

Bing AI in the Classroom: Revolutionizing ESL Teaching for Foundation in Sciences and Medicine Students at PUSPA, UniSZA

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ABSTRACT

This study presents an innovative approach to English as a Second Language (ESL) education. This study employed direct observation and video assessment analysis to evaluate the effectiveness of Bing AI in enhancing ESL learning among 148 students from the Foundation in Sciences and Medicine, UniSZA. They were divided into three groups (K1, K2, and K3), across three different classrooms. This paper explicitly investigates the impact of using Bing Ai in language teaching and learning especially in English as a Second Language (ESL) classroom. Bing Ai is an Ai-powered assistant that can help with teaching and learning procedures and enhance language acquisition. The AI provided real-time feedback, allowing students to make immediate improvements. The primary objective was to engage students in ESL learning, increase their enjoyment of practicing English, and reduce their anxiety when using the language in front of the class. The methodology involved observing the students' interactions with Bing AI during their English practice and analyzing the video assessments they created as part of their assessment. The findings indicate that the majority of students were able to produce compelling videos, demonstrating not only an improvement in their English communication skills but also a significant reduction in language-related anxiety. The study concludes that Bing AI serves as a powerful tool in ESL teaching, fostering a more interactive, enjoyable, and confidence-building learning environment for medical sciences students. The findings reveal that the use of Bing AI not only made learning English more entertaining but also effectively supported the students in improving their communicative competence.

Keywords: Bing Ai, Language-Related Anxiety, Confidence-Building Learning Environment

