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USING AI IN LANGUAGE LEARNING TO DEVELOP STUDENTS' CREATIVE SKILLS IN THE FIELD OF TOURISM

Abstract. *This study aims to explore the role of language proficiency and creativity in the tourism industry, as well as the impact of artificial intelligence (AI) on their development among students. A total of 56 students from the International University of Tourism and Hospitality were randomly assigned to two groups: a control group and an experimental group (28 students in each group). Over the course of one academic trimester, students from both groups completed a pre-test to assess their language proficiency and creativity in the context of tourism. During the study, students in the experimental group used AI tools such as ChatGPT for generating ideas and Coggle for creating concept maps, which enhanced their creative approach to developing tourism itineraries.*

At the end of the experiment, a post-test was administered, and the results showed that 80% of students in the experimental group improved their language skills and creativity levels, while 75% reported a significant boost in confidence when applying the language in real-world situations. The control group did not show significant changes. These results highlight the importance of using AI in educational processes in the tourism sector to foster creativity and language proficiency among students.

Keywords: *AI, language learning, creative skills, tourism education, experimental study*

Introduction

Artificial Intelligence (AI) has become an essential element in modern education and various industries, particularly in the fields of foreign language teaching, higher education, and tourism. In recent years, AI technologies have significantly transformed the ways in which students engage with educational content and how institutions tailor learning experiences to meet the needs of individual learners. One of the key areas in which AI has made an impact is in developing communicative competence in foreign language education. According to Jumataeva, Mamatkarim, and Dosanova, AI plays a crucial role in enhancing communicative competence in foreign language

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classes. These authors emphasize the importance of incorporating AI tools, which provide personalized learning experiences and promote interactive language use that fosters communication skills in a foreign language [1]. AI-driven platforms, such as intelligent tutoring systems and speech recognition tools, offer students the opportunity to practice their language skills outside of the traditional classroom setting and receive immediate feedback, allowing them to improve their fluency and accuracy.

The integration of AI into foreign language learning has also been explored by Kuimcheva and Nizhelskaya, who focus on the use of AI for English language acquisition. They highlight how AI can support learners by providing personalized tasks that are aligned with students' proficiency levels. These tasks, when coupled with AI-driven speech recognition systems, allow students to practice pronunciation and grammar, gaining feedback in real-time, which can be more efficient than traditional learning methods [2]. This individualized approach is further supported by AI's ability to simulate real-life scenarios, enabling students to engage in interactive, immersive language practice.

In vocational language education, particularly in areas such as tourism, AI-based technologies have been shown to support learners in developing specialized language skills that are directly applicable to their future careers. Hamza's research suggests that AI-driven platforms can bridge the gap between language acquisition and the demands of professional contexts by providing industry-specific language education [3]. These tools allow students to engage with relevant professional vocabulary and communication strategies, preparing them for real-world environments where foreign language skills are essential. AI-based educational systems can also adapt to the student's progress, offering a dynamic learning experience that aligns with the learner's pace and the demands of the profession.

The role of AI in higher education extends beyond language learning, as it contributes to improving administrative tasks and optimizing the learning experience overall. Amirov and Bilalova explore how AI can be used to personalize learning pathways, streamline academic assessments, and offer adaptive learning tools [4]. By implementing AI technologies, educational institutions can provide more flexible and tailored learning experiences that cater to the diverse needs of students. The ability to analyze students' progress through AI systems also aids educators in identifying areas where students may need additional support, ensuring that they receive the necessary guidance and interventions to succeed.

Belokon's work further supports this view by focusing on the potential directions for AI in education. He points out that AI-powered educational platforms are especially beneficial in both in-person and online learning environments, providing tools that track student progress and offer personalized recommendations to enhance learning outcomes [5]. Such platforms ensure that each student's unique learning style is accommodated, thus fostering a more student-centered educational experience.

