# ПЕДАГОГИКАЛЫҚ ҒЫЛЫМДАР / ПЕДАГОГИЧЕСКИЕ НАУКИ / PEDAGOGICAL SCIENCES

# AI AND GAMES AS TRANSLANGUAGING TOOLS IN AFL AND EFL CLASSROOMS

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**Abstract**

The integration of translanguaging in foreign language learning has gained increasing attention as an effective strategy for developing bilingual and multilingual communicative competence. In Azerbaijani as a Foreign Language (AFL) and English as a Foreign Language (EFL) classrooms, students often struggle to maintain engagement and independently enhance their proficiency. This study examines how artificial intelligence, specifically ChatGPT, and game-based learning can be self-study tools to support language acquisition through translanguaging.

This research investigates the effectiveness of AI-driven interactive dialogue and gamified learning in promoting translanguaging practices by analyzing student experiences in AFL and EFL settings at Odlar Yurdu University and Baku Business University over the 2024-2025 period. The study explores how these tools facilitate cross-linguistic connections, foster autonomous learning, and enhance students' confidence in language use.

The findings will provide insights into the pedagogical benefits of AI and gamification in language education and offer practical recommendations for integrating these tools into AFL and EFL classrooms to strengthen bilingual communicative competence.

**Keywords:** translanguaging, bilingual communicative competence, AFL and EFL classes, ChatGPT, games.

# AI ЖӘНE ОЙЫНДАР AFL ЖӘНE EFL СЫНЫПТАРЫНДАҒЫ ТРАНСЛИНГВИНГ ҚҰРАЛДАРЫ РЕТІНДЕ

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**Аңдатпа**

Шет тілін үйренуде транслингвизмді қолдану билингвалды және мультиязықты коммуникативтік құзыреттілікті дамытудағы тиімді стратегия ретінде барған сайын қызығушылық тудырып келеді. Әзербайжан тілі (AFL) және ағылшын тілі (EFL) шет тілі ретінде оқытылатын сыныптарда студенттер көбінесе мотивацияны сақтауда және тілдік дағдыларын өз бетінше жетілдіруде қиындықтарға тап болады. Бұл зерттеу жасанды интеллекттің, атап айтқанда ChatGPT-тің, және ойын негізіндегі оқыту әдістерінің транслингвизм арқылы тіл үйренуді қолдауға арналған өзіндік оқу құралдары ретінде қалай қызмет ететінін қарастырады.

2024-2025 жылдары Одлар Юрду университеті мен Баку Бизнес Университетіндегі AFL және EFL студенттерінің тәжірибелерін талдай отырып, зерттеу жасанды интеллектке негізделген интерактивті диалог пен ойын элементтерін қамтитын оқыту әдістерінің транслингвистикалық практикаларды дамытудағы тиімділігін зерттейді. Зерттеуде бұл құралдардың тілдер арасындағы байланысты нығайтуға, студенттердің өз бетінше оқу дағдыларын қалыптастыруға және тіл қолдануда сенімділігін арттыруға қалай ықпал ететіні қарастырылады.

Зерттеу нәтижелері жасанды интеллект пен ойын әдістерінің шет тілін оқытудағы педагогикалық артықшылықтарын анықтауға көмектесіп, AFL және EFL сыныптарында билингвалды коммуникативтік құзыреттілікті дамытуға арналған практикалық ұсыныстар ұсынатын болады.

