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Zaiarna I., Klavdich V., Yuzefovych K.

EXPLORING THE ROLE OF CHATGPT IN FOREIGN LANGUAGE ACQUISITION AMONG LAW STUDENTS: A SURVEY-BASED ANALYSIS

In an interconnected world, proficiency in foreign languages is essential, especially for professionals in specialized fields like law. Recent advancements in artificial intelligence (AI) offer new possibilities. AI-driven language tools like ChatGPT, using natural language processing, can simulate human-like conversation, provide instant feedback, and facilitate interactive, personalized learning. Despite the potential of AI language tools to revolutionize language learning, their specific application and effectiveness in legal education are underexplored. This research examines the role of ChatGPT in foreign language acquisition among law students.

A survey-based approach was used to collect data from law students in Ukraine and abroad. The survey, distributed via email and social media, captured responses on ChatGPT usage, effectiveness, integration of legal content, challenges, and satisfaction. Quantitative and qualitative analyses were conducted to summarize and interpret the findings.

The survey results reveal that while ChatGPT is utilized for various language learning activities, it is underutilized by law students. Most respondents use it rarely, and only a few use it regularly. The tool is primarily used for text generation and language translation. Many students find ChatGPT somewhat effective but highlight challenges like contextual understanding and accuracy. Desired improvements include better context recognition, real-time interaction, and specialized vocabulary. Overall satisfaction is moderate, indicating significant room for improvement.

ChatGPT has potential as a language learning tool for law students, particularly at the intermediate proficiency level. However, enhancements in contextual understanding, accuracy, and user-friendly features are necessary to better meet their needs. Continuous updates and improvements are crucial to maintaining relevance and effectiveness in legal language education.

Key words: Artificial Intelligence (AI), AI-Driven Language Tools, ChatGPT, Educational Technology, Foreign Language Acquisition, Legal Education, Law Students, Survey.

(статтю подано мовою оригіналу)

In an increasingly interconnected world, proficiency in foreign languages has become an essential skill, particularly for professionals in specialized fields such as law. The ability to communicate effectively in multiple languages not only broadens career opportunities but also facilitates cross-cultural understanding and collaboration in a globalized society [7]. As such, the integration of language learning into legal education has gained prominence, with educators and students alike recognizing the importance of linguistic competence in the practice of law.

Traditionally, language learning in legal education has relied on conventional methods such as textbooks, language classes, and language exchange programmes [9, p. 58]. While these methods have proven effective to varying degrees, recent advancements in artificial intelligence (AI) have introduced new possibilities for language learning. AI-driven language tools, such as ChatGPT, leverage natural language processing algorithms to simulate human-like conversation, provide instant feedback, and facilitate language learning in interactive and personalized ways.

The purpose of the article – despite the potential of AI language tools to revolutionize language learning, their specific application and effectiveness in the context of legal education remain relatively underexplored. This research seeks to address this gap by examining the role of ChatGPT in foreign language acquisition among law students. By focusing on this specific demographic, we aim to shed light on the integration of AI-driven language tools into legal education and its implications for the future of language learning in the legal profession.

The objectives of this research are multifold. Firstly, we seek to investigate the extent to which law students utilize ChatGPT in their foreign language learning endeavors. By understanding the frequency and manner of usage, we can assess the prevalence and acceptance of AI language tools within this demographic. Secondly, we aim to evaluate law students' perceptions of the effectiveness of ChatGPT in assisting their language acquisition process. This assessment will provide insights into the perceived benefits and limitations of AI-driven language tools in the legal education context.

Furthermore, this research endeavors to identify the challenges and limitations encountered by law students when utilizing ChatGPT for language learning, particularly within the legal domain. By exploring these challenges, we can better understand the areas where AI language tools may fall short and opportunities for improvement. Additionally, we seek to compare ChatGPT with traditional language learning methods to assess its efficacy, convenience, and overall satisfaction among law students.

Ultimately, this research aims to contribute to the broader discourse on AI-driven language learning tools and their integration into specialized fields such as law. By providing empirical insights and recommendations, we aspire to inform educators, policymakers, and practitioners about the potential of AI language tools in enhancing language learning experiences for future legal professionals. Through collaborative efforts, we can harness the power of technology to cultivate linguistic competence and foster cross-cultural competence in the legal profession.

The analysis of recent research and publications. Recent research and publications have shown a growing interest in exploring the intersection of artificial intelligence language tools and language learning methodologies, particularly within the context of specialized fields such as law [1; 2; 10].