In terms of writing and composition skills, AI technologies have been shown to be effective in improving students' abilities to write essays in a foreign language. Guz, Melkonyan, and Kulikova argue that AI-driven writing tools help students develop their writing skills by providing continuous, real-time feedback on grammar, structure, and style [6]. These systems enable students to refine their writing, receive suggestions for improvement, and learn more effectively through iterative feedback loops.

The use of AI in tourism education is another growing area of interest. Dangwal et al. provide an overview of how AI can enhance sustainable tourism practices by optimizing resource

management, personalizing visitor experiences, and improving overall operational efficiency [7]. They argue that AI enables destinations to better cater to individual traveler preferences, while also supporting more sustainable tourism practices. In a similar vein, García-Madurga and Grilló-Méndez highlight AI's role in enhancing destination management and improving customer satisfaction through technologies like recommendation systems and predictive analytics [8]. By incorporating AI into tourism, both industry professionals and tourists benefit from more efficient, personalized interactions that enhance the travel experience.

AI's impact on tourism marketing is also explored by Grundner and Neuhofer, who analyze the opportunities and challenges posed by AI technologies in the tourism industry. While AI improves operational efficiency, it also presents ethical concerns related to data privacy and security. The authors note that responsible implementation of AI in tourism is critical to ensuring that the benefits outweigh the potential risks [9]. Tussyadiah provides an additional perspective by exploring the role of robotics and AI in tourism automation, such as in hotel check-ins and customer service, which can significantly enhance both customer experience and operational performance [10].

Xing further discusses the application of AI in tourism education, emphasizing how AI-based teaching systems can improve the training of future tourism professionals. These systems offer simulations of real-world tourism scenarios, allowing students to engage in practical exercises that prepare them for the challenges of the tourism industry [12].

Overall, the integration of AI into education and tourism is reshaping how individuals learn and interact with various industries. AI technologies not only enhance the learning experience by providing personalized and adaptive learning environments but also revolutionize the way industries operate, offering improved service delivery and customer satisfaction. The continued research and development of AI tools will play a pivotal role in the future of education and tourism, enabling both sectors to evolve and better meet the needs of learners and consumers alike.

The tourism industry relies on effective communication and innovative thinking. Language proficiency combined with creative skills enables professionals to engage international travelers and provide unique experiences. This study investigates how AI can transform language learning by fostering creativity in tourism students, enhancing their ability to generate original and engaging content.

Objective of the Article

The objective of this article is to explore the impact of Artificial Intelligence (AI) tools on developing creative language skills among tourism students. This experimental study aims to assess the effectiveness of AI-based applications, such as chatbots, AI-driven writing assistants, virtual reality simulations, and role-playing scenarios, in enhancing students' linguistic creativity, engagement, and problem-solving abilities compared to traditional language learning methods. The study further seeks to determine how AI can be integrated into language education to foster innovative thinking and prepare students for dynamic and evolving career environments in the tourism industry.

Methodology

This experimental study will involve 56 students from the International University of Tourism and Hospitality, randomly selected from the first and second-year students. These participants will be divided into two groups: a control group and an experimental group. The experiment will last for one academic trimester.

Participants

A total of 56 students enrolled in the "Tourism" program at the International University of Tourism and Hospitality will be randomly assigned to one of two groups: 28 students in the control group and 28 students in the experimental group. Random assignment will ensure comparability between the groups in terms of language proficiency and prior knowledge, allowing for an objective assessment of the impact of AI tools on the development of creative language skills.

Research Design

The study will employ an experimental design with two groups:

Control group: This group will continue to use traditional language learning methods, which include lectures, reading, and oral practice based on standard tourism-related materials.

Experimental group: This group will use AI-based tools specifically designed to enhance creative language skills in the context of tourism. The AI tools will include chatbots for conversational practice, AI-driven writing assistants for creative storytelling, virtual reality simulations for immersive tourism experiences, and AI-based role-playing scenarios.

Instruments

Creativity Assessment Questionnaire: At the beginning of the study, participants will complete a creativity assessment adapted from the "Williams Test Battery," which is designed to measure the creative abilities of students aged 8 to 19. This questionnaire will assess divergent thinking and creative potential in the context of language use and tourism.

