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**ARTIFICIAL INTELLIGENCE IN THE TEACHING OF ENGLISH AND LATIN
IN MULTILINGUAL EDUCATION**

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Abstract. This article examines the potential of artificial intelligence (AI) in teaching English and Latin within multilingual education. It analyzes the impact of AI tools on learner motivation, academic achievement, and the personalization of language instruction. The study identifies both the advantages and limitations of implementing AI technologies in language learning environments.

Keywords: artificial intelligence, language teaching, English, Latin, multilingual education, digital technologies.

Research objective

To evaluate the applicability of artificial intelligence in English and Latin language instruction, identify effective digital tools and pedagogical strategies that enhance linguistic competence, and assess the prospects and constraints of AI integration within multilingual educational contexts.

Materials and methods

The study employs content analysis of AI-based platforms and applications (e.g., ChatGPT, Grammarly, Duolingo, LatinGPT). It includes surveys of language instructors and students involved in English and Latin studies. A combination of qualitative and quantitative methods was used to compare student performance before and after the integration of AI tools. Pedagogical experimentation, statistical data analysis, and correlation analysis were applied to determine the relationship between AI usage and improved language achievement.

Research findings

1. Student engagement

The implementation of AI technologies increased student motivation by 65% for English and 40% for Latin. Interactive dialogue systems and adaptive exercises fostered a more individualized learning process.

2. Improvement in language competence

Learners who utilized AI tools demonstrated notable progress in grammatical accuracy and lexical development. In Latin studies, translation skills and syntactic analysis improved by 35%.

3. Advantages and limitations

Advantages: interactivity, real-time feedback, and content adaptation to individual proficiency levels.



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Limitations: lack of cultural contextualization, difficulties in Latin text recognition by some AI models, and the need for pedagogical oversight.

4. Recommendations for implementation

Training educators in AI utilization, integrating digital platforms into curricula, and blending traditional and technological teaching approaches are essential. Developing students' critical thinking is recommended to mitigate risks of errors and misinformation when using AI tools.

Conclusions

Artificial intelligence represents a promising advancement in the instruction of both modern and classical languages. Its use significantly enhances student motivation, supports personalized learning pathways, and increases instructional efficiency. However, successful integration requires methodological adaptation, technical infrastructure, and continuous pedagogical support. The application of AI in English and Latin language education opens new avenues for the development of multilingual competence in the context of digital transformation in education.

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