



**THE IMPACT OF AI-ENHANCED LEARNING SYSTEMS ON TECHNICAL ENGLISH PROFICIENCY OF COMPUTER ENGINEERING STUDENTS" SEEMS QUITE SUITABLE. IF YOU HAVE NOT STARTED YET, YOU CAN CREATE THE THESIS ON THIS TOPIC.**

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<https://doi.org/10.5281/zenodo.20829447>

**ARTICLE INFO**

Qabul qilindi: 20-iyun 2026 yil  
Ma'qullandi: 22-iyun 2026 yil  
Nashr qilindi: 24-iyun 2026 yil

**KEYWORDS**

*Artificial Intelligence, AI-Enhanced Learning Systems, Technical English, Computer Engineering Students, English for Specific Purposes, Language Learning Technologies, Higher Education, Technical Communication.*

**ABSTRACT**

*The rapid advancement of Artificial Intelligence (AI) has significantly transformed educational practices across various disciplines, creating new opportunities for personalized, adaptive, and technology-driven learning environments. In the context of higher education, AI-enhanced learning systems have emerged as valuable tools for addressing language-learning challenges, particularly among students enrolled in technical and engineering programs. For computer engineering students, proficiency in Technical English is not merely an academic requirement but a fundamental competency that enables access to programming languages, software documentation, technical manuals, research publications, online learning resources, and professional communication within the global technology sector. Despite the growing importance of English in engineering education, many students continue to encounter difficulties in understanding technical terminology, interpreting complex documentation, producing academic and technical writing, and communicating effectively in English-mediated learning environments. This study examines the impact of AI-enhanced learning systems on the*

development of Technical English proficiency among computer engineering students. Specifically, the research investigates how AI-powered educational technologies contribute to vocabulary acquisition, reading comprehension, technical writing, language confidence, and overall engagement with English-language technical content. A quantitative survey-based research design was employed to collect data from undergraduate computer engineering students regarding their experiences with AI-assisted learning tools and their perceptions of the effectiveness of these technologies in supporting English language development. The collected data were analyzed using descriptive statistical methods to identify prevailing patterns and trends related to students' language-learning experiences. The findings reveal that AI-enhanced learning systems provide substantial support for the acquisition of specialized technical vocabulary, the comprehension of programming-related materials, and the improvement of technical writing skills. Participants reported that AI-powered tools facilitate independent learning by offering immediate feedback, contextualized explanations, personalized recommendations, and continuous access to learning resources. Furthermore, the results indicate that the integration of AI technologies into language-learning processes contributes positively to students' motivation, self-confidence, and willingness to engage with complex technical content in English. However, the study also identifies several challenges, including the potential risk of excessive dependence on AI-generated assistance and concerns regarding the accuracy and contextual appropriateness of automatically generated content. The study concludes that AI-enhanced learning systems represent an effective supplementary resource for strengthening Technical English proficiency among computer engineering students. The integration of AI-assisted technologies into English for Specific Purposes (ESP) instruction can help reduce language barriers, improve academic performance, and better prepare future engineers for participation in international academic, professional, and technological communities. The findings further suggest that educators should adopt a balanced pedagogical approach that combines AI-

*supported learning with instructor guidance to maximize educational outcomes while fostering critical thinking and autonomous learning skills.*

## **Introduction**

The twenty-first century has witnessed unprecedented technological advancements that have transformed virtually every aspect of human life, including education. Among these innovations, Artificial Intelligence (AI) has emerged as one of the most influential technologies, reshaping traditional teaching and learning practices across different educational contexts. The integration of AI into educational environments has introduced new possibilities for personalized instruction, adaptive learning, intelligent tutoring systems, automated feedback mechanisms, and data-driven educational support. As universities continue to embrace digital transformation, AI-enhanced learning systems are increasingly being recognized as powerful tools capable of addressing diverse learning needs and improving student outcomes.