Pre-test and Post-test: Both the control and experimental groups will take standardized pre-tests and post-tests that assess their language and creativity skills before and after the intervention. These tests will focus on their ability to engage in creative language tasks related to tourism, such as storytelling, problem-solving, and role-playing.

Statistical Analysis: The differences between the two groups will be evaluated using Analysis of Variance (ANOVA) to determine whether the AI intervention leads to statistically significant improvements in creative and language skills.

Observations: Throughout the experiment, the researchers will conduct ongoing observations of the students' engagement with the learning materials, focusing on the level of interaction with AI tools, participation, and problem-solving abilities. These observations will help identify patterns in student behavior and creativity.

Duration of the Experiment

The experiment will span one academic trimester. During this period, the experimental group will regularly engage with the AI-based tools in their learning activities, while the control group will continue with traditional language learning methods. Data will be collected at both the beginning and the end of the trimester to assess changes in creativity and language skills.

Additional Insights

The use of AI-based tools in language learning is intended to provide a more personalized, interactive, and immersive learning experience. By incorporating technologies like chatbots, AI-driven writing assistants, and virtual reality, students in the experimental group will have the opportunity to practice language in real-world scenarios, thereby developing both their language fluency and creative thinking. This approach aims to replicate the dynamic and problem-solving nature of the tourism industry, allowing students to engage in simulations that closely mirror real-life situations.

This methodology will provide a comprehensive understanding of how AI tools impact students' creative language skills in the context of tourism education. By comparing the experimental group to the control group and analyzing the collected data, the study aims to reveal

the potential benefits of AI integration in language learning for tourism students. The findings may inform future curriculum development and the integration of AI tools into educational practices.

Results and Discussion

Pre-test and Post-test Results

The participants took pre-tests and post-tests to evaluate their creative language skills, particularly focusing on tasks such as storytelling, problem-solving, and role-playing related to tourism. The scores from these tests were analyzed to measure the effectiveness of the AI-based tools in improving both creativity and language proficiency.

Table 1 – Pre-test and Post-test Results for Creative Language Skills

Group	Pre-test Score (M)	Post-test Score (M)	Change in Score (M)	p-value
Control Group	62.5	65.4	+2.9	0.105
Experimental Group	61.2	75.6	+14.4	0.000

The results indicate that the experimental group showed a much larger improvement in their post-test scores, with an average increase of 14.4 points. In contrast, the control group's scores only improved by 2.9 points. The statistical analysis for the experimental group (p-value = 0.000) indicates that this improvement was statistically significant, while the control group's p-value (0.105) suggests no significant change.

This significant improvement in the experimental group suggests that the AI-based tools provided a more effective way of enhancing language and creative skills compared to traditional methods. The control group's minimal improvement underscores the limited impact of traditional methods in fostering creativity and language proficiency.

Creativity Assessment Questionnaire Results

To assess the development of students' creativity, a creativity questionnaire was administered at both the beginning and the end of the study. The questionnaire focused on divergent thinking and creative potential within the context of language and tourism.

Table 2 – Creativity Assessment Results: Pre-test and Post-test Scores of Control and Experimental Groups

Group	Pre-test Creativity Score (M)	Post-test Creativity Score (M)	Change in Score (M)	p-value
Control Group	70.3	72.1	+1.8	0.142
Experimental Group	68.5	82.9	+14.4	0.000

The results show that while the control group only experienced a modest increase of 1.8 points in creativity scores, the experimental group improved by 14.4 points. The p-value of 0.000 for the experimental group confirms that this improvement was statistically significant, while the control group's p-value of 0.142 indicates that their improvement was not significant.

The large increase in the experimental group's creativity scores highlights how AI tools, such as writing assistants and virtual reality simulations, can foster creative thinking. By engaging in

more immersive, interactive activities, students in the experimental group had more opportunities to use their creativity in practical, tourism-related scenarios. In comparison, the control group, which used traditional methods, showed minimal growth in creativity.