Oke Oluwafemi Ayotunde et al. examine the role of artificial intelligence in foreign language learning, particularly focusing on English language acquisition, through a systematic literature review. They highlight the benefits of AI technology in enhancing students' speaking, writing, reading, and listening skills within learning management systems, aiming to guide teachers in integrating AI tools to improve language teaching and learning outcomes [5].

T. Schmidt and Th. Strasser delve into the potential of artificial intelligence in enhancing language learning experiences, particularly focusing on English language teaching. The researchers explore how AI can contribute to the development of adaptive, individualized, and intelligent learning environments in the foreign language classroom. They discuss the current landscape of technology-enhanced language learning, the emergence of AI technologies, and the challenges and opportunities they present in shaping the future of language education. Additionally, insights into ongoing research and development projects aimed at integrating AI into language learning processes are provided and a visionary glimpse into the potential future of the foreign language classroom is offered [8].

Silvia Pokrivcakova categorizes and summarizes eight types of AI-powered tools for foreign language education, drawing insights from existing research. She advocates for a reevaluation of the existing frameworks for preparing foreign language teachers to effectively integrate AI-powered tools into their teaching practices, emphasizing the need for adaptation to ensure enhanced efficiency and effectiveness in language instruction [6].

Fatih Karataş et al. investigate the utilization of ChatGPT in foreign language education. Through thematic analysis of qualitative data collected from interviews, they reveal that ChatGPT positively impacts students' learning experiences, particularly in writing, grammar, and vocabulary acquisition, while enhancing motivation and engagement. These findings contribute to understanding the efficacy of ChatGPT in foreign language instruction and provide valuable guidance for educators and researchers in developing effective teaching strategies and curricula [4].

Another research explores the role of Artificial Intelligence (AI) in English Language Teaching (ELT) and investigates AI technologies within this context through library research. The findings suggest that AI creates a personalized learning environment for English learners, facilitating skill development and practical application through platforms such as spoken English simulations and written exercises. Various AI-based ELT applications, including Google Translate, Duolingo, and Chatbot, offer diverse learning opportunities, making English language acquisition more accessible and effective for students [3].

Following these studies, several conclusions can be drawn regarding the role of artificial intelligence in foreign language acquisition, particularly within specialized fields like law:

1. The studies collectively demonstrate that AI technologies, such as ChatGPT and other AI-powered tools, have the potential to enhance language learning outcomes across various skills, including speaking, writing, reading, and listening. This suggests that integrating AI into language learning processes can lead to improved proficiency and fluency in the target language.

2. AI facilitates the creation of personalized and adaptive learning environments, catering to the individual needs and preferences of language learners. This adaptability enables educators to tailor instruction to students' skill levels, learning styles, and objectives, thereby optimizing the learning experience.

3. The studies highlight that AI-powered tools, such as ChatGPT, contribute to increased engagement and motivation among language learners. Features like interactive conversational interfaces and real-time feedback stimulate learner interest and participation, fostering a more dynamic and immersive learning environment.

4. AI streamlines language instruction by automating certain tasks, such as grammar correction, vocabulary expansion, and language practice. This efficiency allows educators to focus on higher-order teaching activities, such as facilitating meaningful interactions and fostering critical thinking skills, ultimately maximizing instructional effectiveness.

5. The research underscores the importance of reevaluating existing frameworks for preparing language educators to effectively integrate AI-powered tools into their teaching practices. Educators must undergo training to familiarize themselves with AI technologies and adapt their instructional methods to leverage these tools optimally.

6. AI-based language learning applications democratize access to language education by offering diverse learning opportunities through platforms like spoken English simulations, written exercises, and interactive chatbots. This accessibility ensures that language acquisition is not limited by geographical or socio-economic factors, making it more inclusive and equitable.

7. The studies provide insights into the future of language education, suggesting a shift towards more technology-enhanced and AI-integrated learning environments. As AI continues to advance, educators and researchers must continue exploring innovative ways to leverage these technologies to enhance language teaching and learning practices.

In summary, the studies indicate that AI holds great promise in transforming foreign language acquisition, offering opportunities for personalized, engaging, and efficient language instruction. However, realizing this potential requires ongoing collaboration between educators, researchers, and technologists to harness AI effectively in the service of language education.

Notably, our research stands out due to the absence of existing studies that specifically investigate law students' utilization of ChatGPT for foreign language learning through survey-based analysis. This unique focus underscores the novelty and potential significance of our study within the broader landscape of language education and AI integration. By filling this research gap, we aim to provide valuable insights into the intersection of AI

technology, foreign language acquisition, and legal education, offering specialized perspectives that contribute to the advancement of both fields. Our study thus represents a pioneering effort to explore the untapped potential of ChatGPT in enhancing language learning experiences among law students, thereby addressing a critical area of inquiry with implications for pedagogical practice and educational innovation.