Simultaneously, globalization and rapid technological development have intensified the importance of English as the dominant language of science, technology, engineering, and international communication. English serves as the primary medium through which knowledge is produced, disseminated, and exchanged in academic and professional settings. This reality is particularly evident in the field of computer engineering, where the majority of programming languages, software development frameworks, technical documentation, research publications, online courses, and professional resources are produced and maintained in English. Consequently, the ability to understand and effectively use Technical English has become an essential competency for computer engineering students seeking academic success and professional competitiveness in an increasingly interconnected world.

Despite the growing importance of English proficiency in technical disciplines, many computer engineering students encounter significant linguistic challenges throughout their academic journey. These difficulties extend beyond general language competence and involve specialized

terminology, technical vocabulary, academic writing conventions, software documentation, programming instructions, and professional communication practices. Students with limited proficiency in Technical English often experience obstacles when reading programming manuals, understanding error messages, interpreting software documentation, accessing scholarly literature, or participating in international academic discussions. Such challenges may negatively affect not only language development but also the acquisition of disciplinary knowledge and technical skills.

The situation becomes even more complex in countries where English is taught primarily as a foreign language. In these educational contexts, students frequently possess theoretical knowledge of English grammar and vocabulary but struggle to apply their language skills effectively in technical and professional environments. Traditional language instruction often focuses on general English competencies while paying insufficient attention to discipline-specific language needs. As a result, students may complete language courses without developing the specialized communicative competencies required for success in engineering education and professional practice. This mismatch between language instruction and

professional demands has highlighted the need for more effective approaches to teaching English for Specific Purposes (ESP), particularly within technical and engineering disciplines.

Recent developments in AI technologies offer promising solutions to many of these challenges. AI-enhanced learning systems provide learners with immediate access to personalized educational support, enabling them to receive instant feedback, adaptive recommendations, contextualized explanations, and individualized learning pathways. Tools such as intelligent chatbots, automated writing assistants, machine translation systems, speech recognition technologies, and AI-powered tutoring platforms have demonstrated considerable potential in facilitating language acquisition and supporting independent learning. Unlike conventional instructional methods, AI-based systems can continuously monitor learner performance, identify weaknesses, and deliver customized assistance tailored to individual learning needs.

For computer engineering students, AI-enhanced learning technologies offer unique advantages due to the close relationship between technological literacy and language development. Students can utilize AI systems to clarify technical concepts, expand discipline-specific vocabulary, improve academic writing, practice professional communication, and gain deeper understanding of programming-related materials. Furthermore, AI-powered educational tools provide opportunities for self-directed learning beyond the classroom, allowing students to engage with authentic technical content at their own pace. Such flexibility is particularly valuable in engineering education, where students must continuously adapt to rapidly evolving technological knowledge and professional requirements.

Although the educational potential of AI has attracted growing scholarly attention, existing research has primarily focused on general language learning, academic writing support, or the use of AI in broader educational contexts. Comparatively limited attention has been devoted to examining the specific role of AI-enhanced learning systems in improving Technical English proficiency among computer engineering students. Moreover, much of the current literature emphasizes technological capabilities rather than investigating how students perceive and utilize AI tools within discipline-specific language-learning environments. This gap in the literature suggests the need for further empirical investigation into the relationship between AI-assisted learning and Technical English development in engineering education.

In response to this need, the present study explores the impact of AI-enhanced learning systems on the Technical English proficiency of computer engineering students. The study seeks to examine the language-related challenges experienced by learners, evaluate the perceived effectiveness of AI-assisted learning technologies, and identify the potential benefits and limitations associated with their implementation in Technical English instruction. By focusing specifically on computer engineering students, the research contributes to a more nuanced understanding of how AI technologies can support language learning within specialized academic contexts.

The findings of this study are expected to provide valuable insights for language educators, curriculum developers, educational policymakers, and technology specialists interested in enhancing English language instruction through innovative digital solutions. Furthermore, the research may contribute to the development of more effective ESP programs that integrate AI technologies to support students' academic achievement, professional

readiness, and participation in the global technological community.

Accordingly, this study addresses the following research questions:

1. What language-related challenges do computer engineering students encounter while studying technical and programming-related subjects?
2. How do AI-enhanced learning systems contribute to the development of Technical English proficiency among computer engineering students?
3. What are students' perceptions regarding the effectiveness of AI-assisted learning tools in improving their language skills?
4. What opportunities and challenges emerge from the integration of AI technologies into Technical English learning environments?