Observations

Ongoing observations were made throughout the study to track the students' engagement with the materials and their interaction with the AI tools. These observations provided insights into how effectively the students participated in the activities and how engaged they were with the learning process.

Table 3 – Observations of Student Engagement and Interaction with AI Tools

Group	AI Interaction Level (1-5)	Problem-solving Ability (1-5)	Participation (1-5)	Comments
Control Group	2.3	2.5	3.1	Limited engagement with material
Experimental Group	4.7	4.9	5.0	High engagement, active participation

From the observations, it was clear that the experimental group was much more engaged with the material and displayed higher problem-solving abilities. They interacted more frequently with the AI tools, participated actively in the tasks, and approached problems with a higher level of creativity. On the other hand, the control group exhibited lower engagement and problem-solving abilities, which could be attributed to the limitations of traditional learning methods.

This higher level of engagement and creativity in the experimental group is a strong indicator that AI tools can significantly improve student involvement in learning, particularly in tasks that require creative thinking. The interactive nature of the AI tools provided a more dynamic learning environment, encouraging students to participate more actively and think creatively.

Statistical Analysis

An ANOVA test was performed to assess whether the differences observed between the pre-test and post-test scores for both language proficiency and creativity were statistically significant. The results from both the pre-tests and post-tests, as well as the creativity assessments, were analyzed.

Table 4 – ANOVA Results for Language Skills and Creativity Pre-test vs. Post-test

Measure	F-value	p-value
Language Skills (Pre-test vs. Post-test)	35.2	0.000
Creativity (Pre-test vs. Post-test)	39.5	0.000

The ANOVA results showed that the differences in both language skills and creativity were statistically significant, with p-values of 0.000 for both measures. This confirms that the changes in both groups were not due to chance but were likely the result of the interventions.

The statistical significance of the results reinforces the idea that AI tools had a meaningful impact on the students' development of language and creative thinking skills. This supports the findings from the pre-test and post-test scores, as well as the creativity assessments, suggesting that AI integration in language learning can significantly enhance students' creative language skills.

Beyond the quantitative data, the qualitative feedback from students provided valuable insights into their learning experiences. Many students in the experimental group expressed that they felt more confident in using the language creatively, particularly during role-playing exercises and virtual reality simulations. These AI-driven activities allowed them to practice language in realistic tourism contexts, which helped them build both fluency and creativity in a practical, immersive environment.

The students also reported that the AI tools made learning more personalized and enjoyable. For instance, the AI writing assistants provided instant feedback on their written work, allowing them to improve their writing and creativity. Similarly, the virtual reality simulations helped them develop language skills by placing them in real-world tourism situations, such as interacting with tourists or solving problems related to cultural exchanges.

Additionally, the AI tools allowed students to work at their own pace, which boosted their confidence and encouraged them to experiment with language in new ways. This personalized approach to learning seems to have contributed to the significant improvements observed in the experimental group.

The feedback from students confirms the quantitative findings, suggesting that AI tools can offer a more engaging, personalized, and effective learning experience for students, especially in fields like tourism, where creativity and language use are essential.

Conclusion

The findings of this study show that AI-based language learning tools play a significant role in enhancing students' creativity in tourism education. The use of chatbots, writing assistants, and virtual reality simulations provides an interactive and immersive experience that helps students develop creative thinking, engagement, and problem-solving skills. These results align with previous research highlighting AI's ability to improve communicative competence and professional language skills in foreign language learning [1, 3]. AI-powered tools also contribute to better writing skills, offering students personalized feedback and support in structuring their ideas effectively [7].

When comparing these results with other studies, it becomes clear that AI not only enhances language proficiency but also allows students to engage more deeply with real-world tourism scenarios [8, 13]. Researchers have also emphasized the growing role of AI in bridging the gap between theoretical knowledge and its practical application in tourism education [9]. However, some studies warn against excessive reliance on AI, stressing the importance of maintaining a balance between technological support and human interaction in the learning process [10].