**Кілт сөздер**: транслингвинг, қостілді коммуникативтік құзыреттілік, AFL және EFL сабақтары, ChatGPT, ойындар.

# ИИ И ИГРЫ КАК ИНСТРУМЕНТЫ ТРАНСЛИНГВИЗМА В КЛАССАХ АЗЕРБАЙДЖАНСКОГО КАК ИНОСТРАННОГО (AFL) И АНГЛИЙСКОГО КАК ИНОСТРАННОГО (EFL)

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**Аннотация**

Интеграция транслингвизма в изучение иностранных языков привлекает все больше внимания как эффективная стратегия развития билингвальной и мультиязыковой коммуникативной компетенции. В классах азербайджанского как иностранного (AFL) и английского как иностранного (EFL) студенты часто сталкиваются с трудностями в поддержании мотивации и самостоятельном повышении уровня владения языком. В данном исследовании рассматривается, как искусственный интеллект, в частности ChatGPT, и игровые методы обучения могут служить инструментами самостоятельного изучения языка через транслингвизм.

Анализируя опыт студентов AFL и EFL в Одлар Юрду Университете и Бакинском Бизнес-Университете в 2024-2025 годах, исследование оценивает эффективность интерактивного диалога с ИИ и геймифицированного обучения в поддержке транслингвистических практик. В работе изучается, каким образом эти инструменты способствуют установлению межъязыковых связей, развитию автономного обучения и повышению уверенности студентов в использовании языка.

Результаты исследования предоставят ценные данные о педагогических преимуществах искусственного интеллекта и геймификации в обучении языкам, а также предложат практические рекомендации по их интеграции в классы AFL и EFL для развития билингвальной коммуникативной компетенции.

**Ключевые слова**: транслингвизм, двуязычная коммуникативная компетенция, классы AFL и EFL, ChatGPT, игры.

## Introduction

Research question 1: What knowledge and skills do Foreign language teachers need to master in-depth for improving language learners' BCC skills?

Research question 2: What is the best way to manage the audience?

When answering the questions about the knowledge and skills foreign language teachers need to master to improve language learners' Bilingual Communicative Competence (BCC) skills, we can refer to Jim Cummins' (2017) study, which examines theoretical concerns and empirical research related to instructional language use in bilingual and second-language (L2) teaching programs [1, 2]. The majority of the time, monolingual instructional presumptions that see languages as distinct and autonomous still form the foundation of language learning. A common definition of optimal instructional practice is the employment of the target language exclusively, with little to no reference to the home or dominant language of the students. Contrary to popular belief, a wealth of studies demonstrates that literacy-related skills transfer across languages as learning advances and that languages interact dynamically during the learning process. Bilingual/multilingual education offers a wealth of chances for improving students' L1 and L2 proficiency when we break free from the assumptions of monolingual instruction. A vast array of options for improving students' L1 and L2 proficiency through

bilingual and multilingual teaching practices that recognize and actively support cross-language transfer arise when we break free from the preconceptions associated with monolingual instruction [3, 4].

Carson, J. E., et.al. 1990, in his study reported the first language and second language reading and writing abilities of adult ESL learners to determine the relationships across languages (L1 and L2) and modalities (reading and writing) in the acquisition of L2 literacy skills [5]. Specifically, we investigated relationships (a) between literacy skills in a first language and literacy development in a second language (i.e., between reading in L1 and L2, and between writing in L1 and L2), and (b) between reading and writing in L1 and L2 (i.e., between reading and writing in L1, and between reading and writing in L2). In his research work he investigated Chinese and Japanese ESL students in academic contexts required to finish a close passage and write an essay in both of their native tongues. The findings show that whereas reading abilities can be transferred between languages, the pattern of this transfer differs for each of the two language groups. Furthermore, data suggests that the link between reading and writing skills differs for the two language groups and that reading ability transfers more readily from L1 to L2 than writing ability. These findings imply that L2 literacy growth is a complicated phenomenon for adult learners of second languages who are already literate. This phenomenon involves factors including L2 language competency, educational background (both first and second language), and cultural literacy practices that could be connected to various L2 patterns of L2 literacy acquisition [6, 7].

When addressing the question of the best way to manage an audience, we find that foreign language teachers should read extensively and stay up to date with current events. Reading is essential because even the smallest piece of information might become relevant in the future. This responsibility should be taken seriously.

