматикалық құрылымдарды меңгеру, айтылымдағы сенімсіздікті азайту, жедел кері байланыс ұсыну және оқушылардың жеке оқу қарқынын ескеру мәселелері қарастырылады. Халықаралық және Қазақстандық зерттеулерге сүйене отырып, мақалада жасанды интеллект құралдарының төмен деңгейлі оқушыларға күрделі материалды түсіндіру, үлгі көрсету, қателерді түзету және оқу мотивациясын арттырудағы қызметтері айқындалады. Зерттеу нәтижесінде мұндай құралдардың мұғалімді алмастырмайтыны, бірақ сараланған қолдау мен қауіпсіз тілдік тәжірибе қалыптастыруда тиімді қосымша ресурс екені дәлелденеді.*

**Кілт сөздері:** жасанды интеллект, ағылшын тілі, төмен деңгейлі оқушы, жекелендірілген оқыту, кері байланыс, чат-бот, цифрлық педагогика, тілдік қолдау.

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