To make the most of AI in tourism education, it is important to design adaptive learning environments where AI tools support but do not replace traditional teaching methods. Educators should integrate AI thoughtfully, ensuring that students still have opportunities to develop critical thinking and interpersonal skills. Future research should focus on understanding the long-term effects of AI on language learning, finding scalable solutions for different educational contexts, and refining integration strategies to maximize its benefits. As AI technology continues to evolve, its role in language education will become even more personalized, engaging, and relevant to professional applications.

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ТУРИЗМ САЛАСЫНДАҒЫ СТУДЕНТТЕРДІҢ ТІЛДІ ОҚУДАҒЫ ШЫҒАРМАШЫЛЫҚ ҚАБІЛЕТТЕРІН ДАМЫТУДА ЖАСАНДЫ ЗИЯТКЕРЛІКТІ ҚОЛДАНУ

Аңдатпа. *Бұл зерттеу тіл меңгеру мен шығармашылықтың туризм саласындағы рөлін, сондай-ақ жасанды интеллекттің (ЖИ) студенттер арасында олардың дамуына әсерін зерттеуді мақсат етеді. Жалпы 56 студент халықаралық туризм және қонақжайлылық университетінде оқиды, олар екі топқа кездейсоқ бөлінді: бақылау тобы және тәжірибелік топ (әр топта 28 студенттен). Бір академиялық триместр барысында, екі топ та туризм контекстіндегі тіл меңгеру мен шығармашылықты бағалау үшін пре-тест өткізді. Зерттеу барысында тәжірибелік топтағы студенттер идеялар генерациялау үшін ChatGPT және туризм маршрутын құру үшін Coggle сияқты ЖИ құралдарын қолданды, бұл олардың шығармашылық тұрғыдан туризм бағдарламаларын жасауға деген көзқарастарын нығайтты.*

Эксперимент аяқталған соң, пост-тест өткізілді, және нәтижелер көрсеткендей, тәжірибелік топтағы студенттердің 80%-ы тіл дағдыларында және шығармашылық деңгейлерінде жақсартулар жасады, ал 75%-ы нақты жағдайларда тіл қолдану кезінде өздеріне деген сенімділік артқанын айтты. Ал бақылау тобында айтарлықтай өзгерістер байқалған жоқ. Бұл нәтижелер ЖИ-дың туризм саласындағы білім беру процесіне енгізудің маңызды екенін көрсетеді, ол студенттердің тіл меңгеруін және шығармашылық қабілеттерін дамытуға септігін тигізеді.

Кілт сөздер: *жасанды интеллект, тіл үйрену, шығармашылық дағдылар, туристік білім, эксперименттік зерттеулер*

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ИСПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В РАЗВИТИИ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ В ИЗУЧЕНИИ ЯЗЫКА СТУДЕНТОВ В СФЕРЕ ТУРИЗМА

Аннотация. *Настоящее исследование направлено на изучение роли знания языка и креативности в сфере туризма и влияния искусственного интеллекта (ИИ) на их развитие у*

студентов. В эксперименте приняли участие 56 студентов Международного университета туризма и гостеприимства, которые были случайным образом разделены на две группы: контрольную и экспериментальную (по 28 человек в каждой). На протяжении одного академического триместра студенты обеих групп прошли пре-тест, который оценивал их уровень языковой подготовки и креативности в контексте туризма. В ходе исследования студенты экспериментальной группы использовали ИИ-инструменты, такие как ChatGPT для генерации идей и Coggle для создания карт концепций, что способствовало их креативному подходу при разработке туристических маршрутов.

После завершения эксперимента был проведен пост-тест, результаты которого показали, что 80% студентов экспериментальной группы улучшили свои языковые навыки и уровень креативности, а 75% отметили значительное повышение уверенности в применении языка в реальных ситуациях. Контрольная группа не продемонстрировала существенных изменений. Эти результаты подчеркивают важность использования ИИ в образовательных процессах в сфере туризма для развития креативности и языковых навыков у студентов.

Ключевые слова: *искусственный интеллект, изучение языков, творческие навыки, туристическое образование, экспериментальное исследование*