To achieve the objectives outlined in the introduction, a survey-based research approach was employed to gather data on law students' usage of ChatGPT in foreign language learning. The survey instrument was designed using Google Forms, a widely accessible and user-friendly platform, to elicit responses pertaining to the frequency of ChatGPT usage, specific language learning activities facilitated by ChatGPT, perceived effectiveness of ChatGPT, integration of legal content, comparison with traditional methods, challenges and limitations, overall satisfaction, and recommendations for improvement.

The survey was distributed among law students enrolled in universities both in Ukraine and abroad, aiming to capture diverse perspectives and experiences across different linguistic and cultural contexts. A combination of convenience sampling and snowball sampling techniques was utilized to reach a wide range of participants. Initially, the survey was disseminated via email to law faculty members and student organizations at various universities in Ukraine and abroad. Participants were encouraged to share the survey link with their peers, thereby expanding the reach of the study to law students outside of the initial contact pool.

The survey was conducted in April-May 2024, with the data collection period lasting for a predetermined duration to allow participants sufficient time to respond. Reminders were sent periodically to encourage participation and maximize response rates. Upon closure of the survey, the collected data were exported from Google Forms and analyzed using both quantitative and qualitative methods. Quantitative analysis involved descriptive statistics to summarize the frequency distributions of responses, while qualitative analysis involved thematic coding of open-ended responses to identify recurring themes and patterns.

Ethical considerations were paramount throughout the research process. Participants were provided with informed consent information prior to completing the survey, and their anonymity and confidentiality were strictly maintained. The research adhered to ethical guidelines outlined by relevant institutional review boards and professional associations.

Overall, the survey-based research method facilitated by Google Forms enabled us to gather valuable insights into law students' utilization of ChatGPT in foreign language learning, offering a comprehensive understanding of the opportunities and challenges associated with AI-driven language tools in the legal education domain.

Findings. The survey results offer valuable insights into how law students utilize ChatGPT for foreign language learning, the effectiveness of the tool, and areas where improvements are needed. This analysis delves deeper into the responses, examining trends, challenges, and suggestions for enhancing ChatGPT's utility.

Proficiency Level in Legal English (Fig. 1). The majority of respondents identified their proficiency in Legal English as intermediate (43 out of 60). This suggests that most users have a foundational understanding but are not yet advanced. This demographic is crucial as intermediate learners often seek tools to refine their skills and expand their vocabulary, making them ideal candidates for AI-driven language learning aids like ChatGPT.

Frequency of Using ChatGPT for Language Learning (Fig. 2). A significant portion of respondents (37 out of 60) use ChatGPT rarely or occasionally. This indicates a potential underutilization of the tool, possibly due to limitations or perceived inefficiencies. Only 12 respondents use it several times a week, and just one uses it daily. This low frequency among regular users suggests room for increasing engagement through improvements in functionality and user experience.

Specific Language Learning Activities (Fig.3). The most common uses of ChatGPT are for text generation (31 respondents) and language translation (21 respondents). This highlights the tool's strength in generating content

What is your proficiency level in Legal English?

