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# Leveraging AI-Powered Voice Assistants for Autonomous Second Language Learning: A Pilot Study Using Amazon Alexa

**DR. A. SHAJITHA BANU**
Associate Professor,
Department of Science and Humanities,
*Sri Eshwar College of Engineering, Coimbatore*
shajithabanu.a@sece.ac.in

**DR. T. AKILA**
Assistant Professor
Department of Science and Humanities,
Sri Eshwar College of Engineering,
Coimbatore, Tamil Nadu, India
akila.t@sece.ac.in

**DR. R. MALATHY**
Assistant Professor
Department of Science and Humanities,
Sri Eshwar College of Engineering,
Coimbatore, Tamil Nadu, India
malathy.r@sece.ac.in

**DR. P. SHANMUGAM**
Assistant Professor
Department of Science and Humanities,
Dhanalakshimi Srinivasan College of Engineering,
Coimbatore, Tamil Nadu, India
Shanmugam.p@dsce.ac.in

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## Abstract

Artificial intelligence has had a significant impact on the education industry and the way people learn. In particular, there is much discussion about applying artificial intelligence technology to help students master foreign languages. This study seeks to examine the possible use of AI voice assistants like Amazon Alexa in self-paced learning of new languages. A pilot study design was used to test the effectiveness of Alexa in helping users improve their listening, speaking, and vocabulary skills autonomously. A set of individuals used Amazon Alexa to perform various exercises for some time. The data was gathered from their interaction with the program, feedback from participants, and assessment of their progress. The results show that Alexa promotes self-regulation among learners by offering

instant feedback, encouraging regular practice, and making conversations enjoyable. However, some limitations were discovered, including difficulties with contextual analysis and pronunciation accuracy.

**Keywords**

Artificial Intelligence, Autonomous Learning, Second Language Acquisition, Voice Assistants, Amazon Alexa, Conversational AI.

# I. Introduction

With the advent of Artificial Intelligence (AI), conventional learning methods have evolved into an advanced mode of learning. In the field of second language acquisition, technology-based learning platforms have emerged as significant tools due to their flexibility and learner-oriented nature. Autonomous learning, which promotes independent involvement, has emerged as one of the most important aspects in contemporary pedagogy. Voice assistants such as Amazon Alexa represent a new generation of AI-driven conversational agents capable of supporting language learning through natural interaction. These systems enable learners to practice speaking and listening skills without the constraints of time and location. Despite their growing popularity, there is limited empirical research examining their effectiveness in fostering autonomous language learning.

It is intended that this paper will fill the void in the body of literature regarding the use of AI-based voice assistants, such as Amazon Alexa, for second language acquisition. It is important that the study is carried out against the background of a growing prevalence of conversational artificial intelligence among people's activities, as well as the question of how such technology may be used in the process of language training. It is proposed to focus on the practical experience of the learners' use of Alexa through spontaneous interaction with this device. The key idea of the study lies in the shift from traditional approaches to autonomous learning of second languages.

This study aims to bridge this gap by conducting a pilot investigation into the role of Alexa in supporting second language learners. The primary objective is to evaluate its effectiveness in enhancing learner autonomy and improving language proficiency.

# II. Literature Review

Voice assistants powered by Artificial Intelligence (AI) have emerged as innovative tools in second language learning providing learners with interactive and autonomous learning opportunities. Technologies like Amazon Alexa use speech recognition, Natural Language Processing (NLP) and machine learning for conversational practice, pronunciation training and vocabulary enhancement. Recent research has shown that intelligent personal assistants provide flexible and learner-centred environments that support self-paced language learning. Dizon and Tang (2020) found that learners perceived Alexa as an accessible and engaging platform to practice English communication skills outside the classroom. The research also indicated that AI voice assistants boost learner motivation and speaking confidence through real-time interaction and feedback. Furthermore, AI-powered systems can respond to learner input and provide immediate support during discussions, enabling personalized learning experiences.

Moreover, researchers have highlighted the educational potential of AI voice assistants for autonomous learning and language proficiency improvement. Dizon (2022) claims that voice assistants can promote learners' practice of communication in the target language independently, which, in turn, increases interaction and decreases speaking anxiety. In addition, AI-driven learning environments boost student engagement by providing endless opportunities to practice language without direct teacher intervention. However, some studies have also reported challenges such as problems in accent recognition, and limited contextual understanding and data privacy concerns in communication [3]. However, the integration of AI-powered conversational agents into language education is considered a transformative step toward smart and adaptive learning systems. This pilot study therefore investigates the effectiveness of Amazon Alexa in facilitating autonomous second language learning and improvement of communication skills of learners.

# III. Methodology

This pilot study employs a mixed method research approach to examine the effectiveness of AI-powered voice assistants in autonomous second language learning. The study was conducted on undergraduate engineering students who were learning English as a second

language. A total of 60 participants were purposively selected and randomly assigned into two groups, an experimental group that performed language-learning activities on Amazon Alexa and a control group that performed language-learning activities using traditional self-learning methods. The experimental group interacted with Alexa for four weeks for pronunciation practice, vocabulary learning, listening comprehension and conversational communication. Pre-tests and post-tests were performed to measure the improvements in the learners' speaking skills, vocabulary acquisition and listening abilities. Similar mixed-method approaches have been widely adopted in educational technology research for measuring the learning effectiveness and learner engagement.