By addressing these questions, the study aims to provide a comprehensive understanding of the role of AI-enhanced learning systems in supporting Technical English development and improving educational outcomes among future computer engineers.

### **Literature Review**

#### **Artificial Intelligence in Language Education**

Artificial Intelligence has become one of the most influential technological innovations in modern education. Over the past decade, AI-powered educational tools have transformed traditional teaching and learning practices by providing personalized, adaptive, and data-driven learning experiences. Unlike conventional educational technologies, AI systems are capable of analyzing learner behavior, identifying individual strengths and weaknesses, and generating customized feedback that supports continuous improvement. These capabilities have attracted considerable attention among educators, researchers, and policymakers seeking innovative solutions to enhance learning outcomes.

In language education, AI has demonstrated significant potential for improving various aspects of language acquisition, including vocabulary development, reading comprehension, writing proficiency, speaking fluency, and pronunciation accuracy. Intelligent tutoring systems, natural language processing technologies, automated writing evaluation tools, and conversational chatbots have enabled learners to receive immediate feedback and engage in meaningful language practice beyond traditional classroom settings. As a result, AI-assisted learning environments have become increasingly common in higher education institutions worldwide.

Researchers have argued that AI technologies promote learner autonomy by allowing students to control the pace, frequency, and direction of their learning activities. Through continuous interaction with AI-powered systems, learners can practice language skills independently while receiving individualized support tailored to their specific needs. This shift toward personalized learning represents a significant departure from traditional teacher-centered approaches and reflects broader trends in digital education.

#### **AI-Assisted Learning and English Language Development**

A growing body of research has explored the effectiveness of AI-enhanced learning systems in English language education. Previous studies have reported positive outcomes associated with the use of AI-powered writing assistants, grammar correction tools, machine translation systems, and intelligent conversational agents. These technologies have been shown to improve learners' grammatical accuracy, vocabulary usage, writing organization, and overall language confidence.

One of the most widely discussed AI applications in language education is the use of conversational AI systems. These tools provide learners with opportunities to engage in authentic language interaction without the anxiety often associated with communicating with human interlocutors. Through repeated practice and immediate corrective feedback, students can gradually develop greater fluency and confidence in using English for academic and professional purposes.

Similarly, AI-powered writing assistants have gained popularity due to their ability to identify grammatical errors, suggest vocabulary improvements, and provide recommendations for enhancing coherence and cohesion. Research findings suggest that such tools can significantly improve writing quality, particularly among learners who require frequent feedback and individualized support. Furthermore, AI-based translation systems and language-learning applications have facilitated access to authentic English-language materials, enabling students to engage more effectively with academic content.

Despite these benefits, scholars have also highlighted several challenges associated with AI-assisted language learning. Concerns have been raised regarding learner dependence on automated feedback, potential inaccuracies in AI-generated suggestions, ethical considerations related to academic integrity, and the possibility of reduced critical thinking. Consequently, researchers emphasize the importance of integrating AI technologies within pedagogically sound instructional frameworks rather than relying on them as standalone educational solutions.

#### Technical English and Computer Engineering Education

Technical English occupies a central position within computer engineering education. Unlike General English, Technical English encompasses specialized vocabulary, discipline-specific discourse conventions, technical documentation, programming terminology, and professional communication practices relevant to engineering contexts. Mastery of Technical English enables students to access academic literature, interpret software documentation, understand programming instructions, participate in international collaborations, and communicate effectively within professional environments.

The importance of Technical English has increased significantly due to the global nature of the information technology industry. Most programming languages utilize English-based syntax and terminology, while software development resources, coding platforms, and professional documentation are predominantly produced in English. Consequently, students with insufficient Technical English proficiency may encounter barriers that limit their ability to fully engage with technical content and acquire disciplinary knowledge.