60 responses

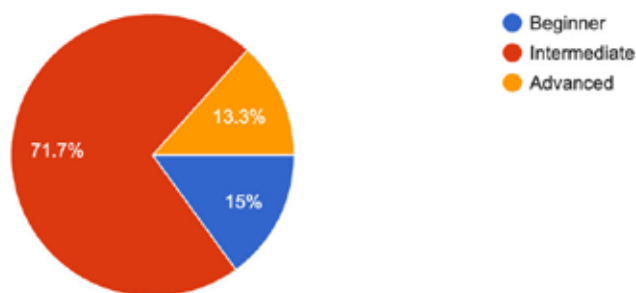


Fig. 1. Proficiency Level in Legal English

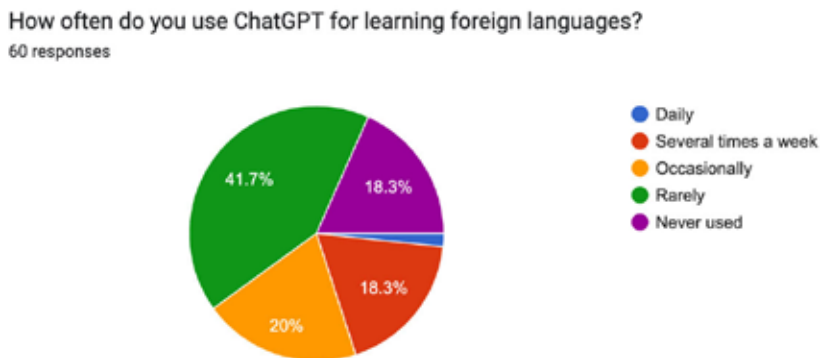


Fig. 2. Frequency of Using ChatGPT for Language Learning

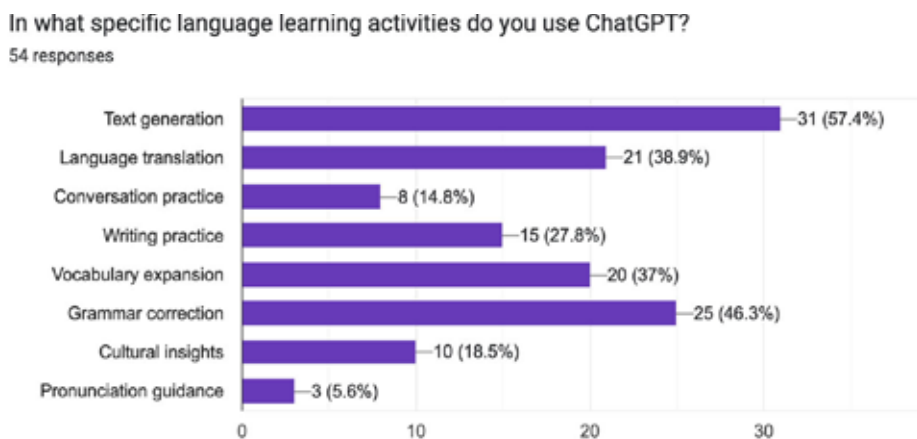


Fig. 3. Specific Language Learning Activities

and providing translations, which are essential skills for legal professionals working in multilingual environments. Grammar Correction and Vocabulary Expansion are also popular, with 25 and 20 respondents respectively, indicating that users find ChatGPT helpful in refining their language accuracy and expanding their legal terminology. The least utilized feature is pronunciation guidance (3 respondents), suggesting that ChatGPT might not be perceived as effective in this area or that users prefer other tools for pronunciation practice.

Effectiveness Compared to Other Methods (Fig. 4). The majority of respondents (40 out of 60) find ChatGPT somewhat effective. This reflects a cautious optimism about the tool's potential but also indicates that it does not yet fully meet their needs. Only 8 respondents rated it as very effective, underscoring the need for enhancements to achieve higher satisfaction levels. A small yet notable group (11 respondents) finds ChatGPT either not very effective or not effective at all, pointing to specific shortcomings that need addressing.

Challenges and Limitations Encountered. Many users (multiple mentions) noted that ChatGPT struggles with understanding context and nuances, particularly in legal English. This is a significant barrier since legal language

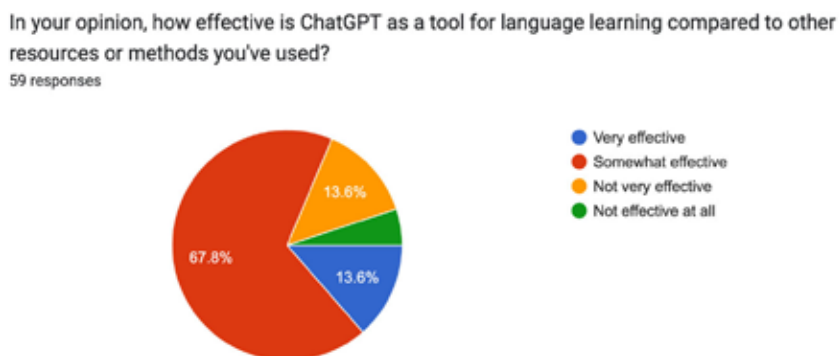


Fig. 4. Effectiveness Compared to Other Methods

On a scale of 1 to 10, how satisfied are you with ChatGPT for your foreign language learning purposes? (1 being very dissatisfied, 10 being very satisfied)
59 responses