Both quantitative and qualitative data collection techniques were used to gain a comprehensive picture of learner performance and learner perception. Quantitative data were collected through assessment scores and Likert-scale questionnaires measuring both learner motivation and engagement and confidence in language learning. Qualitative data were collected through semi-structured interviews and feedback sessions to examine learners' experiences with Alexa-based learning activities. The collected data were analyzed by percentage analysis and comparative evaluation between the experimental and control groups. During the research process, ethical considerations such as informed consent, participant confidentiality, and voluntary participation were maintained to ensure reliability and transparency [3]. The methodology framework was based on previous studies examining AI assisted and autonomous language-learning settings [4]**.**

## B. Procedure

The study was conducted over a period of four weeks and investigated the effectiveness of Amazon Alexa in supporting autonomous second language learning. In the experimental group, the participants were first introduced to Alexa's features and functionalities, such as voice commands, conversational interaction, and listening activities. Both the experimental and control groups were pre-tested for their initial proficiency levels in speaking, listening, and vocabulary skills. In the period, the experimental group was involved in learning activities with Alexa for about 30 minutes daily, while the control group carried on with self-learning practices such as reading textbooks and using online materials. The activities

involved asking questions, practicing dialogues, learning new words and responding to prompts generated by AI, with the goal of improving communication skills [1][2].

### C. Data Collection

A range of methods were used to collect data to evaluate the effectiveness of amazon Alexa in autonomous second language learning. Interaction logs were used to track how often and how learners interacted with Alexa during language-learning activities. Pre-assessment and post-assessment tests were administered in order to measure improvements in speaking, listening and vocabulary skills before and after the experimental period. Feedback questionnaires were also distributed to collect the learners' perceptions on engagement, usability, motivation and overall learning experience with AI-powered voice assisted learning. The combination of these data collection techniques afforded both quantitative and qualitative insights into learner performance and the influence of AI-assisted language learning environments.

### D. Data Analysis

The data collected was subjected to both quantitative and qualitative analyses to assess the efficacy of Amazon Alexa in self-directed second language learning. The quantitative data derived from the pre-assessment test and post-assessment test was analyzed through percentage analysis and comparative performance analysis to assess the gains achieved in the skills of speaking, listening, and vocabulary of the participants. The performance data for the experimental group was compared with that of the control group to determine the effects of AI-based learning activities. Moreover, logs of interactions were reviewed to find out the participation rate, interaction rate, and degree of involvement of the learners throughout the duration of the experiment.

## IV. Results and Discussion

It was observed from the results of the study that there was visible improvement in the acquisition of a second language among the experimental group members due to the use of Amazon Alexa compared to those in the control group. In particular, the post-assessment results indicated that the use of Amazon Alexa had led to improvement in terms of speaking

fluency, correct pronunciation, understanding of speech, and vocabulary building among students who used Alexa. Logs of the interactions carried out indicated that the learners were consistently engaged in interactions through the use of AI. This is because most students stated that the interactive nature of Alexa made it easier for them to communicate in English without fear of committing errors.

In addition, the feedback surveys highlighted positive perceptions from the learners about the usability and efficacy of the Alexa-mediated learning experience. Learners found the conversational agent engaging, convenient, and helpful for independent learning beyond the confines of the classroom setting. Some difficulties were identified including issues with speech recognition, comprehension of accented speech, and lack of context in conversing with the AI assistant. However, most learners were satisfied with their AI-supported learning experience and demonstrated openness toward continued use of voice assistants for language practice. Based on the findings, it appears that incorporating AI-enabled conversational agents in language instruction can be highly beneficial in improving learner motivation, communication, and independent learning abilities.

Despite these challenges, the overall findings suggest that Alexa is a valuable supplementary tool for autonomous language learning. It enhances engagement and provides a supportive environment for continuous practice.

# V. Conclusion

From the research conducted, it was evident that there were improvements in second language learning in the experimental group using Amazon Alexa. From the post-test results, there were improvements in terms of speaking, pronunciation, listening skills, and vocabulary in students who used Alexa frequently. Logs of the interaction were recorded and proved that there was higher engagement in learners interacting with Alexa. Many of the students using Alexa noted that the conversation skills allowed them to freely communicate in English with confidence, without fear of being wrong. These findings were similar to those from previous studies, which claim that AI voice assistants foster self-learning because of their immediate feedback. Future research can focus on integrating advanced AI features, improving contextual understanding, and expanding the scope of study with larger participant groups.

From these feedback questionnaires, other positive attitudes were obtained from the learners concerning the utility and effectiveness of the Alexa learning experience. The students considered the voice assistant to be interesting, convenient, and useful in self-study out of the classroom. Some problems with the usage of the voice assistant included speech recognition issues, understanding of accentuated languages, and lack of context in conversations. In spite of this, learners were quite satisfied with the experience of AI-supported learning and even willing to use this technology to support their learning process in the future.

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