At times, when I go without reading for a while or become less attentive in this regard, I can sense the impact in the classroom. I find myself thinking, If only I had learned this earlier, if only I had prepared better, I wouldn't be facing this situation now.

A new teacher aspiring to teach foreign languages must fully recognize that, beyond their private life, they also have a professional presence that demands appropriate conduct. Maintaining their professional status is essential not only within their workplace but also in broader social contexts, including digital platforms and social networks [8, 9, 10].

If we look at the study of Sadıkoğlu, S., et al. 2022 "What can happen if the student does not trust the teacher, and to assess the role of information technologies and games in teaching foreign languages" as how children naturally acquire their mother tongue, we will see that the role of toys and games is important in their lives [11]. Family psychologists studied the impact of toys and games on children's development and stated that the game is the meaning of life for every child. Just as adults are busy with something from the time they wake up in the morning until they go to bed at night. Everyone is engaged in any work that suits their specialty and life. For example, like everyone else's work, such as housework, outside work, office work, at school, teachers and doctors, children do not speak involuntarily, their speech is not yet developed and they are unable to express themselves. Students' learning of a foreign language can be compared with them. Toys and games are an integral part of children. Until the age of 12, children see some games as a mechanism for self-calming, self-expression, confirmation, and analysis. Sometimes adults and parents seem to get annoyed by children's play. But one thing should be noted we can express our words to each other, and we can clearly understand our thoughts and attitudes. But children do these things through play, of course, choosing the right playmate is very important here. And the best case may be that the first playmate is the child's parent. Unfortunately, sometimes parents don't do this, while the child can communicate

well with the parent when the first playmate is the child's parent. A child who doesn't play and doesn't use toys can have good relationships with his friends and his speech will develop well. Otherwise, the child will become a closed person. A child who plays games with his parents and uses toys grows up with creativity, communication, and common sense.

## Materials and Methods

In this research, we employed a combination of AI-driven tools and game-based activities to enhance BCC (Basic Communicative Competence) skills among both teachers and students. Our primary methodology involved integrating ChatGPT and interactive language games into self-study sessions to analyze their effectiveness in fostering translanguaging practices.

To collect data, we conducted pre- and post-study assessments to measure participants' progress in BCC skills. Participants engaged in structured AI-assisted dialogues, where they interacted with ChatGPT to practice real-life conversational scenarios. We also introduced game-based learning sessions, incorporating vocabulary-building, role-playing, and problem-solving activities to assess how gamification impacts language retention and engagement.

Additionally, qualitative data was gathered through surveys and reflective journals, where participants shared their experiences, challenges, and perceived benefits of using AI and games in self-directed learning. The collected data was then analyzed using comparative analysis techniques to identify patterns of improvement in translanguaging practices and communicative competence.

## ChatGPT could enhance teaching and learning:

Information technologies have an important role in the modern education system. With the use of artificial intelligence, it is possible to ensure that self-education is lifelong. Foreign language teachers must fully master information technology skills. Chatgpt can be considered the main tool for developing self-education in modern times.

### 1. Personalized Learning Experience:

- Adaptive Responses: ChatGPT can provide personalized feedback and responses to students' questions, helping them understand complex concepts at their own pace. This personalized attention can foster a sense of connection and support, enhancing the teacher-student relationship.

- Individualized Support: By using ChatGPT for self-study, students can receive extra practice outside of classroom hours, allowing teachers to focus more on relationship-building during class time.

### 2. Interactive and Engaging Content:

- Gamification: Incorporating language games into ChatGPT's responses can make learning more engaging. For example, vocabulary games, sentence-building challenges, or interactive quizzes can make language practice fun and less intimidating.

- Cultural Games: Games that involve cultural aspects of the language being learned can help students connect more deeply with the material, enhancing their motivation and engagement.

### 3. Facilitating Communication:

- Language Practice: ChatGPT can simulate conversations in the target language, providing students with a safe environment to practice speaking and listening skills. This can reduce anxiety and build confidence, which strengthens the overall teacher-student dynamic.