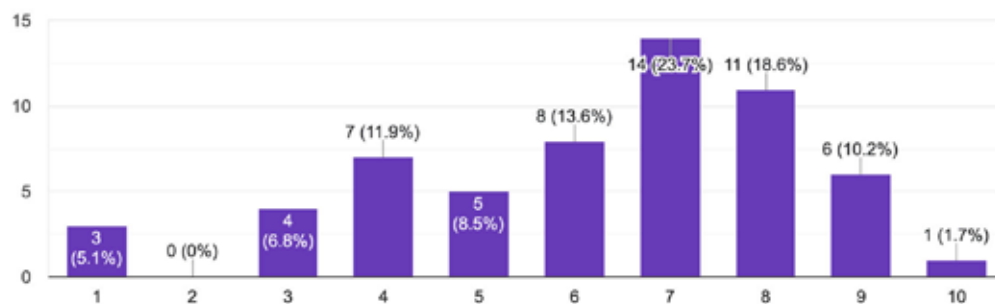


Fig. 5. Overall Satisfaction Rating

often requires precise interpretation and context-specific understanding. Respondents reported inaccuracies in grammar, vocabulary, and translations. These errors undermine the tool's reliability, especially for users relying on it for professional or academic purposes. The feedback about template-like responses suggests a lack of depth in ChatGPT's interactions, which can be a limitation for users seeking more comprehensive language practice.

Desired Features and Improvements. Users expressed a desire for more current and specialized vocabulary, particularly in legal contexts. This could involve regular updates to ChatGPT's database and an emphasis on domain-specific terminology. Suggestions for real-time interaction, personalized learning recommendations, and better context recognition indicate a need for more dynamic and tailored user experiences. Features such as an integrated vocabulary log and improved prompts were mentioned, suggesting that making the tool more user-centric and interactive could enhance its effectiveness.

Overall Satisfaction (Fig. 5). The overall satisfaction ratings are spread across the spectrum, with a noticeable concentration around the mid-range scores (4 to 7). This distribution reflects mixed feelings about the tool's effectiveness and highlights significant room for improvement. The relatively low number of high satisfaction scores (8 to 10) indicates that while ChatGPT has potential, it is not fully realized in its current form.

Conclusion. The survey reveals that while ChatGPT is a valuable tool for certain language learning activities, it faces several challenges that limit its effectiveness. To better serve law students, particularly those at the intermediate level of legal English proficiency, enhancements are needed in the areas of contextual understanding, accuracy, real-time interaction, and user-friendly features. By addressing these issues, ChatGPT can become a more reliable and comprehensive language learning aid, better meeting the needs of its users.

The analysis underscores the importance of continuous improvements and updates to maintain relevance and effectiveness in the rapidly evolving field of language learning, especially for specialized areas like legal education.

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Заярна І. С., Клавдіч В. О., Юзефович К. А. Дослідження ролі ChatGPT у вивченні іноземної мови студентами-правниками: аналіз результатів опитування

У взаємозалежному світі володіння іноземними мовами є надважливим, особливо для фахівців таких професійних галузей, як право. Останні досягнення в області штучного інтелекту (ШІ) відкривають нові можливості. Мовні інструменти на основі штучного інтелекту, що використовують обробку природної мови, як ChatGPT, можуть імітувати розмову людей, давати миттєвий зворотній зв'язок, сприяти інтерактивному персоналізованому навчанню. Незважаючи на потенціал інструментів ШІ революціонізувати способи вивчення мов, їх конкретне застосування та ефективність у правовій освіті недостатньо вивчені. У дослідженні вивчається роль ChatGPT в опануванні іноземної мови серед студентів-правників. Збір даних від студентів-правників в Україні та за кордоном здійснювався на основі опитування. Під час опитування, надісланого електронною поштою та через соціальні мережі, були отримані відповіді щодо використання ChatGPT, його ефективності, інтеграції правового контенту, викликів і рівня задоволеності користувачів. Було проведено кількісний та якісний аналіз для узагальнення й інтерпретації результатів. Результати показують, що хоча ChatGPT використовується для різних видів мовної діяльності, застосунок використовується студентами-правниками недостатньо. Більшість респондентів використовують його рідко, і лише деякі – регулярно. Інструмент головним чином використовується для генерування текстів і перекладу. Багато студентів вважають ChatGPT децю ефективним, відзначаючи певні виклики: розуміння контексту та точність. До бажаних удосконалень відносять краще розпізнавання контексту, взаємодію в режимі реального часу, фахову лексику. Загальна задоволеність у користуванні застосунком – помірна, що вказує на можливості для вдосконалення.

Інструмент ChatGPT має перспективи у вивченні мов студентами-правниками, особливо на середньому рівні володіння мовою. Однак для кращого задоволення їхніх потреб необхідні покращення в розумінні контексту, точності та зручності використання. Постійні оновлення функціоналу мають вирішальне значення для підтримки актуальності та ефективності юридичної мовної освіти.

Ключові слова: штучний інтелект (ШІ), мовні інструменти на основі ШІ, ChatGPT, освітні технології, вивчення іноземних мов, юридична освіта, студенти-правники, опитування.