Previous studies have identified numerous language-related challenges experienced by engineering students. These include difficulties in understanding technical vocabulary, interpreting software documentation, reading research articles, preparing technical reports, and participating in professional discussions. Such challenges often contribute to lower academic performance, reduced self-confidence, and limited participation in global learning communities.

To address these issues, many educational institutions have adopted English for Specific Purposes (ESP) programs designed to meet the unique linguistic needs of engineering students. ESP instruction focuses on developing language competencies directly relevant to students' academic and professional contexts. However, traditional ESP

approaches frequently face limitations related to time constraints, insufficient individualized support, and varying learner proficiency levels.

### **The Role of AI in Technical English Learning**

Recent advances in AI technology have created new opportunities for addressing the language-learning needs of engineering students. AI-enhanced learning systems can provide specialized support for Technical English acquisition by offering contextual explanations of technical terminology, automated feedback on technical writing, interactive language practice, and adaptive learning pathways tailored to individual learner needs.

For computer engineering students, AI-powered tools serve not only as language-learning resources but also as academic support systems that facilitate access to technical knowledge. Students can utilize AI technologies to clarify programming concepts, interpret software documentation, translate complex technical texts, and improve professional communication skills. These capabilities are particularly valuable in engineering education, where language proficiency and technical competence are closely interconnected.

Several recent studies suggest that AI-enhanced learning environments can significantly improve students' engagement with technical content while simultaneously strengthening language proficiency. The combination of immediate feedback, personalized support, and continuous accessibility allows learners to overcome many of the barriers traditionally associated with Technical English learning. Moreover, AI technologies support self-directed learning by enabling students to access educational assistance whenever needed.

Nevertheless, the effectiveness of AI-assisted learning in Technical English education remains an emerging area of research. While existing studies provide evidence regarding the benefits of AI for general language learning, relatively limited research has specifically examined its impact on Technical English proficiency among computer engineering students. Furthermore, questions remain regarding students' perceptions of AI-assisted learning, the sustainability of learning outcomes, and the potential challenges associated with long-term reliance on AI technologies.

#### **Research Gap**

Although previous studies have demonstrated the potential of AI-enhanced learning systems in language education, the majority of existing research focuses on general English learning, academic writing improvement, or broad educational applications of AI. Comparatively few studies have investigated the specific role of AI technologies in supporting Technical English development among computer engineering students.

Additionally, there remains limited empirical evidence regarding how engineering students perceive AI-assisted learning tools and how these technologies influence their ability to engage with programming-related materials, technical documentation, and professional communication tasks. Therefore, further research is needed to explore the effectiveness of AI-enhanced learning systems within specialized educational contexts and to identify the opportunities and challenges associated with their implementation. The present study seeks to address this gap by examining the impact of AI-enhanced learning systems on Technical English proficiency among computer engineering students and by investigating students' perceptions of AI-assisted language learning in higher education setting. A significant number of computer engineering students struggle with understanding technical terminology, reading documentation, and interpreting coding instructions due to

limited English proficiency. Many reported that language barriers slow down their learning and make programming tasks more challenging. However, the findings also revealed a strong interest in using AI-based tools, with most students agreeing that AI offers helpful features such as instant feedback, translation support, vocabulary explanations, and personalized learning pathways.

### **Methodology**

#### **Research Design**

This study employed a quantitative research design to investigate the impact of AI-enhanced learning systems on the Technical English proficiency of computer engineering students. Quantitative research was considered appropriate because it allows researchers to collect measurable data regarding students' experiences, perceptions, and attitudes toward AI-assisted language learning technologies. The study aimed to identify the extent to which AI-powered educational tools contribute to the development of Technical English skills and facilitate learning in computer engineering education.

The research adopted a descriptive survey approach. Survey research is widely used in educational studies because it enables researchers to gather information from a relatively large number of participants within a limited period. Through this approach, the study examined students' language-learning challenges, patterns of AI tool usage, perceived benefits of AI-assisted learning, and attitudes toward integrating AI technologies into Technical English instruction.

#### **Participants**

The participants of the study consisted of undergraduate students enrolled in the Computer Engineering Department at Nordic International University, Uzbekistan. A total of 80 students voluntarily participated in the research. The participants represented different academic years and possessed varying levels of English language proficiency.