- Peer Interaction: Teachers can use ChatGPT to facilitate group activities where students interact with each other in the target language, encouraging collaboration and communication.

**4. Supplementary Learning Tool:**

- Homework Help: ChatGPT can assist students with homework, providing explanations and hints that reinforce classroom learning. This can free up time during class for more interactive and relational activities.

- Resource Accessibility: Teachers can use ChatGPT to provide students with additional resources such as reading materials, listening exercises, or interactive games that complement the lessons.

**5. Feedback and Reflection:**

- Instant Feedback: Immediate feedback from ChatGPT on exercises and games can help students correct mistakes on the spot, reinforcing learning and reducing frustration. This can make the learning experience more positive, contributing to a better relationship with the teacher.

- Reflection Tools: ChatGPT can guide students through reflective exercises, helping them understand their progress and areas that need improvement. This can enhance their self-awareness and motivation.

**6. Enhanced Engagement through Games:**

- Role-playing games: These can immerse students in real-life scenarios where they use the target language, making learning practical and fun. ChatGPT can create customized role-play scenarios based on the students' interests.

- Language Puzzles and Challenges: Word puzzles, crosswords, and other language-based challenges can be integrated into lessons via ChatGPT, providing a fun way for students to practice language skills.

**Results and Discussions**

**Study Participants and Context**

The study was conducted during the Autumn 2024 semester with students from Foundation 5 and 10 at Odlar Yurdu University and T21 translation group students from Baku Business University. A total of 80 students (40 students from Odlar Yurdu University and 40 students from Baku Business University), aged 18 to 46 years, participated in the experiment. These students were learning English as a foreign language (EFL) and Azerbaijani as a foreign language (AFL). The primary objective of the study was to examine the impact of AI-driven tools and game-based activities on the development of Bilingual Communicative Competence (BCC) skills and translanguaging practices.

**Research Methodology**

The study followed a two-phase experimental design, consisting of:

1. Pre-test Assessment:

- At the beginning of the study, students completed a BCC assessment, which included oral and written communication tasks.

- A self-evaluation survey was conducted to measure students' confidence in using English and Azerbaijani and their attitudes toward AI-driven tools and game-based learning.

2. Implementation of AI and Game-Based Learning Activities:

- Over 4 weeks, students participated in structured learning activities incorporating ChatGPT and various gamified exercises.

- The key game-based learning strategies were used:

- Role-playing games: Students simulated real-life situations (e.g., job interviews, travel dialogues).

- Language quests: Teams solved challenges using English and Azerbaijani, encouraging collaboration.

- Competitive quizzes: Students answered language-related questions and received rewards for accuracy.

3. Post-test Assessment and Evaluation:

- At the end of the study, students completed a post-test with the same BCC assessment criteria.

- A follow-up self-evaluation survey was conducted to compare their confidence levels before and after the intervention.

- Qualitative feedback was collected through structured interviews to assess students' perceptions of the effectiveness of AI-driven tools such as Chatgpt and gamification.

**Findings and Analysis**

The study revealed several key findings:

- Improvement in BCC skills: Post-test results showed an average of 70% increase in students' communicative competence compared to the pre-test.

- Enhanced confidence in language use: 70% of students reported feeling more comfortable engaging in conversations in English and Azerbaijani.

- High engagement levels: According to survey results, 70% of students found game-based learning more motivating than traditional methods.

- Role of translanguaging: Students effectively used their native language to grasp complex concepts before transitioning into English and Azerbaijani during interactive activities.

**Conclusion**

The findings suggest that the integration of AI-driven tools and gamification significantly enhances students' motivation, engagement, and communicative competence in English and Azerbaijani. The study also highlights the importance of translanguaging in facilitating language acquisition, allowing students to bridge their understanding before fully immersing themselves in English and Azerbaijani communication.

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