Exploring Students' Perceived Competencies in AI-Supported Language Learning: An Analysis Using the UNESCO AI Competency Framework

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Exploring Students' Perceived Competencies in AI-Supported Language Learning: An Analysis Using the UNESCO AI Competency Framework Oral/Poster Presentation This study investigates students' self-perceived competencies in Artificial Intelligence (AI)-supported language learning, using the UNESCO AI Competency Framework for Students as the theoretical foundation. The framework, which classifies competencies into Human-centered Mindset, Ethics of AI, AI Techniques and Applications, and AI System Design, was used to assess students' abilities across three progressive levels: Understand, Apply, and Create. Data were collected from 198 students in a university preparatory school in Turkey using a structured questionnaire based on the framework. Descriptive and inferential statistical analyses revealed a significant decline in competency as task complexity increased, with students scoring highest in the Understand level (M=4.13, SD=0.82) and lowest in the Create level (M=3.01, SD=1.18). While students exhibited strong conceptual understanding and ethical awareness, their ability to creatively design and implement AI tools was limited. The findings highlight the need for targeted instructional strategies, such as scaffolded learning, project-based tasks, and professional development for educators to bridge the gap between theoretical understanding and creative application. This study contributes to the broader literature on digital competencies and offers recommendations for enhancing AI literacy in language education.

Keywords: Artificial Intelligence Competency, AI Literacy, Bloom's Taxonomy, Language learning, Preparatory School