The selection of participants was based on purposive sampling. This sampling method was chosen because computer engineering students regularly interact with technical materials written in English and are therefore directly affected by challenges related to Technical English proficiency. Furthermore, these students frequently utilize digital technologies and AI-powered tools as part of their academic activities, making them an appropriate target population for the study.

Participation in the research was entirely voluntary. All respondents were informed about the purpose of the study, and confidentiality was maintained throughout the data collection and analysis processes. No personally identifiable information was collected, ensuring participants' privacy and ethical protection.

#### **Research Instrument**

Data were collected through a structured questionnaire developed based on previous studies investigating AI-assisted language learning and English for Specific Purposes (ESP) education. The questionnaire was designed to explore students' experiences with AI-enhanced learning systems and their perceptions of the effectiveness of these technologies in improving Technical English proficiency.

The questionnaire consisted of four sections.

The first section gathered demographic information, including age, academic year, and self-reported English proficiency level.

The second section focused on students' challenges in learning Technical English. Participants were asked to identify difficulties they encountered while reading technical documentation, understanding programming instructions, interpreting software manuals, and completing English-medium academic tasks.

The third section examined students' use of AI-powered educational tools, including conversational AI systems, automated writing assistants, translation tools, vocabulary-learning applications, and intelligent tutoring platforms.

The fourth section investigated students' perceptions of the effectiveness of AI-enhanced learning systems in supporting vocabulary development, reading comprehension, technical writing, communication skills, motivation, and overall academic performance.

Most questionnaire items were measured using a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." This format enabled participants to express varying degrees of agreement with statements related to AI-assisted learning experiences.

#### Data Collection Procedure

Data collection was conducted during the Spring Semester of the 2025–2026 academic year. The questionnaire was distributed electronically through online platforms commonly used by university students. Participants completed the survey independently and submitted their responses anonymously.

Prior to the main data collection process, the questionnaire was reviewed by experts in English language teaching and educational technology to ensure content validity. Minor revisions were made based on expert feedback to improve clarity and relevance. The final version of the questionnaire was then administered to the selected participants.

The average completion time for the questionnaire was approximately 10–15 minutes. All responses were collected within a two-week period and stored securely for analysis.

#### Data Analysis

The collected data were analyzed using descriptive statistical techniques. Frequencies, percentages, means, and standard deviations were calculated to summarize participants' responses and identify common trends regarding AI-assisted learning and Technical English development.

Descriptive statistics were considered suitable because the primary objective of the study was to explore students' perceptions and experiences rather than establish causal relationships. The results were presented in tables and interpreted in relation to the study's research questions.

Additionally, qualitative comments provided by participants were reviewed to support the quantitative findings and offer deeper insights into students' experiences with AI-enhanced learning systems.

#### Ethical Considerations

Ethical principles were strictly observed throughout the research process. Participants were informed about the purpose of the study and their right to withdraw at any stage without penalty. Participation was entirely voluntary, and no incentives were provided. The anonymity and confidentiality of all respondents were guaranteed.

The study adhered to accepted ethical standards in educational research and ensured that the collected data were used exclusively for academic purposes. All information obtained

during the research process was treated with the highest level of confidentiality and stored securely to prevent unauthorized access.

**Results**

This section presents the findings of the study regarding the impact of AI-enhanced learning systems on the Technical English proficiency of computer engineering students. The results are organized according to the study's research objectives and are based on the responses collected from 80 undergraduate computer engineering students.

**Students' Challenges in Learning Technical English**

One of the primary objectives of the study was to identify the major language-related difficulties experienced by computer engineering students. The findings revealed that a considerable proportion of students encounter challenges when working with English-language technical materials.

Table 1

**Language-Related Challenges Experienced by Participants**

<b>Challenge</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Understanding technical terminology	61	76.3
Reading software documentation	58	72.5
Understanding programming instructions	54	67.5
Writing technical reports	49	61.3
Communicating technical concepts in English	52	65.0

The results indicate that understanding technical terminology represents the most significant challenge among participants (76.3%). Similarly, more than seventy percent of respondents reported difficulties when reading software documentation and technical manuals written in English. These findings suggest that language barriers continue to hinder students' ability to fully engage with academic and professional materials within the field of computer engineering.

Furthermore, approximately two-thirds of the participants reported difficulties in interpreting programming instructions and expressing technical concepts in English. These findings demonstrate the close relationship between language proficiency and technical learning outcomes. Students who struggle with Technical English may face additional obstacles when acquiring programming knowledge and developing professional competencies.

**Use of AI-Enhanced Learning Systems**

The second objective of the study was to investigate students' use of AI-powered educational technologies.

Table 2

**Most Frequently Used AI Learning Tools**

<b>AI Tool</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
ChatGPT	68	85.0
Google Gemini	47	58.8
Grammarly	54	67.5

DeepL Translator	38	47.5
Duolingo AI Features	29	36.3

The findings demonstrate that ChatGPT was the most frequently utilized AI-assisted learning tool among participants, with 85% of respondents reporting regular use. Grammarly was also widely used, particularly for improving writing accuracy and technical report preparation.

Students reported using AI tools for multiple educational purposes, including vocabulary learning, grammar correction, translation of technical texts, explanation of programming concepts, and preparation of academic assignments. The widespread adoption of AI-powered learning systems reflects their growing importance within higher education environments.

**Perceived Benefits of AI-Assisted Learning**

Participants were asked to evaluate the effectiveness of AI-enhanced learning systems in improving various aspects of Technical English proficiency.

Table 3

**Perceived Educational Benefits of AI Tools**

<b>Benefit</b>	<b>Percentage of Agreement (%)</b>
Improved technical vocabulary	86.3
Better reading comprehension	81.3
Improved technical writing	77.5
Immediate feedback	92.5
Increased learning motivation	83.8
Greater self-confidence	78.8

The results reveal overwhelmingly positive perceptions regarding the educational value of AI-enhanced learning systems. More than eighty-six percent of participants agreed that AI tools helped them improve their technical vocabulary. This finding is particularly significant because technical terminology constitutes one of the primary barriers to academic success in computer engineering programs.

Additionally, more than ninety percent of respondents identified immediate feedback as one of the most beneficial features of AI-assisted learning systems. Students indicated that receiving instant explanations and corrections enabled them to learn more efficiently and independently.

The findings also suggest that AI technologies contribute positively to students' motivation and confidence. Participants reported feeling more comfortable practicing English when interacting with AI systems because they could learn without fear of criticism or embarrassment.

**Overall Impact of AI on Technical English Proficiency**

Participants were asked to evaluate the overall contribution of AI-enhanced learning systems to their Technical English development.

Table 4

**Overall Evaluation of AI-Assisted Learning**

<b>Response</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
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Strongly Agree	31	38.8
Agree	37	46.2
Neutral	8	10.0
Disagree	3	3.8
Strongly Disagree	1	1.2
Strongly Agree	31	38.8

The results indicate that the majority of respondents held favorable attitudes toward AI-enhanced learning systems. More than 85% of participants either agreed or strongly agreed that AI technologies positively influenced their Technical English proficiency.

Only a small proportion of respondents expressed negative perceptions regarding AI-assisted learning. This suggests that AI technologies are generally viewed as effective supplementary learning tools capable of supporting language development within technical disciplines.

**Summary of Findings**

Overall, the findings demonstrate that AI-enhanced learning systems play a significant role in supporting the development of Technical English proficiency among computer engineering students. The results indicate that AI technologies help students overcome language barriers, improve technical vocabulary acquisition, strengthen reading and writing skills, and increase confidence in academic communication. Furthermore, students perceive AI-assisted learning environments as accessible, engaging, and highly beneficial for independent learning. These findings provide empirical support for the integration of AI technologies into ESP instruction and Technical English education within computer engineering programs.

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### **Conclusion and Recommendations**

#### **Conclusion**

The rapid advancement of Artificial Intelligence has introduced significant changes in educational practices, creating new opportunities for improving language learning outcomes in higher education. This study investigated the impact of AI-enhanced learning systems on the Technical English proficiency of computer engineering students and explored students' perceptions regarding the effectiveness of AI-assisted learning technologies in supporting language development.

The findings of the study revealed that Technical English remains one of the major challenges faced by computer engineering students. Many participants reported difficulties in understanding technical terminology, reading software documentation, interpreting programming instructions, and producing technical written texts in English. These findings confirm that language proficiency continues to play a critical role in students' academic success and professional development within engineering-related disciplines.

The results further demonstrated that AI-enhanced learning systems provide substantial support for overcoming these challenges. Participants indicated that AI-powered educational tools contributed positively to vocabulary acquisition, reading comprehension, technical writing, and overall language confidence. The ability of AI systems to provide immediate feedback, contextualized explanations, personalized recommendations, and continuous learning support was identified as one of the primary factors contributing to their effectiveness. Students perceived AI technologies not only as language-learning resources but also as valuable academic assistants capable of facilitating access to technical knowledge and professional information.

Furthermore, the study highlighted the motivational benefits associated with AI-assisted learning. The majority of respondents reported increased engagement, confidence, and willingness to participate in English-language learning activities when supported by AI technologies. The interactive nature of AI systems encouraged learners to practice independently and develop greater autonomy in their learning processes. Such outcomes are particularly important in technical disciplines where continuous self-directed learning is essential for academic and professional success.

Despite these positive findings, the study also identified several limitations and challenges associated with AI-assisted learning. Concerns regarding excessive dependence on AI-generated content, reduced opportunities for critical thinking, and occasional inaccuracies in AI-produced responses indicate that technological tools should not replace human instruction. Instead, AI should be integrated as a complementary resource that enhances traditional teaching methods while maintaining the essential role of educators in guiding, monitoring, and supporting student learning.

Overall, the findings suggest that AI-enhanced learning systems represent a promising educational innovation capable of strengthening Technical English proficiency among computer engineering students. By reducing language barriers and facilitating access to specialized knowledge, AI technologies can contribute

significantly to students' academic achievement, professional preparedness, and participation in the global technological community.

### **Recommendations**

Based on the findings of the study, several recommendations can be proposed for educational institutions, language instructors, curriculum developers, and future researchers.

First, higher education institutions should consider incorporating AI-enhanced learning systems into English for Specific Purposes (ESP) programs designed for engineering students. The integration of AI technologies can provide learners with additional opportunities for independent practice and personalized language support beyond the classroom environment.

Second, language instructors should actively guide students in the effective and responsible use of AI-powered educational tools. Students should be encouraged to utilize AI technologies as learning aids rather than as substitutes for independent thinking and language production. Educators should also provide training on evaluating the accuracy and reliability of AI-generated information.

Third, curriculum developers should update existing ESP courses to include activities that promote AI literacy alongside language proficiency. As AI technologies become increasingly integrated into professional environments, students must develop both linguistic competence and the ability to interact effectively with intelligent digital systems.

Fourth, universities should provide workshops and training programs that familiarize students with emerging AI technologies and their potential applications in academic and professional communication. Such initiatives can help learners maximize the educational benefits of AI-assisted learning while minimizing potential risks.

Finally, future research should investigate the long-term impact of AI-enhanced learning systems on Technical English development using larger and more diverse participant samples. Experimental and longitudinal studies may provide deeper insights into the effectiveness of AI technologies across different educational contexts and engineering disciplines. Further research should also examine the relationship between AI-assisted learning, learner autonomy, critical thinking skills, and professional communication competencies.

### **Limitations of the Study**

Several limitations should be acknowledged. First, the study relied primarily on self-reported survey data, which may be influenced by participants' personal perceptions and experiences. Second, the sample was limited to computer engineering students from a single higher education institution, which may affect the generalizability of the findings. Third, the study focused on students' perceptions of AI-assisted learning rather than directly measuring language proficiency gains through standardized assessments.

Despite these limitations, the research provides valuable insights into the growing role of AI-enhanced learning systems in Technical English education and contributes to the expanding body of literature on technology-assisted language learning in higher education.

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